

School Partner Agreement Form SY24-25

Thank you for your interest in preparing a School Partner Agreement (SPA) with the School District of Philadelphia.

Please note that this SPA form is for programs falling within the **2024-25 school year**. This form will ask you to provide all of the information that is required to fill in the scope of work for your SPA.

Almost all of the information is required, so please take a minute to review what is required ahead of starting the form. Once you have the necessary information, you should be able to complete and submit this form quickly.

Review SPA Guidance: <https://www.philasd.org/strategicpartnerships/current-partners/school-partner-agreement/>

Programs may not begin until all required compliance documentation have been submitted, reviewed and approved by the appropriate District offices. Individual partner staff may not enter buildings until all required background clearances have been submitted and approved.

Programs that are non-compliant with the requirements will have their SPAs terminated.

Please submit a separate SPA for each distinct program that your organization is operating. If you have questions about what is considered a distinct program, please email Marianna Sann at msann@philasd.org.

If you have any questions, please email the Office of Strategic Partnerships at partnerships@philasd.org.

* Indicates required question

1. Email *
- _____

2. Have you received confirmation from the principals of the schools to be listed on this agreement that the schools are willing and able to partner with your program? *

You may only list school locations on this agreement from which you have received approval to operate. You may not list locations that you intend to approach about prospective partnerships. If you need to add schools later in the year, e-mail us at partnerships@philasd.org. We will then generate a new SPA with the updated site list upon request.

Mark only one oval.

Yes

No

3. Will the schools you list on this form be receiving your programming or services at no cost? *

Mark only one oval.

Yes

No

4. Will you be able to provide a valid certificate of insurance and background clearances for all staff members/volunteers associated with the program, prior to your start date? *

View our Onboarding Guide for guidance on how to submit insurance and clearance documentation to the appropriate District offices:

https://docs.google.com/document/d/1FoO6InL_1_ZsTx6T9K9D-VD4jpfX0MG/edit?usp=sharing&oid=105420500245159668268&rtpof=true&sd=true

Mark only one oval.

Yes, I understand that our program may not begin until we are fully-compliant with the partner requirements and have received approval to operate. Failure to provide all compliance documents is a violation of the SPA's terms and conditions, and will result in the termination of my program's SPA.

5. Does your organization intend to offer in-person or virtual programming this year? *

Mark only one oval.

- We intend to offer in-person programming.
- We intend to offer virtual programming.
- We intend to offer both in-person and virtual programming.

School Partner Agreement Wizard

Complete this form to populate the School Partner Agreement. After you submit the form, a PDF version of your School Partner Agreement will be automatically generated and e-mailed to you.

6. Organization Name *

This should be the official name that appears on any official documentation including your corporate designation (e.g. Inc., LLC, etc.)

7. Organization Mission Statement *

What is your organization's mission statement?

8. Organization's Employer Identification Number *

The Employer Identification Number (EIN), also known as the Federal Employer Identification Number (FEIN) or the Federal Tax Identification Number, is a unique nine-digit number assigned by the Internal Revenue Service (IRS) to business entities operating in the United States for the purposes of identification. Please format your EIN using the traditional format (e.g. 00-0000000).

9. Confirm Organization's Employer Identification Number *

10. Program Name *

If your organization only operates one program and it is known by the same name as your organization, please just enter in the organization name.

11. Street Address (official mailing address for partner organization) *

Please provide a valid street address for your organization (e.g. 440 N. Broad Street).

P.O. Boxes may not be used for the School Partner Agreement.

12. City and State (official mailing address for partner organization) *

(e.g. Philadelphia, PA)

13. Zip Code (official mailing address for partner organization) *

14. Organization's Phone Number *

15. Organization's Website

16. Name of person responsible for executing agreements on behalf of your organization *
(e.g. Jane Evans, Ph.D.)

17. Title of person responsible for executing agreements on behalf of your organization *
(e.g. Chief Executive Officer)

18. What is the e-mail address for the person responsible for executing agreements on behalf of your organization? *
We need this so that we can send the SPA to this person for e-signature.

19. What is the name of the program contact? *
Please enter the name of the person responsible for managing the program.

20. What is the title of the program contact? *

21. What is the phone number for the program contact? *

22. What is the e-mail address of program contact? *
This is the address that will receive the PDF version of your agreement.

23. Other than the Office of Strategic Partnerships, do you have another point of contact at the District? If so, please list the office(s) or individual(s).
-

Program Sites

Please select all schools participating in the program. **Please only include schools with which you have confirmed a partnership.**

If you list schools that you have not confirmed, this may delay the execution of the School Partner Agreement.

SAMPLE

24. School Locations Served by Program *

Check all that apply.

- Academy at Palumbo
- Academy for the Middle Years (AMY) at Northwest
- Adaire, Alexander School
- Allen, Dr. Ethel School
- Allen, Ethan School
- Alternative Middle Years (AMY) at James Martin
- Anderson, Add B. School
- Anderson, Marian Neighborhood Academy
- Arts Academy at Benjamin Rush
- Bache-Martin School
- Baldi Middle School
- Barry, John Elementary School
- Barton, Clara School
- Bartram, John High School
- Bethune, Mary M. School
- Blaine, James G. School
- Blankenburg, Rudolph School
- Bluford, Guion S. Elementary School
- Bodine, William W. High School
- Bregy, F. Amedee School
- Bridesburg School
- Brown, Henry A. School
- Brown, Joseph H. School
- Bryant, William C. School
- Building 21
- Carnell, Laura H. School
- Cassidy, Lewis C. Academics Plus School
- Castor Gardens Middle School
- Catharine, Joseph W. School
- Cayuga School
- Central High School
- Childs, George W. School
- Clemente, Roberto Middle School
- Comegys, Benjamin B. School
- Comly, Watson School
- Constitution High School
- Conwell, Russell H. School

- Cooke, Jay School
- Cook-Wissahickon School
- Cramp, William School
- Creative and Performing Arts (CAPA) High School
- Crossan, Kennedy C. School
- Crossroads Accelerated Academy
- Crossroads at Hunting Park
- Day, Anna B. School
- De Burgos, Julia School
- Decatur, Stephen School
- Dick, William School
- Disston, Hamilton School
- Dobbins, Murrell Career and Technical Education High School
- Dobson, James School
- Duckrey, Tanner G. School
- Dunbar, Paul L. School
- Edison, Thomas A. High School
- Edmonds, Franklin S. School
- Elkin, Lewis School
- Ellwood School
- Emlen, Eleanor C. School
- Farrell, Louis H. School
- Fell, D. Newlin School
- Fels, Samuel High School
- Feltonville Intermediate School
- Feltonville School of Arts and Sciences
- Finletter, Thomas K. School
- Fidler Academics Plus School
- Fitzpatrick, A. L. School
- Forrest, Edwin School
- Fox Chase School
- Frank, Anne School
- Frankford High School
- Franklin Learning Center (FLC)
- Franklin, Benjamin High School
- Franklin, Benjamin High School - EOP
- Franklin, Benjamin K8 School
- Furness, Horace High School
- Gideon, Edward School
- Girard Academic Music Program (GAMP)

- Girard, Stephen School
- Gloria Casarez Elementary School
- Gompers, Samuel School
- Greenberg, Joseph School
- Greenfield, Albert M. School
- Hackett, Horatio B. School
- Hamilton, Andrew School
- Harding, Warren G. Middle School
- Harrington, Avery D. School
- Hartranft, John F. School
- Henry, Charles W. School
- Heston, Edward School
- High School of Engineering and Science - Carver
- High School of the Future
- Hill-Freedman World Academy
- Holme, Thomas School
- Hopkinson, Francis School
- Houston, Henry H. School
- Howe, Julia Ward School
- Hunter, William H. School
- Jackson Coppin, Fanny School
- Jenks Academy for Arts and Sciences
- Jenks, Abram S. School
- John Hancock Demonstration School
- Juniata Park Academy
- Kearny, General Philip School
- Kelley, William D. School
- Kelly, John B. School
- Kenderton Elementary School
- Kensington Health Sciences Academy
- Kensington High School
- Kensington High School for Creative and Performing Arts (CAPA)
- Key, Francis S. School
- King, Martin Luther High School
- Kirkbride, Eliza B. School
- Lamberton, Robert E. School
- Lankenau High School
- Lawton, Henry W. School
- Lea, Henry C. School
- Lincoln, Abraham High School

- Lingelbach, Anna L. School
- Locke, Alain School
- Loesche, William H. School
- Logan, James School
- Longstreth, William C. School
- Lowell, James R. School
- Ludlow, James R. School
- Marshall, John School
- Marshall, Thurgood School
- Mastbaum, Jules E. Area Vocational Technical High School
- Masterman, Julia R. High School
- Mayfair School
- McCall, General George A. School
- McCloskey, John F. School
- McClure, Alexander K. School
- McDaniel, Delaplaine School
- McKinley, William School
- McMichael, Morton School
- Meade, General George G. School
- Meredith, William M. School
- Middle Years Alternative (MYA) School
- Mifflin, Thomas School
- Mitchell, S. Weir Elementary School
- Moffet, John School
- Moore, J. Hampton School
- Morris, Robert School
- Morrison, Andrew J. School
- Morton, Thomas G. School
- Motivation High School
- Munoz-Marin, Honorable Luis School
- Nebinger, George W. School
- Northeast Community Propel Academy
- Northeast High School
- Northeast High School - EOP
- Olney High School
- Olney School
- Overbrook Educational Center
- Overbrook Elementary School
- Overbrook High School
- Parkway Center City Middle College High School

- Parkway Northwest High School
- Parkway West High School
- Patterson, John M. School
- Peirce, Thomas M. School
- Penn Alexander School
- Penn Treaty High School
- Pennell, Joseph School
- Pennypack House School
- Pennypacker, Samuel School
- Penrose School
- Philadelphia High School for Girls
- Philadelphia Juvenile Justice Services Center
- Philadelphia Learning Academy North (PLAN)
- Philadelphia Learning Academy West
- Philadelphia Military Academy (PMA)
- Philadelphia Virtual Academy (PVA)
- Pollock, Robert B. School
- Potter-Thomas School
- Powel, Samuel School
- Prince Hall School
- Randolph, A. Philip Career and Technical High School
- Rhawnhurst School
- Rhoads, James School
- Rhodes, E. Washington Elementary School
- Richmond School
- Robeson, Paul High School for Human Services
- Roosevelt Elementary School
- Rowen, William School
- Roxborough High School
- Saul, Walter B. High School
- Sayre, William L. High School
- Science Leadership Academy (SLA)
- Science Leadership Academy (SLA) at Beeber
- Science Leadership Academy Middle School (SLAMS)
- Sharswood, George W. School
- Shawmont School
- Sheppard, Isaac A. School
- Solis-Cohen, Solomon School
- South Philadelphia High School
- South Philadelphia High School - EOP

- Southwark School
- Spring Garden School
- Spruance, Gilbert School
- Stanton, Edwin M. School
- Stearne, Allen M. School
- Steel, Edward T. School
- Stetson, John B. Middle School
- Strawberry Mansion High School
- Sullivan, James J. School
- Swenson Arts and Technology High School
- Taggart, John H. School
- Taylor, Bayard School
- The LINC
- The U School
- The Workshop School
- Tilden, William T. Middle School
- Vare-Washington School
- Vaux High School - Big Picture
- Wagner, General Louis Middle School
- Waring, Laura W. School
- Washington, George High School
- Washington, Grover Jr. Middle School
- Washington, Martha School
- Webster, John H. School
- Welsh, John School
- West Philadelphia High School
- Widener Memorial School
- Willard, Frances E. School
- Wright, Richard R. School
- Ziegler, William H. School

25. Do you anticipate adding additional schools to your site list later in the school year? *

Please email Marianna Sann at msann@philasd.org any site list updates. Please note that changes will be reflected in our system, and does not require that a new School Partner Agreement is generated for re-signature unless requested.

Mark only one oval.

I attest to notifying OSP if schools are added or removed from my program's site list.

School Partner Scope of Work (Part 1)

Tell us about the program schedule and structure.

NOTICE: This form does not cover summer 2025 programming. Partners confirmed to provide summer programming in schools will receive an email with guidance containing the summer 2025 SPA form. Please email Marianna Sann at msann@philasd.org if you have any questions.

26. Program Start Date *

Start date must fit within SY25 SPA term (8/26/2024 - 6/13/2025). **It will not cover summer 2025 programming.**

Example: January 7, 2019

27. Program End Date *

End date must fit within SY25 SPA term (8/26/2024 - 6/13/2025). **It will not cover summer 2025 programming.**

Example: January 7, 2019

28. Day(s) of the week for program operation *

Check all that apply.

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

29. Time of day for program operation *

Check all that apply.

- Before the start of school
- During the regular school day
- After school

30. Program Structure/Delivery Method *

What is the format for your programming? Check all that apply.

Check all that apply.

- Out of School Time/After-school Programming
- One-on-One/Small Group Support
- Collaboration with teachers to provide lessons/programming during class time
- Workshops/Assemblies
- Residencies
- Field Trips
- Student Internships
- Other: _____

31. Grade Range of Students Served by Program *

Check all that apply.

- Pre-K
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

32. If your program focuses on serving a specific student subpopulation, please select from the list below or use the "other" option to specify another student subpopulation that is not on the list.

Check all that apply.

- Only boys
- Only girls
- LGBTQIA+ Students
- Multilingual Learners
- Students with Disabilities
- Other: _____

33. What is the target number of School District of Philadelphia students that your program intends to serve in the 2024-2025 school year? *

34. What is the total estimated value of goods and/or services for operating **this program** in the District school(s) you selected? *

You must only enter the number that represents the total dollar amount of investment across all District-operated schools.

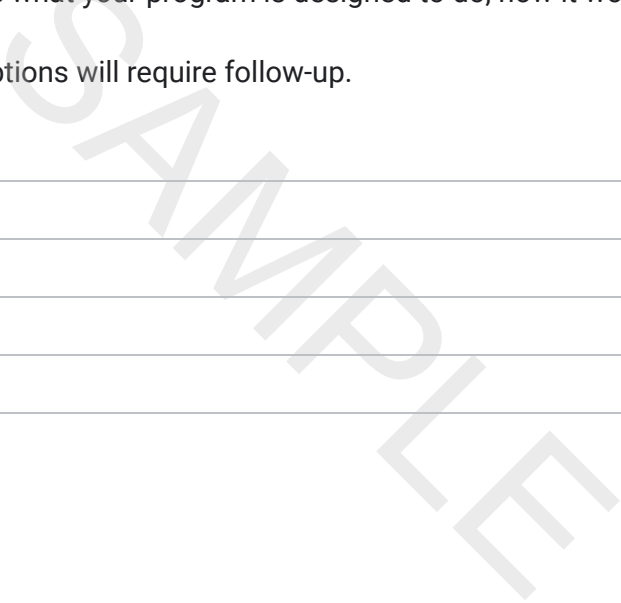
Please refrain from using commas when writing the numeric value (e.g. 1000 instead of 1,000).

School Partner Scope of Work (Part 2)

35. Program Description: Please detail your program's approach and goals. *

Describe in full detail the "who, what, and how" of your program. Descriptions should adequately capture what your program is designed to do, how it works, and its goals.

Incomplete descriptions will require follow-up.



36. Please select **ONE MAIN** area of focus for your program or services.

While your program may focus on a number of the areas listed below, we want to know what the MAIN area of focus are for your program.

Please only select up **one** area from the list below. You will be able to select additional focus areas to help describe your program in the next question.

View descriptions of each focus area [HERE](#).

Check all that apply.

	Main focus of our program
Academic Support - English Language Arts	<input type="checkbox"/>
Academic Support - Math	<input type="checkbox"/>
Academic Support - Science	<input type="checkbox"/>
Academic Support - Social Studies	<input type="checkbox"/>
Academic Support - STEM or STEAM	<input type="checkbox"/>
Academic Support - World Languages	<input type="checkbox"/>
Arts - Dance	<input type="checkbox"/>
Arts - Drama	<input type="checkbox"/>
Arts - Media Arts	<input type="checkbox"/>
Arts - Music	<input type="checkbox"/>
Arts - Visual Arts	<input type="checkbox"/>
Attendance and Truancy	<input type="checkbox"/>

Career Readiness

Career Readiness -
 Career Readiness -
 Career Exposure
 Opportunities

Career Readiness -
 Career Readiness -
 Internships /
 Apprenticeships /
 Work-Based Learning
 Work-Based Learning

College - Application
 College - Application
 Support

College - College
 College - College
 Visits

College - Financial
 College - Financial
 Aid/FAFSA
 Completion

College - Mentoring
 College - Mentoring

College - SAT/ACT
 College - SAT/ACT
 Prep

College - Scholarship
 College - Scholarship
 Research/Application
 Research/Application

College - Financial
 College - Financial
 Literacy

Community/Civic
 Community/Civic
 Engagement

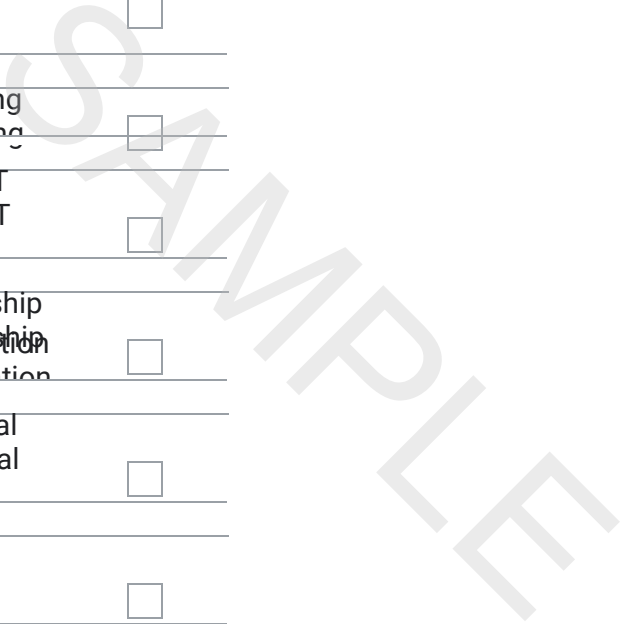
Cultural & Affinity
 Cultural & Affinity
 Programming

Financial Literacy
 Financial Literacy

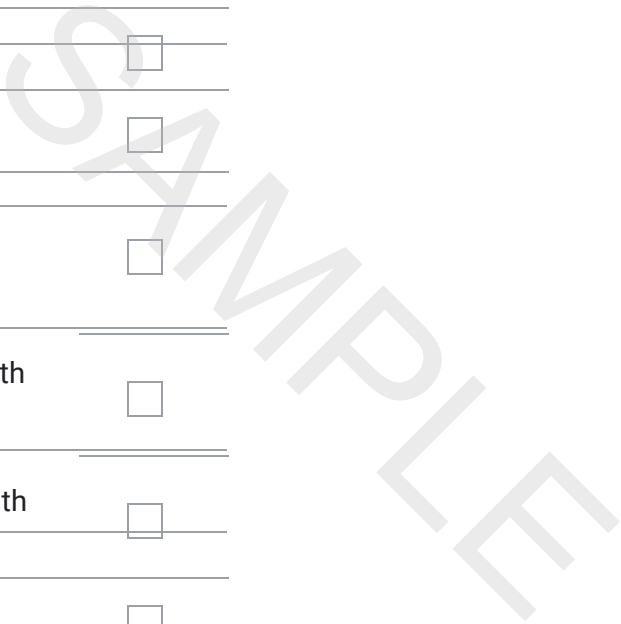
Health and Wellness
 Health and Wellness
 and Chronic Disease
 and Asthma
 Prevention

Health and Wellness
 Health and Wellness
 - Mindfulness

Health and Wellness
 - Nutrition Education
 / Programming



Health and Wellness Health and Wellness Education / Physical Activity Programming Breaks / Recess	<input type="checkbox"/>
Support Health and Wellness	
Physical Activity Breaks and Recess	<input type="checkbox"/>
Support Sexual Health Education / Services	
Health and Wellness Mentoring Sexual Health	<input type="checkbox"/>
Education / Services School Beautification	
Mentoring	<input type="checkbox"/>
School Climate	
School Beautification	<input type="checkbox"/>
School Greening	
School Climate	<input type="checkbox"/>
School Library	
Revitalization and Support	<input type="checkbox"/>
School Library Social Emotional Learning	<input type="checkbox"/>
Sports based Youth Development	<input type="checkbox"/>
Youth Leadership Sports-based Youth Development	<input type="checkbox"/>
Youth Leadership	<input type="checkbox"/>



37. Please select the **ADDITIONAL** areas of focus for your program or services.

(Maximum of 3)

While your program may focus on a number of the areas listed below, we want to know what the **ADDITIONAL** areas of focus are for your program. Please only select up to three areas from the list below.

View descriptions of each focus area [HERE](#).

Check all that apply.

	Additional Focus
Academic Support - English Language Arts	<input type="checkbox"/>
Academic Support - Math	<input type="checkbox"/>
Academic Support - Science	<input type="checkbox"/>
Academic Support - Social Studies	<input type="checkbox"/>
Academic Support - STEM or STEAM	<input type="checkbox"/>
Academic Support - World Languages	<input type="checkbox"/>
Arts - Dance	<input type="checkbox"/>
Arts - Drama	<input type="checkbox"/>
Arts - Media Arts	<input type="checkbox"/>
Arts - Music	<input type="checkbox"/>
Arts - Visual Arts	<input type="checkbox"/>
Attendance and Truancy	<input type="checkbox"/>

Career Readiness –

Career Exposure Opportunities

Career Readiness – Internships / Apprenticeships / Work-Based Learning

College - Application Support

College - College Visits

College - Financial Aid/FAFSA Completion

College - Mentoring

College - SAT/ACT Prep

College - Scholarship Research/Application

College – Financial Literacy

Community/Civic Engagement

Cultural & Affinity Programming

Financial Literacy

Health and Wellness – Chronic Disease and Asthma Prevention

Health and Wellness – Mindfulness

Health and Wellness – Nutrition Education / Programming

Health and Wellness Health and Wellness - Nutrition Education - Physical Activity / Programming Breaks / Recess	<input type="checkbox"/>
Support Health and Wellness	
- Physical Activity Health and Wellness Breaks / Recess - Sexual Health Support Education / Services	<input type="checkbox"/>
Health and Wellness Mentoring - Sexual Health	<input type="checkbox"/>
Education / Services School Beautification	
Mentoring School Climate	<input type="checkbox"/>
School Beautification School Greening	<input type="checkbox"/>
School Climate School Library	<input type="checkbox"/>
Revitalization and School Greening Support	<input type="checkbox"/>
School Library Social Emotional Revitalization and Learning Support	<input type="checkbox"/>
Sports-based Youth Social Emotional Development Learning	<input type="checkbox"/>
Youth Leadership Sports-based Youth Development	<input type="checkbox"/>
Youth Leadership	<input type="checkbox"/>

38. If your program has additional focus areas that were not represented on the prior list, please list them here.

School Partner Scope of Work (Part 3)

39. How do you define a "touchpoint?" *

Partner program models differ in how they deliver their programming to students. We are interested in knowing how you define a "unit" of your programming or "touchpoint." For example, some programs may consider sessions that they offer to a group of students as a touchpoint.

40. When your program is running, how many touchpoints does your program have with each participant? *

Mark only one oval.

- Less than 1 touchpoint per week
- 1 touchpoint per week
- 2 touchpoints per week
- 3 touchpoints per week
- 4 touchpoints per week
- 5 touchpoints per week
- More than 5 touchpoints per week

41. If you selected less than once per week, describe how often your program connects with students. (e.g. twice per month)

42. Below is a list of student outcomes that occur **during enrichment partner programming**. Please select any outcomes that your program is currently working towards. *

Check all that apply.

- Students have fun and enjoy activities
- Students have spaces where they are free to be their full selves
- Students develop social and interpersonal skills
- Students make new friends and deepen existing friendships
- Students build positive and supportive relationships with adults
- Students explore and discover new interests
- Students learn about themselves
- Students build new skills
- Students develop and employ creative problem solving skills
- Students take risks and learn through mistakes

43. Below is a list of student outcomes that occur **in school/community** as a result of enrichment partner programming. Please select any outcomes that your program is currently working towards. *

Check all that apply.

- Students view learning and new experiences as sources of joy
- Students feel welcome and like they belong in school and their communities outside school
- Students get connected to/participate in other programs and opportunities
- Students increase their level of engagement in school
- Students have an increased sense of agency to identify what matters to them and pursue it
- Students navigate and persist through challenges
- Students have improved confidence

44. Are there additional goals or desired outcomes of your program is working towards? Please list up to 3.

45. What metrics are used to measure progress toward your program's desired outcomes? *

46. Do you have a logic model for your program? *

Logic models are not currently required for partners, but they help our office to understand your program and draw connections between your organization and other District stakeholders. For guidance on what we are looking for in a logic model, please consult our guidance: <https://www.philasd.org/strategicpartnerships/logic-model-guidance/>

You may upload your logic model via the upload feature on our website here: <https://www.philasd.org/strategicpartnerships/current-partners/school-partner-agreement/school-partner-agreement-form/>

Mark only one oval.

- Yes
- No
- I don't know

47. Do you have a third party evaluation of your program? *

If available, please submit an evaluation report on your program conducted by a third party evaluator at the following link: <https://www.philasd.org/strategicpartnerships/current-partners/school-partner-agreement/school-partner-agreement-form/>

You may upload your program evaluation via the upload feature on our website here: <https://www.philasd.org/strategicpartnerships/current-partners/school-partner-agreement/school-partner-agreement-form/>

Mark only one oval.

Yes

No

I don't know

District Alignment

The Board of Education has identified [Goals and Guardrails](#) that outline the District's priorities and areas of focus. [Accelerate Philly](#) is the roadmap for serving our students, families, staff, and community over the next five years.

We are interested in knowing if your programming is aligned, as it may help us to know how we can involve your program in discussions and information sharing around these topics.

48. Board of Education Goals Alignment *

Please note if your program either directly or indirectly overlaps with any of the following Goals.

We strongly encourage you to only claim a direct overlap if your program truly focuses on a specific Goal.

Mark only one oval per row.

	Directly	Indirectly	N/A
Reading - Every student reads on or above grade level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math - Every student performs on or above grade level in math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College & Career - Every student graduates ready for college and careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



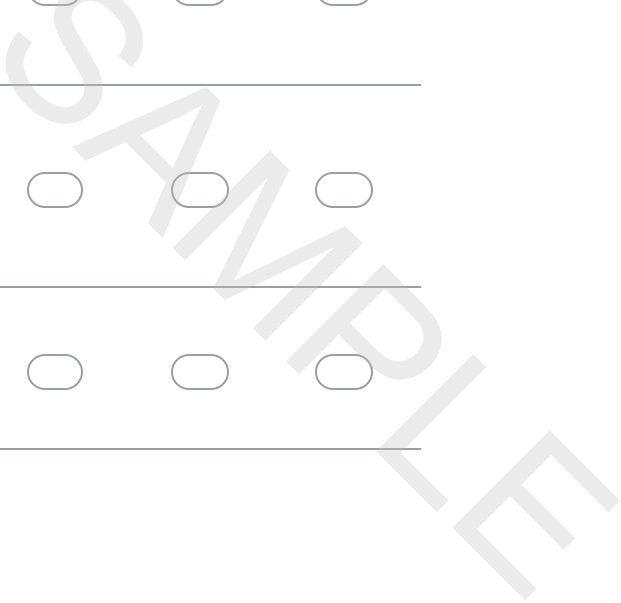
49. Board of Education Guardrails Alignment *

Please note if your program either directly or indirectly overlaps with any of the following Guardrails.

We strongly encourage you to only claim a direct overlap if your program truly focuses on a specific Guardrail.

Mark only one oval per row.

	Directly	Indirectly	N/A
Welcoming and Supportive Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enriching and Well-Rounded School Experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnering with Parents/Family Members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing Racist Practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



50. Accelerate Philly Alignment *

Please note if your program either directly or indirectly overlaps with any of the following Priorities.

We strongly encourage you to only claim a direct overlap if your program truly focuses on a specific Priority.

Check all that apply.

	Directly	Indirectly	N/A
Priority 1: Improve safety and well-being (physical, social-emotional, and environmental)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Priority 2: Partner with families and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Priority 3: Accelerate academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Priority 4: Recruit and retain diverse and highly effective educators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Priority 5: Deliver efficient, high-quality, cost-effective operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Advancing Equity

We are working towards supporting our partner organizations in advancing equity in their programming.

Please indicate below your organization's interest in training and resources related to Diversity, Equity and Inclusion for SY24-25.

View our DEI Guidance for Partners [HERE](#)

51. Is your organization interested in additional resources or support to ensure your programming is intentional in welcoming the following student groups? *
- Check all that apply.

Check all that apply.

- LGBTQIA+ Students
- Multilingual Learners
- Students with Disabilities
- N/A
- Other: _____

52. Is your organization interested in any resource related to Diversity, Equity and Inclusion from the District (such as workshops, trainings, and/or guidance documents)? *

Mark only one oval.

- Yes *Skip to question 53*
- No *Skip to question 55*

DEI Topic Interest

53. What types of support is your organization interested in? Check all that apply.

Check all that apply.

- District resources or videos to review independently
- Presentations by District partners on best practices for student inclusion and equity
- Training led by the District's Office of Diversity, Equity, and Inclusion
- Structured time to connect with other organizations and discuss problems of practice around specific equity topics
- Workshop to review your organization's policies and practices with an equity lens

54. What types of topics is your organization interested in? Check all that apply.

Check all that apply.

- Focus on specific student groups (i.e. trans/gender nonconforming students; adultification of girls of color; model minority myth)
- Equitable practices and structures (i.e. recruitment, hiring, decision-making frameworks)
- Introduction to equity sessions
- Power, privilege, and root causes of inequity
- Overview of SDP policies related to equity

Additional Programs

55. Do you have at least one other program for which you will need to prepare a separate School Partner Agreement? *

If yes, please submit a SPA for each additional program using this same form.

Mark only one oval.

Yes

No

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Google Forms

SAMPLE