

**LEADERSHIP, CURRICULUM and INSTRUCTION**  
**New Teacher Support and Development**

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OAKLAND UNIFIED  
SCHOOL DISTRICT

Community Schools, Thriving Students

Board Office Use: Legislative File Info.	
File ID Number	14-0554
Introduction Date	6/11/14
Enactment Number	14-0960
Enactment Date	6/11/14

# Memo

To Board of Education

From Gary Yee, Ed.D., Acting Superintendent  
Maria Santos, Deputy Superintendent—Instruction, Leadership & Equity-in-Action  
By: Kyla Johnson-Trammell, Associate Superintendent

Board Meeting Date \_\_\_\_\_  
(To be completed by Procurement)

**SUBJECT: Memorandum of Understanding with REACH Institute for School Leadership for Intern Partnership Program for K-12 Teaching — *Multiple Subjects and Single Subjects* credentials, including Added or Supplementary Authorizations, for the term July 1, 2014 through June 30, 2017.**

## ACTION REQUESTED

Approval by the Board of Education of a Memorandum of Understanding between the Oakland Unified School District and REACH Institute for School Leadership (REACH, or University) for the Intern Partnership Program for K-12 Teaching — *Multiple Subjects and Single Subjects* credentials, including Added or Supplementary Authorizations, for the term July 1, 2014 through June 30, 2017, in an amount not to exceed seven thousand five hundred dollars (\$7,500) annually, and under the three-year term of this Agreement cumulatively not to exceed twenty-two thousand five hundred dollars (\$22,500).

## SUMMARY

The District has maintained the practice of employing students enrolled in University credential programs as Interns. Interns employed by the District, as specified in the Memorandum of Understanding, maintain all the responsibilities of individuals fully credentialed for those positions, and are supported by University Supervisors and District Coaches. Interns are enrolled in Alternative Certification Internship Credential Programs under the guidelines established by the California Commission on Teacher Credentialing and the California Department of Education. This Memorandum

of Understanding with the University establishes a new relationship with the University regarding the Intern Partnership Program.

## **BACKGROUND**

Internship programs are alternative certification programs leading to Multiple Subjects, Single Subjects, Education Specialist (Special Education), and Bilingual Teaching credentials, including Added or Supplementary Authorizations, and to credentials for Educational Therapist, School Counselor, School Psychologist, and Administrative Services. These programs are offered by university or college departments of teacher education in collaboration with the District, under the guidelines of the California Commission on Teacher Credentialing and the California Department of Education.

In cooperation with credential programs within the schools of education at state-approved colleges and universities, the District has maintained the practice of employing and placing university students with valid Intern Credentials as full-time classroom teachers, educational therapists, school counselors, school psychologists, and administrators while they pursue course work leading to Preliminary Credentials.

The mutual commitment between the District and the Intern Teacher, in particular, is initially for one year, and, if the intern credential is extended for a second year, for two years of employment and service, given satisfactory conditions and professional performance, according to District protocols for evaluation of certificated teachers. Upon completion of the term of internship, in most cases at the end of four quarters during which time the Intern completes credential course work and field work, including a supervised (Student Teaching Practica) component and issuance, to teachers, of the Preliminary Credential, continuing employment is generally considered, again given satisfactory conditions and professional performance, according to District protocols for teacher evaluation and the needs of the District. After that time, as with other certificated employees, the District's protocols for evaluation of certificated employees continue to apply.

In addition to supervision under their college or university credential programs, each Intern Teacher will receive support according to guidelines developed by the department of Leadership, Curriculum and Instruction (LCI), and the unit of New Teacher Support and Development (NTSD), or otherwise as provided for by District departments in conjunction with the Intern Partnership Program. During the first year of service, each Intern Teacher will be enrolled in an Intern Support Program. During the two subsequent years, following the issuance of a Preliminary Credential, each new teacher (former Intern) will be enrolled in the Oakland BTSA Induction Program (OBIP), as mandated by SB2042, in order to earn the Professional Clear Credential.

In addition to their college or university supervisors, Interns may be served by Support Advisors or Coaches (e.g. teachers serving as mentors) at their school sites, and by the Program field support staff, who make regular visits to schools and manage the support network.

The work of on-site advisors, teacher coaches, and field staff is strictly collegial, not in any administrative or evaluative capacity. The intent is to support Interns in their professional development, so that they thrive in the process of learning, work toward their potential, and provide models for other teachers in the future. Thereby the Program promotes the general model of whole faculties that are

highly developed in their professional capacities and where collaboration is central to the work. This strengthens the ability of schools and the District overall to grow teachers from within, to nurture them, and to attract and retain the finest in the profession.

University students are expected to be employed and placed as Interns, in particular Intern Teachers, in the Oakland Unified School District. In previous Partnership years, the District has employed as Intern Teachers approximately two hundred to three hundred (200-300) teacher credential candidates (Multiple Subjects, Single Subjects, Education Specialist, and Bilingual Teachers) from university credential programs. This Memorandum of Understanding does not specify the number of University Interns in any of the covered categories, to be employed by OUSD, except for the provision that the number of Intern Teachers from the University shall not exceed thirty (30) Interns per academic year. Employment will be based upon the needs of the District and the qualifications of University students.

Overall, it should be noted that the District's partnerships with colleges and universities support District efforts to recruit qualified teachers. The existence of CCTC-approved internship programs provides viable alternatives for qualified graduate students requiring full-time employment — those either already enrolled in credential programs, seeking enrollment in credential programs, or considering teaching or pupil personnel services as a profession.

### **STRATEGIC ALIGNMENT**

This strategy of employing University credential-program students as District Interns aligns with major District goals and State and Federal legislation aimed at increasing the percentage of qualified, credentialed teachers and other employees in pupil personnel services in OUSD schools and departments, thereby decreasing the number of teachers and other educators in pupil personnel services working under Emergency Credentials or other Short-Term Staffing Permits. For teachers, the existence of Intern Partnership Programs provides a vehicle by which new teachers-of-record in any of the qualified categories regarding intern status may continue their professional development within the Learning to Teach Continuum, guided by the California Standards for the Teaching Profession, under the District department of Leadership Curriculum and Instruction (LCI), in the unit of New Teacher Support and Development (NTSD).

### **DISCUSSION**

Approval by the Board of Education of a memorandum of understanding between the Oakland Unified School District and the University for the latter to provide credential programs for *Multiple Subjects and Single Subjects* teaching credentials, including Added or Supplementary Authorizations, for the Intern Partnership Program, from which University credential-program students may be employed by the District, according to guidelines of the California Commission on Teacher Credentialing (CCTC) and the California Department of Education (CDE) for the term specified in this Agreement —with provisions for Fiscal Agency and the reallocation of funds regarding resources generated under the funding guidelines of the CDE or the CCTC, for the Teacher Internship Program only, as described in the Memorandum of Understanding and noted in this memo under "Fiscal Impact."

The purpose of this MOU is to cooperate with institutions of higher education that provide OUSD with fully credentialed teachers and other educators in pupil personnel categories covered under this Agreement.

## **FISCAL IMPACT**

Under the guidelines of the California Commission on Teacher Credentialing, formerly regarding the Alternative Certification Teacher Intern Partnership Program Grant, the District receives annual Tier III or Flex funds, with the District serving as fiscal agent. While the District may be required to indicate matching funds for teacher intern programs, in practice it applies funds from other grants related to professional development to constitute in-kind support. The New Teacher Support and Development is supported in part by these funds. Grant funds may also be expended to support the college or university credential programs associated with the Partnership Program. Depending upon the available Tier III or Flex funding in a given year, and in consideration of the annual budget submitted by the college or university partner and approved by the District (NTSD) under the provisions of this Intern Partnership MOU, the IHE may receive a per-intern reallocation of funds — not to exceed two hundred fifty dollars (\$250) per teacher intern, per year — and thereby material support for its administrative functions (e.g. college supervisors, course offerings, materials) *from within the CCTC Intern grant, Tier III or Flex funds, received by the District*. Intern Teachers also may receive material support from their IHEs (e.g. stipends for books, release time for professional development). Teacher Coaches (experienced OUSD teachers designated for this role) may receive stipends for their work with intern teachers in the schools.

Under this Agreement, the reallocation of funds from the District's CCTC Intern Grant, or from allowable Tier III or Flex funds, to the University for the Multiple Subjects and Single Subjects Teacher Intern Credential Programs shall not exceed seven thousand five hundred (\$7,500) annually — given, for example, the calculation of approximately two hundred fifty dollars (\$250) per Teacher Intern and not exceeding a combined total of thirty (30) Multiple Subjects and Single Subjects Teacher Interns from the University employed by the District annually. Commensurate with this calculation, reallocation of District funds (CCTC Intern Grant, Tier III or Flex) to the University under the three-year term of this Agreement cumulatively shall not exceed twenty-two thousand five hundred (\$22,500).

LCI/NTSD projects that in the school year 2014-15, and each year continuing through the term of this Agreement, the District will employ approximately 200 Teacher Interns under all its Partnership Programs with state-approved colleges and universities.

## **RECOMMENDATIONS**

Approval by the Board of Education of a Memorandum of Understanding between the Oakland Unified School District and REACH Institute for School Leadership (REACH, or University) for the Intern Partnership Program for K-12 Teaching — Multiple Subjects and Single Subjects credentials, including Added or Supplementary Authorizations, for the term July 1, 2014 through June 30, 2017, in an amount not to exceed seven thousand five hundred dollars (\$7,500) annually, and under the three-year term of this Agreement cumulatively not to exceed twenty-two thousand five hundred dollars (\$22,500).

## **ATTACHMENTS**

Memorandum of Understanding  
University Insurance Certificate  
District Routing Form

## LEADERSHIP, CURRICULUM and INSTRUCTION

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OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

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## MEMORANDUM of UNDERSTANDING

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### Oakland Unified School District and REACH Institute for School Leadership

This Memorandum of Understanding (“MOU”) or Agreement for an Intern Partnership Program is entered into by and between the OAKLAND UNIFIED SCHOOL DISTRICT (“District” or “OUSD”), a public school district in the State of California, County of Alameda, and the REACH Institute for School Leadership (“REACH,” “Institute” or “University”), a California nonprofit institute functioning as a university for the purpose of teacher credentialing and leadership training.

### Teacher Education, K-12, Credentials

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### Multiple Subjects — Single Subjects Alternative Certification Intern Partnership Program

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#### Article 1: Recitals

- A. The California Education Code authorizes a public school district, in cooperation with an approved college or university, to establish agreements covering Intern Partnership Programs and Programs for Practica applying to Teaching Credentials, Service Credentials, and Certificates, with respect to the following categories: K-12 Education, Education Specialist, and Bilingual Education, including Added or Supplementary Authorizations; Educational Therapist, School Counselor (Pupil Personnel Services, PPS), Clinical School Psychologist, and Administrative Services Credentials and Certificates.
- B. The Oakland Unified School District (District or OUSD) is a public school district, and the REACH Institute for School Leadership (“REACH,” “Institute” or “University”) is an institution of higher education approved by the California Department of Education and the Commission on Teacher Credentialing for the approved university- and college-based programs, consistent with the purposes for which school districts are established and within the meaning of the Education Code Section 44452.
- C. The University’s education credentialing programs have been approved by the California Commission on Teacher Credentialing (CCTC).
- D. The District is authorized to enter into an agreement with a state university, the University of California or any other university or college accredited by the State Board of Education as a

teacher education institution, to provide experience in teaching, educational therapy, school counseling, clinical school psychology, and school administration through the employment of Interns and through school-based Practica to students enrolled in teacher training and other education credentialing curricula of such institutions.

- E. The District and the University wish to establish an Agreement for an Intern Partnership Program — applying to credentials and certificates for **K-12 Teaching in Multiple Subjects and Single Subjects, including Added or Supplementary Authorizations** (credentials specified hereinafter referred to as *Covered Programs, Program Categories, or Covered Categories*) — as provided in the California Education Code and meeting the provisions of the statutes and regulations of the CCTC, whereby Interns in categories covered by this Agreement — students enrolled in the University's preparation programs — may be employed by the District and assigned to classrooms as teachers-of-record, or to positions in other covered programs, in District schools, clinical sites or departments. The University agrees to provide the preparation programs, and the District agrees to provide supervised on-site experience, under terms and conditions specified in this Agreement.

With respect to Intern Teachers, the following agreements and verifications apply:

University agrees and verifies that:

- i. Each Intern Teacher shall have met the requirements for enrollment in its Credential Programs, as described under *Article 4: Eligibility* of this Agreement.
- ii. Each Intern Teacher shall have verified a minimum of hours of experience with students in an education setting, as required for admission to the University Program, and as required by the CCTC for issuance of the Intern Credential.
- iii. Each Intern Teacher must have completed the minimum number of preservice hours of University Credential Program course work, as required by the CCTC for issuance of the Intern Credential.
- iv. Each Intern Teacher shall apply for the Internship Credential through the Credentials Services Office at the University within the first term of course work, if application for the Internship Credential had not already been filed with the CCTC at the time employment processes were completed with the District.

District agrees and verifies that:

- i. The purpose of the Teacher Internship Program is to contribute to the group of qualified teachers the District seeks to maintain.
- ii. Each Intern Teacher's services shall meet the instructional needs of the District.
- iii. Each Intern Teacher shall be assigned under a teacher contract with an appointment of at least .60 FTE of his or her work day in a teaching position that allows for substantial experience in the instruction of District students.
- iv. No Intern Teacher shall displace any teacher who holds qualifying credentials for his or her assigned position in the District.

- F. Under this Agreement, the University may provide for the payment in funds or services or other valuable consideration for operations of the District in fulfillment of the terms of this Agreement, of an amount not to exceed the actual cost to the District of the services rendered.

## Article 2: Definitions

- A. "Intern" or "University Intern" (or as specified for any of the covered categories of Internship) in this Agreement shall refer to a candidate enrolled in a covered program at the University, which leads to a Preliminary or Level I (Education Specialist) teaching credential, or a Service Credential in any respective covered category. Interns are employees of the District, holding positions-of-record regarding the credentials or authorizations for which they are candidates in their respective covered categories.
- B. "University Supervisor," "University Academic Supervisor," "Clinical Academic Supervisor" or "Supervisor" in this context shall refer to a representative of the University meeting the criteria established by the University for this position. The Supervisor may be retired from the District or hold an applicable position within the District and work in an Adjunct Faculty relationship with the University. Criteria for Supervisor, respective to the credential program under consideration, are: Master's degree in the covered category preferred; at least three (3) years of professional service experience required, with five (5) years preferred, and with two (2) years in the District preferred. Candidates shall make application to the University according to its requirements and through its processes.
- C. "Coach," "District Coach," "Mentor," or "Support Provider" (or as specified for any of the covered categories of Internship), shall refer to an employee of the District who is an experienced practitioner in the respective covered category, other relevant practitioner, or is otherwise approved by the District. A Coach meets the criteria established by the University and the District for this position and holds currently valid California credentials, preferably in the grade levels and/or subjects, or other category of service for which support is being provided. The Coach may not also serve as the University Academic Supervisor.
- D. "Intern Service" or "Internship" (or as specified for any of the covered categories of Internship) shall refer to the active participation by an Intern in the duties and functions of a practitioner-of-record, respective to the covered program, under the direct supervision and instruction of a site or department Administrator, and with the support of a Coach for purposes of formative assessment. During the period of the Internship, the Intern will be enrolled in and actively participate in the respective covered education credentialing program of the University under the direction of University faculty.
- E. "Intern Assignment" shall refer to the time period required for the Internship. The Internship shall satisfy all University and State requirements for the appropriate Preliminary Credential.

Based on these recitals and definitions, the District and the University agree as follows:

## Article 3: Terms of Agreement

1. Term of Agreement — Amendment, Renewal, Termination: The term of this Agreement shall be three (3) years, from July 1, 2014 through June 30, 2017, effective upon execution by the authorized representatives of both parties. This Agreement shall be reviewed annually, and may be amended and renewed by mutual written consent. This Agreement shall continue in force, provided that either party may terminate this Agreement, with or without cause, at any time, upon thirty (30) days prior written notice to the other party.

In the case of termination of this Agreement, all University Interns (e.g. District teachers, school counselors, educational therapists, school psychologists, or administrators) employed with the District as of the date of termination or expiration of this Agreement shall be permitted to complete their Internships with the District; and the District may elect to continue employment of any Intern, beyond the term of this Agreement, subject to the evaluation and employment protocols of the District.

#### **Article 4: Intern Eligibility**

2. **Program Requirements:** Each University student (credential candidate) accepted for an Internship in the District must have met the following qualifying criteria:
  - a. Baccalaureate degree, or advanced degree from an accredited institution of higher education (IHE).
  - b. For Interns in all Covered Categories, passage of the CBEST exam and verification of subject matter competence by completion of an approved program, or by a course waiver from an accredited university under the guidelines of the CCTC, or passage of: (1) the CSET, and (2) other exams as may be required by the California Department of Education or the California Commission on Teacher Credentialing.
  - c. If applicable, BCLAD Teacher Interns must have passed a written and oral exam and have completed academic coursework in their identified non-English language area.
  - d. Screening by University staff, which may include the following: a personal interview; written self-evaluation regarding teaching and learning, school counseling, school psychology services, or school administration, as applicable to the credential program under consideration; and verification of coursework and prior experience with K-12 students in a multicultural, multilingual setting.
  - e. Interview with a University Academic Supervisor and a lead faculty member for the applicable credential program (“Program”).
  - f. For Interns in all Covered Categories, admission to the University’s applicable College of Education Internship Credential Program. Recommendation for an internship by a University designee.
  - g. Interview and screening by University or District staff, as determined by District protocols, including a background check — paper screening, and fingerprint clearance from the Department of Justice and the Federal Bureau of Investigation — and approval by District Human Resources personnel and school-site administration.
  - h. Evidence of negative tuberculosis test performed within six months of the Intern’s start date.

#### **Article 5: Placement of Interns and Duration of Internship**

3. **Placement of Interns:** University students, certified as qualified and competent by the University, according to the standards set by the Commission on Teacher Credentialing, to provide Intern services to the District in any of the covered categories, may, at the District’s discretion, be accepted and assigned to its schools, classes, clinical educational sites, or departments for services as Interns. The University and the District may coordinate the process of selection and placement of Interns. The University reserves the right to make the final determination on any Intern’s acceptance into the University Internship Credential Program. The District reserves the right to make the final determination on the employment and placement of any Intern. Neither the University nor the District shall discriminate in the selection of, or acceptance or participation by, any Intern pursuant



to this Agreement because of race, color, national origin, religion, sex, sexual orientation, handicap, age, veteran's status, medical condition, marital status, or citizenship, within the limits imposed by law.

4. Duration of Internship: Once a student has been employed as an Intern by the District, and if the Intern remains in good standing as a student in the Program at the University and within the District's policies and performance standards, the Intern shall be allowed to finish his or her Internship with the District. However, an Intern who performs below acceptable District or University standards, after appropriate support and advice efforts have been attempted, may be removed from the paid Internship position by the District and/or be removed from the Program by the University. In the case of an Intern's removal from the District assignment or the Program by either the District or the University, respectively, either party shall provide immediate written notification to the other. All services provided by the University and the District pursuant to this Agreement shall terminate upon an Intern's removal from the District or termination of participation in the Program with respect to the Intern removed.

### **Article 6: Intern Employment Status and Responsibility**

5. Intern Employment Status: The Intern shall be considered a District employee for all purposes, including for the payment of any federal, state, or local income or occupational taxes, FICA taxes, unemployment compensation or workers' compensation contributions, medical leave, personal leave, retirement benefits, or any other payments or benefits for or on behalf of Interns.
6. Intern Salary and Benefits: The intern receives salary and benefits based on the District's current policies. The Intern's salary shall not be reduced to cover the cost of supervision by the University or support by the District under the terms of this Agreement.
7. Intern Responsibility and Performance of Duties: The Intern is expected to fulfill responsibilities and perform duties under the collective bargaining contract for the unit representing the covered category of employee for which the Intern is a practitioner-of-record. The Intern assumes full performance and legal responsibility for his or her classroom, other student constituency, school, or other District position or site assignment, as applicable, from the first day of the assignment as a paid employee of the District, for at least one academic year, given satisfactory performance according to relevant District certificated employee evaluation guidelines and employment protocols that apply to all certificated employees in the assignment category. In consideration of Internship status, the Intern should not be assigned extraordinary duties or committee responsibilities, but may be assigned to extracurricular activities and be expected to participate in department, faculty, or other relevant site meetings proportionate to the assignment load of a regular contracted employee in the covered category. For example: (1) the Intern will arrange and attend parent and/or teacher conferences as appropriate to any teaching, counseling, or administrative responsibility; (2) the Intern will participate in regular faculty, circuit, or department meetings; (3) the Intern should not sponsor or coach extra-curricular activities; (4) the Intern may request not to attend District, school, other site, or department meetings that conflict periodically with Internship Program responsibilities at the University, with the understanding that certain University classes or meetings require the Intern's participation at the University.

## **Article 7: District Curricula, Performance Standards, and Certificated Employee Evaluation**

8. **District Curricula and Programs**: The District establishes instructional programs and guidelines for curriculum design and implementation, pupil personnel services, and school design and administration, in cooperation with classroom teachers, school counselors, school psychologists, educational therapists, and site administrators who are expected to apply personal perspectives, intelligence, creativity, and knowledge of content and practice.
9. **District Performance Standards**: The District establishes performance standards for all certificated employees, including Interns, within the framework of the California Standards for the Teaching Profession, and other standards of the California Commission on Teacher Credentialing and the California Department of Education for teaching, pupil personnel services, and administrative service assignments. All certificated personnel will be evaluated by their supervising site and/or department administrators according to District procedures, with reference to those standards, for the purpose of continuing employment.

All teachers, following their completion of requirements for the Preliminary Credential within the University credential program, will be evaluated by professional staff within the District's Induction Program for purposes of formative assessment and recommendation for the Professional Clear Credential (Education Specialist, Level II).

## **Article 8: Intern Program Support**

10. **Intern Program Support in Covered Categories**:
  - a. The District and the University will each provide for qualified support for Interns. The University will provide for a qualified Academic Supervisor, and the District will provide for a qualified on-site Coach or Mentor (Support Provider), to assist each Intern in the Program in developing competencies with regard to design and delivery of curriculum and classroom management practices, pupil personnel services, or administrative services, as applicable to the credential program under consideration.
  - b. The District and the University will determine independently the qualifications of their respective Supervisors and Coaches. The University will be responsible for designating its own Academic Supervisors for its students employed as Interns by the District. The District will be responsible for designating its own Coaches for its Interns. The District Coach may be recommended by the professional field support staff of the District, including the department of Leadership, Curriculum and Instruction, and the unit of New Teacher Support & Development (NTSD), according to NTSD's recruitment, professional development, and service guidelines for the Coaches in its support programs.

The University will provide highly trained and qualified University Academic Supervisors, who are familiar with and understand Oakland Public Schools, to support, observe and assess Interns in their assignments on a regular schedule appropriate to the needs of the Intern and the school. The University shall provide training for all University Academic Supervisors. University Academic Supervisors may consult regularly with on-site District Coaches and administrators, and will inform District personnel of any changes in the Intern's program, preparation schedule, or status within the University.

The supervision plan for Interns will be the University supervision plan for its Internship credential program students, respective to the credential program under consideration, which will consider the needs and assets of each Intern and of the individual school site to which each Intern is assigned.

11. Intern Teacher Program Support:

- a. The District will provide highly trained and qualified Teacher Coaches, preferably on-site, who are recognized for successful classroom teaching experience, who have approval of site administrators, and who are recommended under the guidelines of the District department of Leadership, Curriculum and Instruction (LCI) and the unit of New Teacher Support and Development (NTSD), according to the department's recruitment, professional development, and service guidelines for Teacher Coaches. The University may provide training for all District Teacher Coaches working with the University's Interns. Teacher Coaches will receive stipends according to NTSD guidelines, depending upon funding, as covered under this Agreement (see *Article 13, Funding and Fiscal Oversight*).
- b. The on-site support plan for Intern Teachers will be implemented according to the guidelines developed by NTSD, or otherwise as provided for by District departments in conjunction with the Intern Partnership Program, which will consider the needs and assets of each Intern and of the individual school site to which each Intern is assigned.
- c. Under the District's plan for support of Interns, each Intern/Teacher Coach pair may be allowed up to four (4) release days with substitute teacher coverage; this release time will be for the purpose of observing master teachers or for participating in other professional development activities approved by the District. Allowable release time will depend upon funding, as covered under this Agreement (see *Article 13, Funding and Fiscal Oversight*).
- d. The District site Teacher Coach and the University Academic Supervisor assigned to an Intern Teacher may meet periodically with the Intern to discuss the Intern's classroom practices and professional development generally, and to ensure compliance with the California Standards for the Teaching Profession (CSTP) and the standards outlined in Senate Bill 2042, including, but not limited to, Teaching Performance Expectations (TPE) in the Intern's classroom.
- e. The District site Teacher Coach and the University Academic Supervisor may meet periodically without the Intern Teacher to discuss the Intern's progress, as needed. In no case, however, may the District Teacher Coach function in an evaluative capacity. Teacher evaluation for purposes of continuing employment or assignment is the responsibility of the site administrator and/or other personnel in the District division of Human Resources and Support Services (HRSS).
- f. The District will designate a coordinator to ensure supervisory and support assistance to District Intern Teachers.

**Article 9: Individual Teacher Provisional Internship Permit**

12. University and District Requirements and Services: Individual Provisional Teacher Internship Permit (PIP) candidates are subject to all fees, requirements and services provided by the University in its credential programs. Additional support will be provided under the auspices of the University, as prescribed under CCTC guidelines. Each candidate must discuss any additional services with the District Coordinator of Internship Programs or other supervisory personnel within the District division of Human Resources and Support Services (HRSS).

13. Supervision of Interns under the PIP: University field Supervisors, in consultation with the District Coordinator of Internship Programs, shall be responsible for developing the Individual Development Plan (IDP) for each intern authorized by a PIP. As required by law, authorized personnel of the University and the District must approve each IDP.
14. Transition to University Internship Credential: University students authorized by Provisional Internship Permits for employment by the District, due to time constraints, specific cohort or program components, or other restrictions within the University's purview, shall apply through the University for a University Internship Credential at the earliest possible date, given the University's admission policies. This provision shall not apply to Interns who will complete requirements for the Preliminary Credential before the beginning of the University's next admission cycle.

### **Article 10: Teacher Intern Orientation and Professional Development**

15. Program Orientation: Prior to the beginning of the Intern's teaching experience at the District, the University will hold Program orientation meetings for Intern teachers.

The University also may offer training seminars that may be attended by District Teacher Coaches, NTSD staff, or other District field support staff. University representatives may review techniques of supervision, procedures for conducting observations and providing assistance, may introduce forms used in the Program, communicate seminar schedules, and offer further training and materials to site Teacher Coaches. In addition, the contents of any University *Program Handbook*—the parameters of Intern teaching, roles and responsibilities, special assistance procedures, and pertinent University policies and procedures—may also be reviewed with Interns and District site Teacher Coaches.

NTSD staff or other District field support staff may also attend University orientation meetings for the purpose of informing Interns about the role of the department primarily in on-site support processes once an Intern is employed by the District.

16. District Professional Development Programs: The District will include Intern Teachers in appropriate District support programs and provide training in regularly scheduled staff development activities. Interns may elect to participate in any professional development opportunities within the District, including those programs managed by the department of Leadership, Curriculum and Instruction, or by another District division responsible for instructional services, and those programs managed specifically by the District unit of New Teacher Support and Development or other relevant District departments.

### **Article 11: Responsibility for Academic Program and Assessment of Interns**

17. Academic Responsibility: The University shall have exclusive control over all academic issues involving its credential and certificate programs, which shall include, without limitation: selection of course content and required textbooks; delivery of instruction; selection and approval of faculty; admission, registration, and retention of District Interns as University students; evaluation of the education and prior experience of Interns; evaluation of the academic progress of Interns; scheduling of courses; awarding of academic credit; and conferring of academic degrees.

18. Assessment: Academic assessment is a function of the University program designed for the Covered Category, for the Credential under consideration, in this Agreement, and of any Field Experience course (practica), or any other program component designed by the University. Students engaged in Field Experience as a course designation, whether as a full practicum assignment or in connection with an Internship requirement, will pre-assess their skills regarding the Covered Categories, for the Credentials under consideration, develop a plan for growth, and assess their growth at the close of the course with the University Academic Supervisor. No evaluative assessment will be considered the responsibility, either in whole or in part, of the District site Coach, who works with the Intern on a collegial basis for the purpose of formative assessment only.
19. Summative Performance Evaluation: At the end of each semester, or otherwise according to the University's Program, the University Academic Supervisor will complete a summative performance evaluation of the Intern and make a recommendation concerning the Intern's readiness for independent teaching, pupil personnel services, educational therapy services, or administrative services, which will be given to the University's Department of Credentials. This performance evaluation will determine the Intern's competence relative to the program standards of the California Commission on Teacher Credentialing or other relevant standards of the California Department of Education for the specific credential or certificate the Intern is seeking to obtain. The signed evaluation forms will belong to University as part of the Intern's student records and may be kept on file in the office of either the Department or of the Credential Analyst at the University.

It is expected that the supervising site or department administrator of the District will complete a summative evaluation of the Intern's performance according to District evaluation protocols for certificated employees in the applicable credential category, for purposes of continuing employment and assignment to a position in the District. The District evaluation forms will belong to the District as part of the Intern's personnel records. However, the supervising site or department administrator will make available to the University Academic Supervisor any relevant information from this evaluation for assessment of the student by the University, concerning the recommendation of the Intern for the Preliminary Credential and the appropriateness of the Intern's continuing placement at the District.

#### **Article 12: Teacher Intern Partnership Program Steering Committee**

20. Oakland Intern Partnership Program Steering Committee: The University may designate a representative or representatives from its professional staff to participate in the District's Teacher Intern Partnership Program Steering Committee (IPPSC), which includes NTSD staff, other OUSD Human Resources staff, and representatives of the colleges and universities with which the District maintains Teacher Intern Partnership Programs. The IPPSC meets periodically to collaborate on matters concerning the education and support of Teacher Interns, and to develop functions of the Oakland Intern Partnership Program (OIPP).

#### **Article 13: Funding and Fiscal Oversight —Teacher Intern Partnership Program**

21. Teacher Intern Partnership Program Sponsorship and Fiscal Oversight: The District will serve as Lead Sponsor and Fiscal Agent for the Partnership, with the University as Co-Sponsor. Management of these functions will be the responsibility of NTSD or other District department as may be designated by the District Administration or Board.

A budget will be jointly developed, and reviewed annually, by the University and the District to utilize resources generated under the Agreement in accordance with partnership program funding guidelines of the California Department of Education or the California Commission on Teacher Credentialing. This budget will focus on adequate support of Teacher Interns for increased supervision and coaching, coursework, or other professional development activities and resources. This budget may provide for support of the University Teacher Internship Credential Program, concerning costs of on-site supervision or other professional resources, and for direct and indirect administrative costs of the District with regard to services provided to Teacher Interns by NTSD or other District departments in conjunction with the Intern Partnership Program. The District will provide the University with information regarding the funding of its program under budget guidelines.

The reallocation of funds from the District's CDE or CCTC Intern Grant or other relevant State grants, categories (e.g. Tier III funding), or District accounts, to the University for the Multiple Subjects, Single Subjects, or Education Specialist Intern Credential Programs shall not exceed seven thousand five hundred dollars (\$7,500) annually — given, for example, a calculation not to exceed \$250 per Intern and not to exceed a total of thirty (30) Multiple Subjects, Single Subjects, and/or Education Specialist Interns from the University employed by the District annually. Reallocation of the District's State funds to the University under the three-year term of this Agreement cumulatively shall not exceed twenty-two thousand five hundred dollars (\$22,500). In any case, reallocation of such funds to the University shall depend entirely upon funds available for this purpose, in the judgment of the Fiscal Agent, from allowable State and District resources. Following notice of the annual calculation, in consideration of the annual State funding available to the District for this purpose, and under the provisions of this Agreement, under CDE or CCTC guidelines, for reallocation of funds within the OIPP, the University will submit an invoice to the District through NTSD or other designated District department according to information and instructions given to the University by the Fiscal Agent. Invoices will be payable within each fiscal year. Funds allocated to the University under the terms of this Agreement become the University's funds, and may be spent by the University according to its own processes for budgets and expenditures, not limited to the current fiscal year, as long as such expenditures are consistent with the terms of this Agreement.

#### **Article 14: District and University Insurance**

22. Acknowledgment of Insurance Status: This Agreement acknowledges that the District is permissibly self-insured for all required coverages. In the case that the University is self-insured for all required coverages, the University will provide a legally authorized document so stating, or it will provide a Certificate of Insurance, issued by the Insurer, naming the District as an Additional Insured, attached to this Agreement. The District and University each agree to keep in full force and effect, during the term of this Agreement, insurance to meet their respective obligations and liabilities hereunder. Such insurance shall include but not be limited to the following:
- a. Commercial General Liability, Professional Liability, and Automobile Liability for bodily injury, personal injury and property damage;
  - b. Workers' Compensation coverage with statutory limits; and
  - c. Employers Liability coverage.

The District shall defend, indemnify and hold the University, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys fees),

or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the District, its officers, employees, or agents.

The University shall defend, indemnify and hold the District, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys fees), or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the University, its officers, employees, or agents.

#### **Article 15: Development of Resources**

23. Development of Resources and Joint Efforts: The University and the District are committed to the joint development of future resources that benefit the Intern Partnership Program and University Credential programs generally, including any components regarding the assignment of University students to internships or practica in District schools, considering the provisions of this Agreement. This may involve joint participation in grant writing, joint sponsorship of teacher education events, reciprocal permission for the use of facilities, consistent with standard policies and procedures governing the use of any such facilities and on the same terms and conditions as may apply generally to outside users, and active participation in professional advisory or steering committees, given any institutional restrictions or prerogatives of either party.

#### **Article 16: Labor Disputes in the District**

24. Obligation of Neutrality: The University is obligated to maintain neutrality in any labor disputes of the District, to ensure that all field experiences in such contexts will be educationally valid for students of the University, to avoid placing University students in situations in which there may be risk of personal injury, and to avoid interfering with students or employees of the District engaged in instructional or administrative programs of the District.
25. University Student Placements in the Event of a Labor Dispute: In the event of a labor dispute in the District, University students involved in education Field Practice programs shall report to the University until the University's Director of Field Practice has assessed the situation and made a determination regarding the students' placements under the circumstances.
26. University Supervision During a Labor Dispute: During a labor dispute at the District, University faculty members who supervise University students will visit relevant District sites on a regular basis to observe activities, to meet with District personnel, as permitted under District policies, and to determine whether, from the perspective of the University, the situation remains educationally valid and physically safe for students of the University engaged in Field Practice.
27. Continuation of Field Experience During a Labor Dispute: During a labor dispute at the District, if, in the determination of the University Director of Field Practice and from the perspective of the University, the situation is educationally valid and physically safe, and the District Field Supervisor is present in his or her regular position, the University Director of Field Practice will allow University students the option of continuing the field experience at the assigned site or of suspending or terminating the assignment.

28. University Students Employed as Interns: Provisions concerning placement and supervision of University students engaged in Field Practice, herein under this Article, regarding labor disputes in the District, do not apply to University students who, during the period of a dispute, are employed as Interns by the District and thereby placed in District positions, even though Interns may be enrolled in practica courses aligned with their credential or certificate programs, insofar as Interns are governed by the terms of their District employment, including provisions for the collective bargaining unit that represents them.

### **Article 17: General Considerations**

29. Relationship of Parties: Nothing in this Agreement is intended nor shall be construed to create an employer/employee relationship, or a joint venture, partnership or agency relationship, except as specified in the provisions, between the University and the District.

30. Publicity: Neither the University nor the District shall cause to be published or disseminated any advertising materials, either printed or electronically transmitted, which identifies the other party or its facilities with respect to this Agreement, without the prior written consent of the other party. In addition, neither party may use the names, logos, or trademarks of the other party without its prior written consent.

31. Records: It is understood and agreed that all employment records shall remain the property of the District; and all student Candidate records, including Candidate portfolio assessments, will remain the property of University. The District acknowledges that the education records of University students assigned to the District are protected by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g. The parties agree to comply with the requirements of FERPA and its implementing regulations at 34 C.F.R. Part 99 and to protect the privacy of education records concerning any University student assigned to the District under this Agreement. With regard to this provision, the District may transmit, share or disclose specified education records, with the written consent of University students affected, to other school officials of the University who have a legitimate interest in those education records. Other disclosures regarding education records, as well, shall require the written consent of any affected University student and the University. Disclosures regarding the employment or employee-performance records of any University student in his or her capacity as a District employee shall require the written consent of the University student who is in service as a District employee.

Academic artifacts created by a Student Teacher during practica for purposes of University coursework remain the property of the Student Teacher and the University.

32. Entire Agreement and Severability: This Agreement contains the entire agreement between the District and the University, and all prior or contemporaneous agreements, understandings, representations, and statements, whether oral or written, are merged herein. No modification, waiver, amendment, discharge, or change to the Agreement shall be valid unless provided in writing and signed by authorized representatives of both parties, as described in Article 3, "Term of Agreement." If a court or arbitrator holds any provision of this Agreement to be illegal, unenforceable, or invalid, the remaining provisions will not be affected.

33. Assignment: Neither the University nor the District shall assign its rights or delegate its duties under this Agreement without the prior written consent of the other party.



34. Notices: All notices, demands, or other communications given under this Agreement shall be in writing and sent to the addresses listed below (unless a party has changed its address by giving notice), and will be effective upon receipt if delivered by personal or overnight mail or facsimile, or effective three (3) days after mailing if by United States certified mail, return receipt requested. Electronic mail and telephone contact, given that e-mail or voicemail messages are acknowledged as received, are considered acceptable for ordinary communications concerning the daily execution of the terms of this agreement.

#### **UNIVERSITY**

Hope Tollefsrud, Executive Director  
REACH Institute for School Leadership  
1221 Preservation Park Way, Suite 100  
Oakland, CA 94612  
Telephone: 510.501.5075  
Facsimile: 510.868.2215  
E-mail: [htollefsrud@reachinst.org](mailto:htollefsrud@reachinst.org)

#### **DISTRICT**

Kafi Payne, Manager  
New Teacher Support and Development  
Oakland Unified School District  
McClymonds Education Complex, Room 108  
2607 Myrtle Street  
Oakland, CA 94607  
Office Telephone: 510.273.2316  
Mobile Telephone: 510.788.0408  
Facsimile: 510.452.2077  
E-mail: [kafi.payne@ousd.k12.ca.us](mailto:kafi.payne@ousd.k12.ca.us)

William Winston, Management and Operations Consultant  
New Teacher Support and Development  
Office Telephone: 510.273.2315  
Mobile Telephone: 510.406.5668  
E-mail: [william.winston@ousd.k12.ca.us](mailto:william.winston@ousd.k12.ca.us)

35. Representations: Each party represents that: (a) it will abide by all applicable federal, state, or local statutes or regulations; (b) the individual signing this Agreement has the authority to do so; and (c) it has the ability and authority to perform each of its obligations under this Agreement. These representations will continue with respect to this Agreement, as long as the Agreement remains in force.
36. General Provisions: The Agreement: (a) shall be binding and enforceable by the parties and their respective legal representatives, successors, or assigns, but not by any individual or organization not a party to this Agreement; (b) may be executed in counterparts and effective with original or facsimile signatures, but which together shall constitute one instrument; (c) shall be governed by applicable law of the State of California; and (d) has been executed as indicated below.

**EXECUTION of AGREEMENT**

**Oakland Unified School District  
REACH Institute for School Leadership**

This Memorandum of Understanding ("MOU") or Agreement for an Intern Partnership Program is entered into by and between the OAKLAND UNIFIED SCHOOL DISTRICT ("District" or "OUSD"), a public school district in the State of California, County of Alameda, and the REACH Institute for School Leadership ("REACH," "Institute" or "University"), a California nonprofit institute functioning as a university for the purpose of teacher credentialing and leadership training.

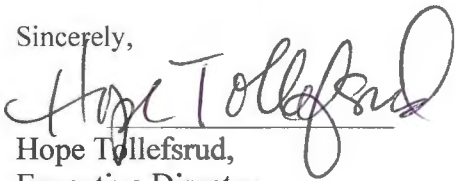
**Teacher Education, K-12, Credentials**

**Multiple Subjects — Single Subjects  
Alternative Certification Intern Partnership Program**

Term of Agreement—Amendment, Renewal, Termination: The term of this Agreement shall be three (3) years, from July 1, 2014 through June 30, 2017, effective upon execution by the authorized representatives of both parties. This Agreement shall be reviewed annually, and may be amended and renewed by mutual written consent. This Agreement shall continue in force, provided that either party may terminate this Agreement, with or without cause, at any time, upon thirty (30) days prior written notice to the other party.

**REACH Institute for School Leadership**


Sincerely,

  
Hope Tollefsrud,  
Executive Director

12/10/2013

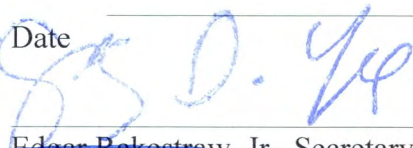
Date

**Oakland Unified School District**

  
6/12/14

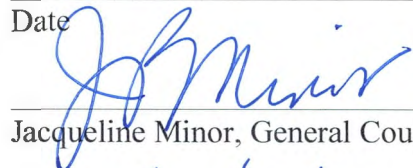
David Kakishiba, President  
Board of Education

Date

  
6/12/14

Edgar Rakestraw, Jr., Secretary  
Board of Education

Date

  
Jacqueline Minor, General Counsel

Date

2/21/14



# CERTIFICATE OF LIABILITY INSURANCE

REACH-1

OP ID: DA

DATE (MMDDYYYY)  
12/10/2013

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> Crist, Fritschi & Paterson Inc 266 Grand Avenue, Suite 230 Oakland, CA 94610 Paul Coupin		Phone: 510-451-6000 Fax: 510-451-4203	<b>CONTACT NAME:</b> PHONE (A/C, No, Ext): E-MAIL ADDRESS: FAX (A/C, No):
<b>INSURED</b> Reach Institute For School Leadership 1221 Preservation Park Way Suite 100, Oakland, CA 94612		<b>INSURER(S) AFFORDING COVERAGE</b> INSURER A: <b>Nonprofits Insurance Alliance</b> INSURER B: <b>Markel Insurance Company</b> INSURER C: INSURER D: INSURER E: INSURER F:	

**COVERAGES**

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<b>GENERAL LIABILITY</b> <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GENL AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input checked="" type="checkbox"/> LOC	X		2013-27005-NPO	01/22/2013	01/22/2014	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 500,000 MED EXP (Any one person) \$ 20,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
A	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			201327005NPO	01/22/2013	01/22/2014	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> EXCESS LIAB <input checked="" type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTION \$ 10000	X		201327005UMBPO	01/22/2013	01/22/2014	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000
B	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory In NH) If yes, describe under DESCRIPTION OF OPERATIONS below		N/A	MWC0000769-03	01/22/2013	01/22/2014	<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

RE: Student Interns

See Attached Blanket Additional Insured Endorsement Form CG2026 0704.

**CERTIFICATE HOLDER****CANCELLATION**

Oakland Unified School District Attn: Jaqueline P. Miner GC 1025 2nd Ave. Room 406 Oakland, CA 94606-2212	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.  AUTHORIZED REPRESENTATIVE <i>Deborah Adams</i>
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**THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.**

## **ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION**

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

### **SCHEDULE**

**Name Of Additional Insured Person(s) Or Organization(s)**

Any person or organization that you are required to add as an additional insured on this policy, under a written contract or agreement currently in effect, or becoming effective during the term of this policy. The additional insured status will not be afforded with respect to liability arising out of or related to your activities as a real estate manager for that person or organization.

Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

**Section II – Who Is An Insured** is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

- A.** In the performance of your ongoing operations; or
- B.** In connection with your premises owned by or rented to you.



# MEMORANDUM OF UNDERSTANDING ROUTING FORM 2013-2014

### Basic Directions

Services cannot be provided until the MOU is fully approved and a Purchase Order has been issued.

- Contractor and OUSD Administrator reach agreement about scope of work and compensation.
- Contractor and OUSD Administrator agreed upon terms are reflected in the Memorandum of Understanding.
- OUSD Administrator verifies contractor does not appear on the Excluded Parties List (<https://www.sam.gov/portal/public/SAM/>)
- OUSD contract originator creates the requisition on IFAS.
- Within 2 weeks of creating the requisition, the OUSD Administrator submits completed MOU packet to Legal for approval.

### Agency Information

Agency Name	REACH Institute for School Leadership		Agency's Contact Person	Hope Tollefsrud	
Street Address	1221 Preservation Park Way		Title	Executive Director	
City	Oakland		Telephone	510-501-5075	
State	CA	Zip Code	94612	Email	htollefsrud@reachinst.org
OUSD Vendor Number	1003696				
Attachments	<input checked="" type="checkbox"/> Proof of general liability and workers' compensation insurance <input type="checkbox"/> Statement of qualifications <input type="checkbox"/> Program Planning Tool and Budget <input type="checkbox"/> Printout showing this vendor does not appear on the Excluded Parties List. ( <a href="https://www.sam.gov/portal/public/SAM/">https://www.sam.gov/portal/public/SAM/</a> )				

### Compensation and Terms – Must be within OUSD Billing Guidelines

Anticipated Start Date	07/01/14	Date work will end	06/30/17	Total Contract Amount Grant: \$	22,500.00
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### Budget Information

Resource #	Resource Name	Org Key #	Object Code	Amount	Req. #
0000	UR BTSA	909 1620 221	5825	\$ 22,500.00	
	Staff Development		5825	\$	
			5825	\$	
			5825	\$	

### OUSD Contract Originator Information

Name of OUSD Contact	Lisa Spielman	Email	Lisa.Spielman@ousd.k12.ca.us
Telephone	510-545-6752	Fax	(510) 452-2077
Site/Dept. Name	909 Leadership, Curriculum, & Instruction	Enrollment Grades	n/a through

### Approval and Routing (in order of approval steps)

Services cannot be provided before the MOU is fully approved and a Purchase Order is issued. Signing this document affirms that to your knowledge services were not provided before a PO was issued.

OUSD Administrator verifies that this vendor does not appear on the Excluded Parties List (<https://www.sam.gov/portal/public/SAM/>)

Please sign under the appropriate column.	Approved	Denied – Reason	Date
1. Site Administrator	<i>[Signature]</i>		
2. Oakland After School Programs Office			
3. Network or Executive Officer	<i>[Signature]</i>		5/10/14
4. Cabinet (CAO, CCO, CFO, CSO, Asst Sup)	<i>[Signature]</i>		5/21/14
5. Board of Education or Superintendent	<i>[Signature]</i>		
Procurement			
Date Received			

*[Signature]*  
Legal 2/21