



2019-2020 Memorandum of Understanding

This memorandum of understanding is entered into between FoodCorps and Pierce Street Elementary School. FoodCorps partners with local organizations and schools to create nourishing environments for students to eat, learn, and grow. This document outlines mutual expectations to ensure a healthy and impactful partnership between FoodCorps and the School. Please review the following information in full, and sign below.

FoodCorps and the School understand that:

FoodCorps Service Program:

The FoodCorps program is built on three evidence-based areas of service that support healthy school food environments: 1) Hands-On Learning; 2) Healthy School Meals; and 3) Schoolwide Culture of Health. FoodCorps will place a full-time Service Member at the School with the expectation that they report for 3 days per week to deliver FoodCorps programming. Service will start on August 1st and run through July 1st or when 1700 hours of service have been accumulated.

- Prior to the start of service, the School agrees to review the FoodCorps Menu & Action Plan and outline their goals and a plan for the delivery of programming in each area of service.
- The School agrees to provide a minimum of [30-60] minutes for the Service Member to provide an Introduction to FoodCorps presentation for all school staff within the first two (2) months of the school year. Wherever possible, food services and school maintenance or custodial staff should be included in the training.
- Hands-on Learning: The School will ensure the FoodCorps Service Member has a regular schedule that includes ongoing access to instructional time with consistent groups of students in grades K-5. FoodCorps lessons will begin by week 4 or before if ready of the school year.
 - At a minimum, FoodCorps Service Members must teach or co-teach the same classes totaling at least 80 students for a minimum of 10 hours over the course of the school year.
 - Service Members should spend the first several weeks observing skilled teachers to learn about the instructional approaches and goals of the School.
 - The School agrees to provide the presence of a credentialed adult, preferably the classroom teacher, while Service Members deliver hands-on lessons.
- Healthy School Meals: FoodCorps sees the cafeteria as a learning opportunity to develop lifelong healthy eating habits and positive social skills.
 - The School will support the FoodCorps Service Member's efforts in the cafeteria by introducing them to cafeteria staff and providing access to the necessary facilities.

- The Service Member's schedule should include regular cafeteria activities, which may include leading taste tests, supporting cafeteria staff in recipe creation and promotions, serving as a role model and positive presence in creating a safe, healthy cafeteria community.
- Schoolwide Culture of Health: School staff members will actively participate in the annual completion of the Healthy School Progress Report, a research-based tool that assesses opportunities and tracks changes to the school food environment over the course of the school year.
 - The Healthy School Progress Report must be completed twice in a school's first year with FoodCorps, with baseline submissions due by Oct. 31st and end-of-year submissions due on May 31st. Returning schools must complete their annual Healthy School Progress Report by May 31st.
 - FoodCorps Service Members should be invited to organize, lead, or participate in already scheduled school events to connect the school community to healthy food (e.g. Family Cooking Nights, Open House, Back to School Night).
- FoodCorps hands-on learning classes should be incorporated into the school's educational program, and should not be treated as an opportunity that students must earn. FoodCorps takes a responsive approach to student behavior and asks that students not be excluded from FoodCorps programming due to behavioral issues during other parts of the school day.

AmeriCorps:

The FoodCorps Service Member assigned to your school will be an AmeriCorps member contracted by FoodCorps. As an AmeriCorps public service program, FoodCorps must adhere to rules and requirements including, but not limited to, the following:

- FoodCorps Service Members may not serve as substitute teachers and cannot perform activities that someone would otherwise be paid to do.
- FoodCorps Service Members may complete AmeriCorps paperwork or planning during the school day as long as this does not interfere with their regularly scheduled programming.

Supervision:

The FoodCorps Site Supervisor, in partnership with the FoodCorps Program Coordinator/Manager, is responsible for supervision and support of the Service Member.

- The School agrees to contact the Site Supervisor and Coordinator/Manager immediately regarding any issues or questions that may arise.
- The School identifies the following school-based staff member to serve as a School Advisor who will act as the primary point of contact and support for the Service Member at the School: Katie Pannell , Assistant Principal.

Their responsibilities include, but are not limited to, the following (see appendix A for a complete description of this role):

- Introducing the Service Member to the school community and providing an orientation to school policies and procedures as described in the School Orientation checklist.
- Inviting the Service Member to attend relevant staff trainings, school meetings, and events for school staff, and otherwise treating the member as a part of the school community.

- Establishing and supporting the Service Member to maintain a regular schedule that meets the programming requirements listed above.
- Ensuring that the Service Member is provided with the standard school or district-issued identification necessary to access the school building.
- Providing direct feedback to FoodCorps by completing an annual school experience survey

FoodCorps staff members will conduct a minimum of two (2) annual site visits, which may include observation of the FoodCorps Service Member and meetings with school-based staff. FoodCorps staff may conduct additional visits to the School with donors or other partners.

Training: FoodCorps provides trainings, conferences, and professional development opportunities to Service Members throughout the year.

- The School is responsible for providing the Service Member with an orientation to the school community that includes school rules, policies, and procedures to ensure the safety of the Service Member and students at the School (see appendix B for the School Orientation Checklist).
- The School must allow and plan for the release of Service Members for all required FoodCorps related training activities, including but not limited to state trainings and Mid-Year Gatherings. In all possible cases, Service Members will provide the School with at least one week advance notice of an absence for scheduled trainings.

Safety:

Service conditions for all Service Members must be maintained to all applicable local workplace health and safety regulations.

- FoodCorps provides background checks for all Service Members that include: a check of the National Sex Offender Public Website; criminal history checks through True Screen for both the state of service and state of application; and FBI fingerprinting conducted by Fieldprint. All background check channelers are designated by AmeriCorps and require clearance prior to start of service.

State Orientation

School Name: Pierce Street Elementary School

School Principal or Administrator Name: Amy T. Barnett Email: atbarnett@tupeloschools.com

School Principal or Administrator Signature _____ Date _____

School Advisor Name: Katie Pannell Email: kepannell@tupeloschools.com

School Advisor Signature _____ Date _____

Food Services Representative: Lynne Rogers Email Address: lhrogers@tupeloschools.com

Food Services Representative Signature _____ Date _____

Service Site Supervisor Name: Donna Loden

Service Site Supervisor Signature:

Date: May 20, 2019

FoodCorps Staff Name _____

FoodCorps Staff Signature _____ Date _____

Appendix A: School Advisor Role

FoodCorps School Advisor Expectations

The School Advisor plays an important role in welcoming the FoodCorps Service Member into a school community. They serve as the primary point of contact and support for the Service Member at their school. The School Advisor will also help to connect the Service Member with other stakeholders to ensure the whole school community is engaged in building a healthy school food environment.

Suggested Staff

FoodCorps recommends the following school staff as strong potential school advisors. While in a few cases a principal may be the right person to serve as the School Advisor, their busy schedules can make it challenging to provide regular and consistent support to a FoodCorps Service Member. Instead, staff in the following positions may be a great fit for the role:

- Teachers (we've seen PE and Science Teachers serve as great School Advisors!)
- Deans or vice principals
- Garden coordinators
- School wellness staff
- Community engagement coordinators

School Advisor Responsibilities

School advisor responsibilities include, but are not limited to the following:

- Providing a complete orientation for the service member to school policies, rules, procedures, and workplace expectations as described in the School Orientation Checklist.
- Ensuring Service Members are fully trained on school safety protocols.
- Ensuring that the Service Member is provided with the standard school or district-issued identification necessary to access the school building.
- Securing [30-60] minutes or more for Service Members to deliver an Introduction to FoodCorps training for all school staff (preferably as a whole group) including teachers, administrators, cafeteria staff, and janitorial staff.
- Inviting the service member to attend relevant staff trainings, school meetings, and events.
- Establishing and supporting the service member to maintain a regular schedule that meets program requirements, in particular ensuring that the service member has access to teach or co-teach at least 80 students for 10 hours total.
- Provide Service Members regular access to the school cafeteria, kitchen and/or meal space for healthy food promotion activities.
- Support the service member with gathering necessary data, including completing the Healthy School Progress Report and administering the FoodCorps Vegetable Preference Surveys.
- Provide the Service Member with access to secure storage for their belongings and program tools and resources.



MENU

School name: _____
 Service member name: _____



HANDS-ON LEARNING

Required



FoodCorps service member teaches or co-teaches ongoing hands-on, food-based lessons in the classroom or garden.*

** FoodCorps service members are typically available to teach 2–4 hours per day.*

** FoodCorps service members are expected to teach or co-teach a minimum of 80 students for 10+ instructional hours each.*

Additions



FoodCorps service member supports development and/or maintenance of the school garden.



FoodCorps service member teaches or co-teaches a before- or after-school club/program.



Other activities: _____



HEALTHY SCHOOL MEALS

Required



FoodCorps service member has a regular presence as a positive role model in the school cafeteria or primary mealtime location during lunch throughout the week, through at least one of the following:



FoodCorps service member leads ongoing taste tests in partnership with cafeteria staff.



FoodCorps service member partners with cafeteria staff to make the meal line and overall cafeteria environment inviting and welcoming.



FoodCorps service member helps promote healthy meal options in partnership with cafeteria staff.

Additions



FoodCorps service member has a regular presence as a positive role model during breakfast (in the cafeteria or classroom) and/or does breakfast promotion in partnership with cafeteria staff.



Other activities: _____



SCHOOLWIDE CULTURE OF HEALTH

Required



FoodCorps service member leads an introductory FoodCorps presentation to all school staff in August or September.



FoodCorps service member joins school health/wellness/garden committee(s), if they exist.

Additions



FoodCorps service member leads additional school staff engagement or training opportunities.



FoodCorps service member leads family engagement opportunities (e.g., family newsletters, family cooking nights, etc.) in partnership with the school.



Other activities: _____

Appendix C: School Orientation Checklist

School Orientation Checklist

This checklist is a guide for schools to use in orienting FoodCorps Service Member(s) to their school community. It covers topics that are important to ensure the safety of your students and school, and will help the service member to be an active and contributing member of your school community. This orientation must be completed before the service member begins service activities.

Provide:

- ☐ Badge or ID for school access
- ☐ School tour
 - Office resources
 - Codes for copiers, printers, projectors, and other AV equipment
 - Wifi login information
 - Common areas – meeting areas, kitchen, break room, restrooms
 - Garden space, supplies, and resources available
 - Work space for the service member to conduct non-teaching service hours and store their belongings and supplies
 - Security systems
- ☐ School community introductions
 - School advisor, contact information and their role within the school
 - Other key school staff and their contact information, including but not limited to the Principal, Food Service Manager, Teachers, School Secretary, and Groundskeeper
 - Existing, relevant school teams or bodies (e.g. parent committees, garden clubs, farm to school committees, wellness teams, etc.)
- ☐ Parking instructions (if applicable)

Discuss:

- ☐ School policies and procedures -All rules, laws, policies, procedures, workplace expectations, and safety protocols applicable to the school, including but not limited to:
 - School calendar and hours of operation
 - Policies and procedures pertaining to FoodCorps Service Members acting as “mandatory reporters” of abuse and neglect
 - Policies and procedures for emergency drills (natural disaster, lock-downs, etc.)
 - variations for being with vs. without students present at time of emergency
 - variations for being located inside vs. outside of the physical school building at time of emergency
 - Schoolwide student support strategies, either disciplinary or academic (e.g. Positive Behavior Incentive Systems)
 - Student incident policies and procedures

- Discrimination and harassment policies
- Day-to-day expectations for all school staff and volunteers (hours, dress code, conduct with adults and children, etc.)
- Food safety policies and procedures, including those related to food allergies
- Social media policies
- All other policies and procedures for visitors, volunteers, and guest teachers
- Policies explaining if a service member is permitted to supervise students without other teachers or staff present

☐ Service member schedule and expectations

- Review service member schedule for serving the school, including ongoing class schedule, cafeteria support time, and planning periods
- Expectations for dress code and professional conduct within the school
- FoodCorps history in the school
- Relationship between service site and the school
- Review the Healthy School Progress Report and FoodCorps Menu and Action Plan (and completed versions of this tool if applicable)

☐ Service member support

- Overview of School Advisor's role within the school and general schedule
- Discuss preferred communication mechanisms – in-person, e-mail, phone, text messaging
- Exchange contact information and calendars
- Schedule regular check-ins
- Any additional expectations such as meeting attendance, lesson planning, etc.

☐ School demographics and community context – e.g. number of students, number of classrooms, teacher- student ratio, free and reduced lunch percentage

- Parent engagement strategies, current parent leaders and contact information
- Communications mechanisms such as meetings, website, newsletter, social media
- Important current issues and priorities within the school