



SCHOOL BOARD ACTION REPORT

DATE: August 28, 2020
FROM: Denise Juneau, Superintendent
LEAD STAFF: Jolynn Berge, Chief Financial Officer, jdberge@seattleschools.org
Michael Stone, Director of Grants, Fiscal Compliance & Strategic Partnerships, mastone@seattleschools.org.

For Intro: September 23, 2020

For Action: October 7, 2020

1. TITLE

Seattle Public Schools (SPS) Personal Services Contracts (PSC) for City Year of Seattle

2. PURPOSE

This action report would approve the contract with City Year of Seattle for a total of \$1,170,000 to provide Families, Education, Preschool, and Promise (FEPP) Levy funded activities.

3. RECOMMENDED MOTION

I move that the Board authorize the Superintendent to execute the contract with City Year of Seattle for \$1,170,000 for the purpose of providing Families, Education, Preschool, and Promise (FEPP) Levy funded or other funding source activities in selected elementary, K-8, middle and high schools, with any minor additions, deletions and modifications deemed necessary by the Superintendent, and to take any necessary actions to implement the contract.

4. BACKGROUND INFORMATION

- a. Background** This organization will deliver student support and tutoring services during school year 2020-21, each at a cost in excess of \$250,000. SPS is entering into one master contract with City Year of Seattle to provide distance and in-person support to students.

In an effort to support schools, we are combining individual school partnerships into one Personal Services Contract for each community-based organization (CBO). In 2015, Grants and Grants Accounting moved to a model of master contracts for CBO contracts with schools. If each school had their own personal services contract with each CBO it would not meet the threshold of \$250,000 for Board Approval. For transparency purposes we have combined all school requests for CB/O services into one master contract for Board of Directors approval.

Multiple schools have chosen to contract with the City Year of Seattle, primarily to provide after school time learning and enrichment opportunities through a distance or in-

person small group settings. City Year of Seattle has been providing before, during and after school programing at many of our school sites over the past two decades.

City Year Seattle King County AmeriCorps Members are committed to supporting students, families and school staff this year in a variety of ways through virtual service. Our focus is on re-engaging and building relationships with students in small groups and one on one as they reorient to school service. We are committed to providing academic and attendance support through City Year led activities like: afterschool spaces, phone calls home and small group groups. As students continue to adapt to virtual school we will anchor on socioemotional support throughout the year. As our school partners continue to solidify virtual school, we plan to adapt to ensure alignment and to meet the needs of our school communities.

- b. Alternatives** Separate personal services contracts would be required for each school if the proposed motion is not approved. Board approval for this motion simplifies the process for schools, the accounting office, and community-based organizations. Furthermore, this motion provides an additional level of transparency to the work, since the total commitment to each CBO is over \$250,000.
- c. Research** Contracts and associated outcomes for all programs for 2020-21 are being jointly developed with the City's Department of Education and Early Learning, central office staff, and the schools receiving funding.

5. FISCAL IMPACT/REVENUE SOURCE

The projected total for this contract is approximately \$1,170,000. The majority of the funding will be provided through the City of Seattle's 2018 Families, Education, Preschool, and Promise (FEPP) Levy. Additional funding will be from school based Title I, Part A and Learning Assistance Program (LAP) dollars.

The revenue source for this motion is City of Seattle Families, Education, Pre-School & Promise Levy.

Expenditure: ☐ One-time ☒ Annual ☐ Multi-Year ☐ N/A

Revenue: ☐ One-time ☒ Annual ☐ Multi-Year ☐ N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

☐ Not applicable

☒ Tier 1: Inform

☐ Tier 2: Consult/Involve

☐ Tier 3: Collaborate

All Community-Based Organizations just went through the Seattle Public School's Request for Qualifications (RFQ) process in May to qualify as a contracting partner with school sites.

7. EQUITY ANALYSIS

The Families, Education, Preschool, and Promise Levy, LAP and Title I funds provides approved supplemental funding to 30 higher Free & Reduced Lunch percentage Elementary, Middle and High School programs throughout the district. This contract will provide students at FEPP funded school sites with before, during and after school academic and enrichment programs to support closing opportunity gaps for students attending these schools. The work provided by this contracted community partner will be analyzed as part of the new strategic plan to align resources to student needs. City Year of Seattle AmeriCorp partners are representative of the students they serve, especially those students furthest from educational justice. City Year data shows that 51% of its Seattle Public Schools team is Black, Indigenous or a person of color and 49% white.

8. STUDENT BENEFIT

This community based organization will provide supplemental academic and enrichment support before, during and after school programs at FEPP funded school sites.

9. WHY BOARD ACTION IS NECESSARY

☒ Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)

☐ Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)

☐ Adopting, amending, or repealing a Board policy

☐ Formally accepting the completion of a public works project and closing out the contract

☐ Legal requirement for the School Board to take action on this matter

☐ Board Policy No. _____, [TITLE], provides the Board shall approve this item

☐ Other: _____

10. POLICY IMPLICATION

Per Board Policy No. 6220, Procurement, all contracts for more than \$250,000 initial value, excluding sales tax and contingencies, and changes or amendments of more than \$250,000, excluding sales tax and contingencies, must be approved by the School Board.

This action aligns with Board Policy No. 4265, School and Community Partnerships, which encourages the pursuit of community partnerships that increase access to academic and non-academic supports.

SPS will work with the contracted partner to inform and implement to the amount feasible, in alignment with Board Resolution No. 2020/21-4, any outdoor education opportunities.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Audit & Finance Committee meeting on September 14, 2020. The Committee reviewed the motion and moved forward to the full Board with a recommendation for approval.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, contracts will be developed, approved and services will begin with students.

13. ATTACHMENTS

- City Year of Seattle Personal Services Contract (for reference)
- City Year of Seattle Data Sharing Agreement (For reference)



City Year of Seattle Personal Services Contract Packet

Personal Services Contract

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

Michael Stone
Director of Grants/Grants
mastone@seattleschools.org

The City Year of Seattle personal services contract packet includes Seattle Public Schools personal services contract and the addendums of scope of work for each school requesting City Year of Seattle services for the 2020-2021 School year. The contract and addendums outline the scope of work support students furthest away from educational justice at Families, Education, Preschool and Promise levy funded school sites.

SEATTLE PUBLIC SCHOOLS

Personal Services Contract

CONTRACTOR NAME AND ADDRESS (Legal Name – MUST be same as registered with Tax ID Number)	CONTRACT MUST BE FULLY EXECUTED IN ADVANCE OF SERVICES
Name: CITY YEAR, INC	WA State Business License (UBI#): 601 863 917
Doing Business As (DBA): CITY YEAR SEATTLE/KING COUNTY (CYSKC)	Email: LTREACY@CITYYEAR.ORG
Address: 287 COLUMBUS AVENUE - 2203-23RD AVE. S, SUITE 101	Telephone: 206-219-4996 - Lauren Treacy
City, State and Zip: BOSTON, MA 02116 - SEATTLE, WA 98144	Fax: N / A
Accounting Use: Vendor # 202197	PO#

This contract is made between the Seattle School District (“the District”) and the above-named contractor (the “Contractor”). **District employees, other than personnel in the District Financial Services Department are not authorized to make promises for contractual services, promises for a particular period of time or promises of a particular level of payment. Any verbal or written statements to that effect by District employees other than Financial Services personnel are null and void.**

Whereas, the District requires the Contractor’s services; and whereas, the Contractor’s education and experience qualify the Contractor to perform specified services; it is agreed that the Contractor will provide services as follows:

I. SCOPE OF WORK

A. General objectives of this contract (include a brief description of the agreed upon services):

City Year's model is to focus on Attendance, Behavior, and Coursework support for students in third through fifth grade. To do this City Year provides tutoring and academic achievement support in reading and mathematics through 1:1 support and small group tutoring, with a focus on Tier 2 students in grades 3-9. City Year works closely with the school to support strengthening of family engagement by participating in all school family events and promoting good attendance.

Description of agreed upon services detailed with each school's addendum attached. The 10 schools are: Aki Kurose MS, Concord Int'l School, Denny MS, Highland Park ES, Martin Luther King Jr ES, Rising Star ES, Roxhill ES, Chief Sealth HS, South Shore PreK-8 School and Wing Luke ES.

B. In order to accomplish the general objects of this contract, Contractor shall perform the following specific duties (Describe the work to be performed by the contractor in detail, including the quantifiable steps or components of what the contractor is to do. Identify all tasks, work elements and objectives/outcomes of the contract, and timetables by which major parts of the work are to be completed. The specific duties may be attached as a

SEATTLE PUBLIC SCHOOLS

Personal Services Contract

separate document. If a separate attachment, please state “contractor shall perform the duties outlined in attachment ____.”):

Contractor shall perform the duties outlined in the attached addendums:

School		Total
Aki Kurose	6 Americorps, 1 Team Leader, 1 Program Mgr	\$ 105,000.00
Concord	7 Americorp, 1 Team Leader, 1 Program Mgr	\$ 120,000.00
Denny	9 Americorps, 1 Team Leader, 1 Program Mgr	\$ 135,000.00
Highland Park	6 Americorps, 1 Team Leader, 1 Program Mgr	\$ 105,000.00
MLK Jr	6 Americorps, 1 Team Leader, 1 Program Mgr	\$ 105,000.00
Rising Star	7 Americorp, 1 Team Leader, 1 Program Mgr.	\$ 120,000.00
Roxhill	6 Americorps, 1 Team Leader, 1 Program Mgr	\$ 105,000.00
Sealth	7 Americorps, 1 Team Leader, 1 Program Mgr	\$ 120,000.00
South Shore	8 Americorps, 1 Team Leader, 1 Program Mgr	\$ 135,000.00
Wing Luke	7 Americorp, 1 Team Leader, 1 Program Mgr.	\$ 120,000.00
		\$ 1,170,000.00

SEATTLE PUBLIC SCHOOLS

Personal Services Contract

--

C. Site/Location of Services:

10 schools: Aki Kurose MS, Concord Int'l School, Denny MS, Highland Park ES, Martin Luther King Jr ES, Rising Star ES, Roxhill ES, Chief Sealth HS, South Shore PreK-8 School and Wing Luke ES.

II. SCHEDULE OF PERFORMANCE

No costs shall be incurred under this contract until fully executed and subsequent to the termination date.

The schedule of performance of Contractor's duties is as follows:

Dates of Services	
Start Date: 9/1/2020	End Date: 8/31/2021

III. PAYMENT (Select type):

☐ Hourly rate/Not to Exceed: In consideration of Contractor's satisfactory performance of the duties set forth herein, Contractor shall be compensated at an hourly rate of \$, for services rendered not to exceed a total of \$. Payment for satisfactory performance shall not exceed this amount unless the parties mutually agree to a higher amount prior to the commencement of any work, which will cause the maximum payment to be increased.

☒ Set Rate: In consideration of Contractor's satisfactory performance of the duties set forth herein, Contractor shall be compensated at a set rate of dollars \$ 1,170,000.00 , inclusive of travel and all other contract-related costs. Payment for satisfactory performance shall not exceed this amount unless the parties mutually agree to a higher amount prior to the commencement of any work, which will cause the maximum payment to be increased.

☐ Non-Financial: This is a non-financial agreement. In no event shall either party seek compensation for work performed under this agreement.

IV. INCORPORATION OF ATTACHMENTS AND ORDER OF PRECEDENCE

Each of the attachments listed below is by this reference hereby incorporated into this contract. In the event of any inconsistency in this contract, the inconsistency shall be resolved by giving precedence in the following order:

- Applicable Federal and state of Washington statutes and regulations
- Seattle School District Policies and Superintendent Procedures
- Attachment A – Terms and Conditions
- Attachment B (if applicable) – Contractor Proposal
- Attachment C (if applicable) – [Title of attachment]
- Any other provision, term or material incorporated herein by reference or otherwise incorporated.

V. APPROVAL

This contract shall be subject to the written approval of the Superintendent's authorized representative and shall not be

SEATTLE PUBLIC SCHOOLS

Personal Services Contract

binding until so approved. The contract may be altered, amended or waived only by a written amendment executed by both parties.

Contractor Diversity (OPTIONAL)

The District is committed to educational equity for our students with the goal of having all students, regardless of race or class, ready to succeed in a racially and culturally diverse local, national and global community (School Board Policy No. 0030). Values of inclusion and equity are also part of the District's business practices - ensuring that minority-owned and women-owned businesses (WMBEs) have the maximum practicable opportunity to participate in contracting with the District. The District defines WMBE firms as at least 51 percent owned by women and/or minority. State certification is recommended, but not required to meet the District's WMBE definition. To assist the District in tracking our goal for diversity in our contracts, please provide the following information regarding your business:

<input type="checkbox"/> Minority-owned, Self-identified	<input type="checkbox"/> Minority-owned, OMWBE Certified
<input type="checkbox"/> Women-owned, Self-identified	<input type="checkbox"/> Women-owned, OMWBE Certified
<input type="checkbox"/> Not applicable or Prefer not to answer	

We the undersigned, agree to the terms of the foregoing contract.

CONTRACTOR NAME (PRINT NAME): JESSICA GREENFIELD	FEDERAL TAX I.D. OR SOCIAL SECURITY NO.: 22 - 2882549
SIGNATURE:	TITLE OF CONTRACTOR AND DATE SIGNED: Chief Financial and Administrative Officer

Contractor: Please note there must be an IRS Form "W-9 Request for Taxpayer Identification Number and Certification" attached to this contract. The Federal Tax I.D. or Social Security number given below MUST match the number specified on the W-9. A W-9 form may be obtained from the IRS at www.irs.gov

As an authorized representative of the originating school/department and having budget authority to authorize the disbursement of funds from the budget line give below, I declare that:

1. I have personally verified the existence of funds available within the appropriate unit to pay this contract.
2. I am satisfied that the contractor meets the eligibility requirements for an independent contractor as outlined in the attached Classification Checklist.
3. The services being provided do not violate any labor agreement regarding contracting out for services. Having completed these steps, I hereby authorize the release of funds from the budget line coded below.

SCHOOL/DEPARTMENT BUDGET AUTHORITY

School/Department Name: GRANTS & FISCAL COMPLIANCE	Mail Stop: 33-343	Phone: 206-252-0222
---	----------------------	------------------------

SEATTLE PUBLIC SCHOOLS

Personal Services Contract

Print Name: MICHAEL A. STONE	Title: Director, Grants and Fiscal Compliance
Signature:	Date:

CODING

FISCAL YEAR	FUND	FUND CENTER/COST CENTER	COMMITMENT ITEM
2020-2021	Various - 10 schls	Various - see attached addendums for coding	7322

SCHOOL BASED CONTRACTS APPROVAL OVER \$25,000

Print Name:	Title:
Signature:	Date:

FINAL SEATTLE PUBLIC SCHOOLS APPROVAL

Contracts up to \$75,000:	Date:	Accounting Director
Contracts \$75,000 and Over:	Date:	Chief Financial Officer
Contracts over \$100,000:	Date:	Deputy Superintendent

FOR ACCOUNTING USE ONLY	
Funds Encumbered	Date
Grant Accounting Review:	Contracts Accounting Review:

Last Updated: January 2019

SEATTLE PUBLIC SCHOOLS

Personal Services Contract

ATTACHMENT A – TERMS AND CONDITIONS

1. Payment to the Contractor: Compensation for the described services will be by warrant of the Seattle Public Schools after receipt of services. State Law RCW

42.24.080 forbids prepayment of services. The Contractor must submit an invoice to the originating school or department. The originator must then attach a completed Certification of Services Rendered form to the invoice and submit both to the Accounting Department for payment. The warrant will be issued through the Accounting Department.

2. Contractor Invoices: Contractor shall submit an invoice itemizing actual services and expenses after services have been rendered. **Invoices must meet District invoicing standards.** Payment will be made in one sum unless other approved. Unless otherwise specified, **payment terms are net 30 days.** Progress payments may be made not less than monthly. Any reimbursable expense for travel shall comply with district policy. If the parties anticipate the amount due for services and/or expenses will exceed this contract amount, or the dates of services will be extended, it will be necessary to complete a "Contract Modification/Extension" form which is subject to the same approval process as the original Services Contract. The District is not liable for any services above the approved contract amount without a properly approved and signed modification.

3. Correction of Noncompliance: Contractor shall, at no cost to District, promptly and satisfactorily correct or re-perform any Services found to be defective or not in compliance with the requirements of this contract or the requirements of any governmental authority, law, regulation or ordinance.

4. Compliance with Laws: Contractor shall comply, and be certain that its Services comply, with all applicable laws, ordinances, regulations, resolutions, licenses of record, permits of record, and other requirements applicable to the Services, in effect at the time of performance of the Services. Contractor shall furnish documents as may be required to evidence compliance with this section. Failure to comply with this section shall be grounds for District to immediately terminate the contract.

4.1 Discrimination: Contractor shall comply with applicable local, state and federal laws prohibiting discrimination with regard to race, creed, color, national origin, sex, sexual orientation, including gender expression or identity, marital status, age or the presence of any sensory, mental or physical handicap.

4.2 Confidentiality: Contractor, all its employees, volunteers, agents or subcontractors providing Services at a public school shall comply with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. Section 1232g

4.3 Criminal background screening: Contractor, all its employees, volunteers, agents or subcontractors providing Services at a public school shall complete and pass a comprehensive national background check. Contractor shall at minimum meet criminal background check standards adopted by the District's volunteer program. Criminal background checks should be completed at the contractor's expense prior to start of Services. Contractor, all its employees, volunteers, agents or subcontractors may be background checked using District's Washington Access to Criminal History account (WATCH) as required by the WATCH user agreement.

4.4 Individuals with criminal records: Criminal records of Contractor, all its employees, volunteers, agents or subcontractors shall be examined using the District's procedure for reviewing volunteer applications with criminal records, or Contractor's own assessment tool if it is more rigorous than the District's.

4.5 Disqualifying criminal records: pursuant to RCW 28A.400.330, Contractor, all its employees, volunteers, agents or subcontractors shall be prohibited from providing Services at a public school where there may be contact with children, if they pled guilty to or been convicted of any felony crime involving the physical neglect of a child under Chapter 9A.42 RCW, the physical injury or death of a child under Chapter 9A.32 or 9A.36 RCW, sexual offenses under Chapter 9A.44 RCW where a minor is the victim, promoting prostitution of a minor under Chapter 9A.88 RCW, the sale or purchase of a minor child under RCW 9A.64.030, or violation of similar laws of another jurisdiction. Contractor shall furnish such documents as may be required to evidence such compliance.

4.6 Adult Sexual Misconduct Prevention awareness: Prior to start of Service, contractor, all its employees, volunteers, agents or subcontractors providing Services at a public school shall complete the District's "Adult Sexual Misconduct Prevention training for volunteers" available on the District's website at no cost.

5. District Use: All drawings, specifications, materials, information, property and other items obtained or developed in connection with the Services or the cost of which is included in the Reimbursable Expenses (including, but not limited to, documents, designs, drawings, plans, specifications, calculations, maps, sketches, notes, reports, data, estimates, reproductions, renderings, models, mock-ups, educational materials, curriculum and instructional material, books, workbooks,

SEATTLE PUBLIC SCHOOLS

Personal Services Contract

videos, and completed Services and Services in progress), together with all rights associated with ownership of such items (such as copyright, patent, trade secret and other proprietary rights), shall become the property of District when so obtained or developed or when such expense is incurred, as the case may be, whether or not delivered to District. It is agreed by the Contractor that the services provided to the District are specially ordered or commissioned and that such services are rendered on a work-made-for-hire basis. This confirms ownership by the District of all right, title, and interest, including all right of copyright, in and to any work of authorship created under this agreement. If for any reason it is determined that services were not provided under a work-made-for-hire situation, the Contractor irrevocably and permanently assigns to the District all ownership interest to any work created under this Agreement. Contractor shall deliver such items, together with all materials, information, property and other items furnished by District or the cost of which is included in the Reimbursable Expenses, to District upon request and in any event upon the completion, termination or cancellation of this contract. However, Contractor may at its own expense retain copies of any such items for its own records or for use in the furtherance of its professional knowledge.

District shall have a permanent, assignable, nonexclusive, royalty-free license and right to use all concepts, methods, processes, products, writings and other items (whether or not copyrightable or patentable) developed or first reduced to practice in the performance of the Services or otherwise whether by Contractor, any of its subcontractors, or any employee(s) of Contractor in connection with this contract. District shall hold Contractor or its subcontractors harmless for District's reuse of documents on a project other than this project.

6. Workers' Compensation: Contractor expressly waives any immunity or limitations (e.g., on the type or amount of damages, compensation, benefits or liability payable by Contractor) that might otherwise be afforded under any industrial insurance, worker's compensation, disability benefit or similar law, rule, regulation or order of any governmental authority having jurisdiction (including, but not limited to, the Washington Industrial Insurance Act, Title 51 of the Revised Code of Washington). By executing this contract, Contractor acknowledges that the foregoing waiver has been mutually negotiated by the parties.

7. Termination for Breach by Contractor or for the Convenience of the District: District may terminate this contract at any time for material breach by the contractor, by written notice, in which case contractor shall be liable for the direct and incidental damages suffered by the District for such material breach, but not for consequential damages. In addition, District may, at its option, terminate all or a portion of the services not then performed under this contract at any time, for its convenience for any reason, by so notifying Contractor in writing. In the event of termination, all finished or unfinished documents and other materials as described above shall, at the option of District, become its property upon compensation therefore in accordance with this contract, and District shall indemnify and hold harmless Contractor and its agents and employees from any claims arising from District's subsequent use of such documents and other materials, except to the extent Contractor is solely or concurrently negligent. If the contract is terminated by District for the convenience of the District as provided herein, Contractor's compensation for the Services shall be (i) that portion of the compensation for services performed prior to termination, and (ii) proper compensation for reimbursable expenses. Under no circumstances shall District be liable for any consequential damages, including, but not limited to, loss of profits on other projects or of reputation incurred by Contractor as a result of such termination.

8. Miscellaneous:

8.1 General: This contract represents the entire and integrated agreement between District and Contractor and supersedes all prior negotiations, representations or agreements, either written or oral. This contract may be amended only by written instrument signed by both District and Contractor. This contract shall be interpreted, construed, and enforced in all respects in accordance with the laws of the State of Washington. Venue in any litigation shall be in King County, Washington.

8.2 Independent Contractor: Contractor shall at all times be an independent contractor and not an agent or representative of District with regard to performance of the Services as authorized by this contract. Contractor shall not represent that it is, or hold itself out as, an agent or representative of District.

8.3 Indemnification: All activities performed by the Contractor are performed at its own risk, and Contractor shall indemnify, defend and hold the District harmless from any liability, claim, expense, damages or injuries to persons or property arising out of acts or omissions of Contractor, its employees, agents or subcontractors under this agreement, except to the extent caused by the District, its officers or agents.

SEATTLE PUBLIC SCHOOLS

Personal Services Contract

8.4 Debarment: Vendor, by accepting this contract, warrants that it is not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions (defined as not being eligible to receive federal funds) by any local, state or federal department or agency. Vendor agrees to be bound by the terms of School Board Policy No. 6973, which provides additional requirements applicable to debarment of contractors from receiving future contracts with SPS.

8.5 Contractor Responsibility: Contractor shall provide and furnish all necessary tools, labor, materials, equipment and transportation, as necessary to perform the services. Contractor is liable for, among other things, employment and other taxes, personal health and car insurance, worker's compensation for its employees.

8.6 Assignment: Neither District nor Contractor shall assign, sublet or transfer any interest in this contract without the written consent of the other. Contractor shall not (by contract, operation of law or otherwise) delegate or subcontract performance of any Services to any other person or entity without the prior written consent of District.

8.7 District Policies and Procedures: Contractor agrees that all staff assigned to a District school or those that will provide services to District students under this contract shall comply with all District policies, procedures and guidelines.

8.8 Insurance: If (1) this contract, or any amendments to this contract exceed a total value of more than \$49,999, and (2) Contractor performs services on District property, the Contractor shall, prior to starting services, submit a certificate of insurance showing evidence of Contractor's commercial general liability insurance, with a limit of not less than \$1,000,000 per occurrence bodily injury, personal injury and property damage combined, including premises, operations, contractual and personal liability. Such insurance shall not be cancelled or reduced until 30 days prior written notice has been given to the District. If performance of the services involves regular unsupervised contact with minors, the District may require the Contractor to provide evidence of coverage for sexual abuse and molestation. If the contracted services involve professional services (including, but not limited to, medical, financial, legal, programming, design or educational services) the District may require the Contractor to provide evidence of professional liability coverage. If performance of the services requires use of an automobile, Contractor and its employees must have automobile liability insurance. Seattle Public Schools shall be named as additional insured on the contractor's general liability policy.

8.9 Conflict of Interest: Vendor understands and agrees that District employees and officers generally must not accept gifts or gratuities from people who may have an interest in District actions. Pursuant to Policy 5251, a District employee may only accept from a vendor: (1) advertising or promotional items of nominal value; (2) informational materials, subscriptions related to the recipient's performance of official duties; and food and beverages consumed at hosted receptions or hosted meals where attendance is related to the receiving employee's performance of official duties. Further, Vendor may not enter into any non-consumer business arrangement with any director, employee or agent of Seattle Public Schools, other than as a representative of the District, without prior written notification thereof to the District.

8.10 Cooperation with District Auditor and State Auditor: Vendor agrees to provide reasonable cooperation with any inquiry by either the district or State Auditor relating to the performance of this contract. The District has the right to audit records of the Vendor relating to payment, performance, or performance under this contract, for three (3) years after completion of this contract. Failure to cooperate may be cause for debarment from award of future contracts.

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

Note: This Addendum is intended to accompany a Seattle Public Schools Personal Service Contract (PSC) with the named organization and is required for schools purposing Families, Education, Preschool & Promise Levy funds toward services defined. Addendum is not binding without a Seattle Public Schools approved and fully executed Personal Services Contract.

Due Dates:

May 8, 2020	<ul style="list-style-type: none"> DRAFT, unsigned PSC Addendum posted to DEEL SharePoint and sent to Seattle Public Schools (Marie Guzzardo, maguzzardo@seattleschools.org)
May 29, 2020	<ul style="list-style-type: none"> FINAL, signed PSC Addendum posted to DEEL SharePoint and sent to Seattle Public Schools (Marie Guzzardo maguzzardo@seattleschools.org) CBOs must submit a copy of current W-9, Certificate of Insurance, and Washington State Business License to Seattle Public Schools (Marie Guzzardo, maguzzardo@seattleschools.org)

Contract Draft Date:	8/21/20
School (Only 1 Per Addendum):	Concord International Elementary
Community Based Organization (CBO):	City Year
Contract Term of Agreement: (MM/DD/YYYY to MM/DD/YYYY)	09/01/2020 to 06/30/2021 <i>*Dates must be between 9/1/2020 and 8/31/2021</i>
Total Payment Amount:	\$120,000.00

*****ANY FUTURE CHANGE IN SERVICE, INCREASE, AND/OR DECREASE IN SERVICE COSTS
REQUIRES A CONTRACT AMENDMENT*****

SECTION 1: FUNDING SOURCE (To be completed by school)

FUND CODE (4 digit)	FUND CENTER Description	COST CENTER (10 digit)	TOTAL
1L74	Concord Elementary Levy base	CNL7927EJ0	120,000.00
Total Payment Amount:			120,000.00

SECTION 2: SCOPE OF WORK (To be completed by school and/or CBO)

Please outline the work the CBO is expected to complete.

Recommendations:

- Be specific in detailing the nature of the CBO's work/key activities and the specific services to be provided.
- Specify the number of students served and the frequency and duration of activities and/or events.

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

Overview:

City Year's In School Learning Services

City Year provides tutoring and academic achievement efforts in reading and mathematics through 1:1 and small group tutoring with a focus on students in grades 3-5. City Year also provides before and after school programs for grade 3-5 students (and other grade levels as determined by the school) focused around academic achievement, social skills coaching, enrichment programs and service opportunities. City Year works closely with the school to support the strengthening of family engagement by participating in all school family events and promoting good attendance K-5, with particular focus on grades 3-5.

1. The focus on City Year is on supporting literacy and math for identified students in grades 3-5 (Approximately 6 – 12 students per Corps Member).
2. City Year also provides before and after school academic enrichment programs for students in grades 3-5 (and other grade levels as determined by the school).
3. The City Year Program Manager will ensure provision of direct services to students, organize schedules of City Year corps members, supervise corps members, communicate and coordinate with school staff and collect and report data. The Program Manager will attend regularly scheduled staff meetings, SIT meetings as applicable school levy meetings and other meetings as determined by school leadership.
4. In addition to 1 full time Program Manager, City Year will provide 7 Corps Members to work directly with students on academic achievement and 1 Team Leader (Senior Corps Member) for a total of 8 AmeriCorps Members.
5. City Year will provide frequent progress monitoring on focus list students to include:
 - a. Attendance and participation in class and before/after school programs
 - b. Regular classroom based assessments, as available
 - c. Student performance on activities for focus students by corps members
6. The City Year Program Manager will review the frequent progress monitoring data regularly in order to adjust instruction, support student growth, and to arrange follow-up meetings with classroom teachers, corps members and other staff working with the child and family as needed.
7. City Year will provide monthly reports indicating:
 - a. Attendance and participation in class and before/after school programs
 - b. Family participation and involvement in school based activities that City Year organizes
 - c. Data on frequent progress monitoring of students (see above)
8. City Year members will participate in all school events and encourage family participation and involvement.

City Year services will begin September 1, 2020

City Year's Virtual Learning Services

In support of Seattle Public Schools learning efforts as the 2020-21 school year launches, City Year AmeriCorps members can provide a variety of supports both in-person and school's virtual learning platform(s) to support schools. In addition to City Year's in-building service model, City Year can support schools' virtual learning efforts, both through a hybrid learning approach (part in-person, part virtual) or a fully virtual learning approach, in the following ways:

- Parent/Family and Student Engagement – City Year AmeriCorps members can call parents and families to check-in on them and connect with students to ensure they are engaged in and participating in the CMSD's virtual learning efforts. City Year AmeriCorps members will use Google Voice phone numbers or another calling app and will pair up for these phone calls to ensure there are no 1:1, unsupervised conversations with minors.
- Whole Group/Whole Class Instructional Support – AmeriCorps members can participate in synchronous and asynchronous learning in whole "class" spaces, where teachers are leading instruction and/or creating a classroom community space. This could mean responding to and/or monitoring questions in chat or

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

being integrated into the lesson delivery by the teacher. This could also mean being part of “office hours” that teachers have set up for students to ask questions they have about independent work they’ve been given. Where schools are creating these spaces, AmeriCorps members can work individually and as a team to offer activities for students such as leading book clubs or book read-alouds, creating a math problem of the day, setting up pen pals among schools or grade levels, or leading cooking classes. Specific examples of what Whole Group/Whole Class Instructional Support can entail include:

- Supporting the development of a virtual community
 - create and lead warm-ups (an activity, game or event that is used to welcome students and warm up the conversation);
 - propose/lead brain breaks or transition activities (if video instruction is included);
 - write reflection questions and respond to student reflections;
 - support teacher in creating and applying positive group norms in the virtual classroom; and
 - support teacher office hours.
- Support teacher lesson planning and delivery
 - review curricular online resources and suggest activities that will appeal to students;
 - review video tutorials from a pre-selected set of sites for students who will need extra instruction on a topic (CY has set of sites, if needed);
 - lead book read-alouds or virtual book clubs;
 - create a math problem of the day;
 - set up pen pals among schools or grade levels;
 - lead cooking classes;
 - lead physical breaks;
 - create checks for understanding for students; and
 - select reading passage/book from school approved source and create comprehension questions;
- Small Group Engagement – Some virtual platforms, such as Zoom, allow breakout spaces within a larger meeting, and others such as Google Classroom, allow meetings of any size to occur within Google Meets. AmeriCorps members can lead small groups that support the teacher designed core instruction or provide tutoring in math and ELA. If AmeriCorps members are asked to plan for such supportive spaces, there should be teacher consultation on the plans. Specific examples of what Small Group Engagement can entail include:
 - implement teacher lesson plan in small group (rotation or center) type structure;
 - create and lead small group lessons that support teacher lessons; and
 - lead tutoring sessions for students that reinforce classroom lessons or build foundational academic concepts.
- SEL Support & Instruction – Much of the power of our corps and organization stems from a focus on relationships and community building, whether in small or whole group learning environments. AmeriCorps members can support positive, asset-based spaces for community building and connection. Specific examples of what SEL Support & Instruction can entail include:
 - lead a mindfulness or meditation exercise for students; and
 - help students create mood tracker/feelings charts to check in on how they’re doing each day (over time, they can also reflect on what has changed).
- Enrichment Programming – AmeriCorps member can lead enrichment programming for students to keep them engaged and connected to their peers and school community.
- Facilitation Support – Many virtual community spaces can make it difficult to both run a lesson/meeting and manage the technical spaces. AmeriCorps members can support lesson delivery this way, including managing the chat, sharing resources, and communicating questions from the group. They could lead warm-ups and physical breaks. Specific examples of what Facilitation Support can entail include:

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

- Monitor and support chat during "live" instruction; and
- Monitor and support student questions on a board.
- Participating in School Staff Meetings and Professional Development – AmeriCorps members can join staff meetings and school-level professional development opportunities to ensure alignment and coordination with faculty and staff.
- Appreciating Teachers, Principals, and Other Staff – AmeriCorps members can also continue their teacher and school appreciation efforts during virtual learning times. This can be done through sending appreciation notes or videos to teachers, principals, and other school staff. Specific examples of what Appreciating Teachers, Principals, and Other Staff can entail include:
 - Write appreciation notes to teacher, principals, and other school staff; and
 - Create individual or team videos appreciating school staff.

Seattle Public School Commitments to Support City Year's Virtual Learning Services

To enable City Year's support of school's virtual learning efforts, SPS agrees to:

1. Provide SPS email accounts to all City Year AmeriCorps members and relevant City Year staff;
2. Provide access to any virtual learning applications and technology platforms to all AmeriCorps members and relevant City Year staff; and
3. Provide parent/family phone numbers to City Year, if CMSD would like AmeriCorps members to call parents/families or students to check-in on and engage with them.
4. Ideally AmeriCorps Members or at the very least Program Managers and Team Leader on each individual City Year school team have access to Schoology.

SECTION 3: ROLES, RESPONSIBILITIES, AND RESOURCES *(To be completed by school and CBO)*

Please outline the key people and their functions.

Recommendations:

- Name all relevant school and CBO positions (e.g. Site Coordinator, Staff Members, Volunteer Coordinator, Principal, Levy Coordinator, Teachers, etc.). Provide the names, contact information, availability, and specific responsibilities for each individual. Detail the work to be performed as well as the specific contributions each person will provide.
- Specify resources provided by both organizations (e.g. curriculum, textual materials, rooms, access to photocopiers, etc.).

Requirement:

- Administrators managing contract addenda ≥ \$25,000 must complete observations of CBO program implementation. A toolkit including a basic walkthrough assessment tool will be provided to schools. Please include this requirement in table "School Roles and Responsibilities" below.

CBO Position Title <i>(Name if known)</i>	CBO Roles and Responsibilities
1.0 Program Manager	<ul style="list-style-type: none"> • Will be present at the school up to 4 full days per week (from approximately 8:00am – 5:00pm) during the academic school year. Will also work out of the City Year office and attend City Year Impact Meetings, site trainings and staff retreats. The Program Manager will: <ul style="list-style-type: none"> • Ensure provision of direct services to students • Organize schedules for assigned corps members

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

	<ul style="list-style-type: none"> • Supervise assigned corps members • Communicate and coordinate with schools staff • Provide and collect all FERPA and activity permission forms from parents/guardians and/or adhere to the District Data and Service Agreement • Collect and report data and frequent progress monitoring • Attend regularly scheduled staff meetings, SIT meetings as applicable and school levy meetings • Participate in trainings by school staff (in August and as determined to be necessary) in literacy and mathematics instruction and other school-wide initiatives • Provide a monthly report to the school (see section 2) • Participate in all school events, such as evening family involvement activities, parent teacher conferences, etc. • Coordinate services to begin as soon as student referrals are made by the school • Provide training on effective tutoring in elementary schools, basics of behavioral management, general information on student assessments (MAP, SBA) and collaborate with the school to ensure corps members are trained as needed in other areas • Support the organizing of student transportation to and from school for afterschool activities in coordination with school staff • Coordinate family activities and outreach to promote City Year program, such as registration night, etc. • Can support Saturday School and Spring Break Programming in collaboration with school leaders through outreach, volunteer recruitment and scheduling corps members as needed. City Year participation in Saturday School and Spring Break Programming not guaranteed.
7 City Year Corps Members, 1 Team Leader (Senior Corps Member)	<ul style="list-style-type: none"> • Will be present at the school up to 5 full days per week (from approximately 7:30am – 5:30pm) during the academic school year with the exception of mandatory Learning and Development Days (generally 2 days per month) and 1 or 2 other site service days per year. <p>The corps members will:</p> <ul style="list-style-type: none"> • Provide direct services to focus students in grades 3-5 in reading and math (time TBD) under the guidance and supervision of the program manager and classroom teacher • Provide before and after school academic enrichment programs for students and/or support currently running before and after school programming up to four days per week (time to be determined by school staff in coordination with program manager) • Collaborate and coordinate with classroom teachers, specialists and interventionists as needed, providing reports on frequent progress monitoring and receiving information about classroom progress • Participate and support planning and execution of all school events, such as evening family involvement activities, parent teacher conferences, etc. • Each corps member will have 10-12 students (whom they will also work with in the classroom for reading and/or math) who are identified for special attendance, academic and/or behavior focus. The corps members will check in with each student before school regarding attendance and completion of

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

	<p>homework. If the student has not completed their homework, they will make a plan for completing it. If student is absent corps members will work with student to increase attendance.</p> <ul style="list-style-type: none"> Corps members will provide support during lunch and recess times by offering social skill coaching groups/clubs as necessary, homework completion support for focus students and providing supervision/instruction on the playground that models how to use positive behavioral language (put ups) and teach students games that integrate math vocabulary Corps Members have the option to support Saturday School and Spring Break programming as determined by school leadership and program manager. Participation not required and therefore not guaranteed.
--	---

School Position Title <i>(Name if known)</i>	School Roles and Responsibilities
Principal Assistant Principal	<ul style="list-style-type: none"> Ensure there is access to physical space, necessary materials, copiers, phone and computers Support City Year in assuring that focus students are selected, monitored and supported by the City Year program and that access to students occurs with regular frequency Communicate with program manager about school family events Meet with program manager regularly Complete quarterly walkthrough and observation of City Year Corps members and interventions
Levy Coordinator (Jennifer Berglund)	<ul style="list-style-type: none"> will coordinate meetings between the City Year Program Manager and school staff facilitate data sharing for focus students between corps members, site director and schools staff by creating systems in which to track and compile data
Literacy Interventionist (Jennifer Berglund)	<ul style="list-style-type: none"> will work to support and train program manager and corps members in literacy programs/strategies used
Math Interventionist (Andrea Yee)	<ul style="list-style-type: none"> will work to support and train program manager and corps members in math programs/strategies used will collaborate with classroom teachers and corps members to develop assessments to monitor progress on a weekly basis

CBO Resources	School Resources
City Year will provide 1 Program Manager and 7 Corps Members and 1 Team Leader (Senior Corps Member)	School will provide space for Program Manager/City Year office
City Year will provide training to Program Manager and corps members throughout the year	School will provide spaces for before/after school activities and needed
	School will provide teacher referrals based on academic needs (MAP scores, SBA scores, Fountas and Pinnell Reading Scores, ReThink Math scores, classroom based assessments, etc.) attendance needs (tardies &

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

	absences), willing participation of student/family and student ability to participate in safely in small group learning activities
	School will provide supplies and materials as needed by the program manager (phone, computer, access to copier, etc)
	Classroom teachers and/or interventionists will provide instructional materials and programs and assessments
	Levy coordinator will collaborate with all parties to create systems to track/monitor student progress
	School will monitor academic and attendance progress and recommend possible mid-course corrections

SECTION 4: DELIVERABLES AND BUDGET *(To be completed by school and CBO)*

Please specify the contract payment type and then provide a description, deadline, and corresponding payment amount for the goods or services the CBO will complete or perform during the tenure of the contract.

Recommendations:

- Review your scope of work and bullet the specific deliverables the organization will complete during the tenure of the contract.
- Identify the person or role responsible for completing the action as well as the date the item is due.
- Include enrollment/service capacity of your program to ensure monthly service levels invoiced for are at appropriate amounts
- If you are using a deliverable-based payment contract, specify the amount the organization will receive upon successfully completing the item.

Contract term dates:	Start Date: 09/01/2020 End Date: 06/30/2021	
Contract payment type:	<input type="checkbox"/> Fixed-Payment Schedule <i>(payments issued in equal monthly installments, during the contract period, following service provision, and invoice approval and processing)</i>	Monthly payment amount: SEPT = \$ <u>12,000.00</u> OCT = \$ <u>12,000.00</u> NOV = \$ <u>12,000.00</u> DEC = \$ <u>12,000.00</u> JAN = \$ <u>12,000.00</u> FEB = \$ <u>12,000.00</u> MAR = \$ <u>12,000.00</u> APR = \$ <u>12,000.00</u> MAY = \$ <u>12,000.00</u> JUN = \$ <u>12,000.00</u>

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

		Grand Total = \$ <u>120,000.00</u>
		Total number of months: <u>10</u> months
	<input type="checkbox"/> Fee-for-Service (payment issued upon completion of pre-determined services/deliverables) \$: _____	

SUMMARY OF DELIVERABLES				
Item	Entity Responsible	Action	Due Date	DETAILED Payment Amount
TOTAL PAYMENT AMOUNT				
(Should equal Total Payment Amount on pg.1)				

REQUIRED: CBO agrees to adopt Levy outcome/indicator targets once they are received by the school from the City of Seattle's Department of Education and Early Learning.

SECTION 5 (OPTIONAL): CBO REPORTS TO SCHOOLS *(For CBOs providing regular direct services to students)*

Please specify the quantitative and qualitative data elements the CBO must provide to the school principal. Please note the frequency of report delivery.

Recommendations:

- Detail any data collection/analysis efforts you expect the CBO to perform. Specify quantitative and qualitative elements as well as the frequency and in what format it must be provided to the school.
- It is important to remember that invoices for service generally include basic information on deliverables and cannot provide any identifiable student information
- The items listed should help ensure completion of deliverables and progress toward Outcome/Indicator Targets.
- Reports are not limited to the items below. Additional items can be added by the school during the contract period.

The school X is is NOT requiring the CBO to report data to the school. (Mark an "x" next to "is" or "is not")

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

ITEM	DELIVERY DATE OR FREQUENCY	DESCRIPTION
Program attendance list	Weekly Tracking/Monthly Summary	Names of students in attendance for before and after school activities and how many days attended.
Student reading, math, attendance and SEL progress lists	Monthly	List of focus students and brief narrative of progress in focus areas.
Difficulties/Concerns	Monthly (or as concerns arise)	Any difficulties or concerns that require attention should be communicated immediately. Monthly CY and administration check in meeting will have time to address concerns as well.

*****This addendum is not binding without a Seattle Public Schools approved
and fully executed Personal Services Contract (PSC)*****

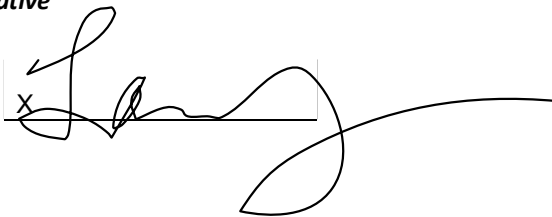
Principal/School Representative

(Signature): x Miguel Sansalone

(Printed): Miguel Sansalone, Principal

(Date) 8/21/20

CBO Representative

(Signature): x 

(Printed): Lauren Treacy

(Date) 8/21/2020

(Title): Managing Director of Impact

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

Note: This Addendum is intended to accompany a Seattle Public Schools Personal Service Contract (PSC) with the named organization and is required for schools purposing Families, Education, Preschool & Promise Levy funds toward services defined. Addendum is not binding without a Seattle Public Schools approved and fully executed Personal Services Contract.

Due Dates:

May 29, 2020	<ul style="list-style-type: none"> DRAFT, unsigned PSC Addendum posted to DEEL SharePoint and sent to Seattle Public Schools (Marie Guzzardo, maguzzardo@seattleschools.org)
	<ul style="list-style-type: none"> FINAL, signed PSC Addendum posted to DEEL SharePoint and sent to Seattle Public Schools (Marie Guzzardo maguzzardo@seattleschools.org) CBOs must submit a copy of current W-9, Certificate of Insurance, and Washington State Business License to Seattle Public Schools (Marie Guzzardo, maguzzardo@seattleschools.org)

Contract Draft Date:	5-29-20
School (Only 1 Per Addendum):	Denny International Middle School
Community Based Organization (CBO):	City Year
Contract Term of Agreement: (MM/DD/YYYY to MM/DD/YYYY)	9/1/2020 and 8/31/2021
Total Payment Amount:	\$135,000

*****ANY FUTURE CHANGE IN SERVICE, INCREASE, AND/OR DECREASE IN SERVICE COSTS
REQUIRES A CONTRACT MODIFICATION*****

SECTION 1: FUNDING SOURCE (To be completed by school)

FUND CODE (4 digit)	Description	COST CENTER (10 digit)	TOTAL
1F68	Levy Contractual Services	DYL7927TEO	\$125,000
1F68	Levy Contractual Services (Performance Pay Addition)	DYL7927A20	\$10,000
Total Payment Amount:			\$135,000

SECTION 2: SCOPE OF WORK (To be completed by school and/or CBO)

Please outline the work the CBO is expected to complete.

Recommendations:

- Be specific in detailing the nature of the CBO's work/key activities and the specific services to be provided.
- Specify the number of students served and the frequency and duration of activities and/or events.

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

Overview:

City Year uses a tiered intervention strategy that supports students displaying an early warning indicator of dropping out of school before graduation. Specifically, City Year will provide a team of corps members, including second year senior corps members along with a program manager to supervise and oversee the team's service.

Corps members serve as mentors and tutors in ELA and Math content areas, support students with academic and SEL goal setting, and support before and after school programs.

* City Year (CY) places diverse teams of 9 talented young adults (corps members) in DN partner schools to provide school-wide and targeted academic supports, which include attendance and behavior monitoring.

CY is a part of our early warning indicator system that alerts teachers as soon as students begin to demonstrate off-track behavior, an additional team of adults to provide targeted and intensive supports and a whole school reform strategy that includes instructional programs that are linked to college readiness standards, extensive professional development for administrators and teachers, and comprehensive programs for family and community involvement.

Major Activities:

City Year corps members will add unique value to the student support components of the tiered intervention model. As near peers and a consistent adult presence in the school, CY corps members greet students as they enter school and call the families of all students who are absent. During the school day, each CY corps member follows a target group of students into their classes and provides one-on-one and small group tutoring, as well as out of class activities that complement instruction. Their in-class presence enables teachers to more easily differentiate instruction and to stay on course if one student acts up. Corps members provide a bridge from in school learning to after school activities and are able to ensure that students who need extra help attend after school programs and receive homework help. Additionally, corps members provide structured enrichment activities to strengthen their connections to their school and community (including community service).

Plan for possible impact related to COVID -19: Seattle Public Schools has a district plan tied to our governor's phases of openness. Our plan is linked to the phase level for King county. If we are in phase 1, we will be fully on-line. If we are in phase 2 or 3, we will offer a blended learning model. If we are in phase 4, we will have all scholars return to school. All of our interventions with all of partners will adapt to the phase we are in, moving between levels of on-line and in-person education.

SECTION 3: ROLES, RESPONSIBILITIES, AND RESOURCES *(To be completed by school and CBO)*

Please outline the key people and their functions.

Recommendations:

- Name all relevant school and CBO positions (e.g. Site Coordinator, Staff Members, Volunteer Coordinator, Principal, Levy Coordinator, Teachers, etc.). Provide the names, contact information, availability, and specific responsibilities for each individual. Detail the work to be performed as well as the specific contributions each person will provide.
- Specify resources provided by both organizations (e.g. curriculum, textual materials, rooms, access to photocopiers, etc.).

Requirement:

- Administrators managing contract addenda ≥ \$25,000 must complete observations of CBO program implementation. A toolkit including a basic walkthrough assessment tool will be provided to schools. Please include this requirement in table "School Roles and Responsibilities" below.

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

CBO Position Title <i>(Name if known)</i>	CBO Roles and Responsibilities
Tara Francis, Program Director	Manages CY school-based professional team and provides necessary support for training and performance evaluation. Serves as primary liaison between City Year and Denny
City Year Program Manager	Manages on-site CY team
City Year Corps Members	9 City Year Corps Members (yet to be determined) will be placed in classrooms to serve as tutors and mentors. Corps members will provide push in and pull out tutoring, allowing for differentiated learning.

School Position Title <i>(Name if known)</i>	School Roles and Responsibilities
Jeff Clark	Coordinate overall partnership

CBO Resources	School Resources
8 corps members and one senior corps member, \$427,000	Building use
City Year Program Manager, \$60,000	Professional development
	Data analysis
	Math Coach guidance
	AP for Literacy guidance

SECTION 4: DELIVERABLES AND BUDGET *(To be completed by school and CBO)*

Please specify the contract payment type and then provide a description, deadline, and corresponding payment amount for the goods or services the CBO will complete or perform during the tenure of the contract.

Recommendations:

- Review your scope of work and bullet the specific deliverables the organization will complete during the tenure of the contract.
- Identify the person or role responsible for completing the action as well as the date the item is due.
- Include enrollment/service capacity of your program to ensure monthly service levels invoiced for are at appropriate amounts
- If you are using a deliverable-based payment contract, specify the amount the organization will receive upon successfully completing the item.

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

Contract term dates:	Start Date: September 2020 End Date: June 2021	
Contract payment type:	<input type="checkbox"/> Fixed-Payment Schedule <i>(payments issued in equal monthly installments, during the contract period, following service provision, and invoice approval and processing)</i>	Monthly payment amount: \$ 13,500
		Total number of months: 10 months
	<input type="checkbox"/> Fee-for-Service <i>(payment issued upon completion of pre-determined services/deliverables)</i>	

SUMMARY OF DELIVERABLES				
Item	Entity Responsible	Action	Due Date	Payment Amount
Monthly payment	City Year, Denny Staff	City Year mentoring, tutoring, class support, and after school activities	September	\$13,500
Monthly payment	City Year, Denny Staff	City Year mentoring, tutoring, class support, and after school activities	October	\$13,500
Monthly payment	City Year, Denny Staff	City Year mentoring, tutoring, class support, and after school activities	November	\$13,500
Monthly payment	City Year, Denny Staff	City Year mentoring, tutoring, class support, and after school activities	December	\$13,500
Monthly payment	City Year, Denny Staff	City Year mentoring, tutoring, class support, and after school activities	January	\$13,500
Monthly payment	City Year, Denny Staff	City Year mentoring, tutoring, class support, and after school activities	February	\$13,500
Monthly payment	City Year, Denny Staff	City Year mentoring, tutoring, class support, and after school activities	March	\$13,500
Monthly payment	City Year, Denny Staff	City Year mentoring, tutoring, class support, and after school activities	April	\$13,500
Monthly payment	City Year, Denny Staff	City Year mentoring, tutoring, class support, and after school activities	May	\$13,500

Monthly payment	City Year, Denny Staff	City Year mentoring, tutoring, class support, and after school activities	June	\$13,500
TOTAL PAYMENT AMOUNT (Should equal Total Payment Amount on pg.1)				\$135,000

SECTION 5 (OPTIONAL): CBO REPORTS TO SCHOOLS *(For CBOs providing regular direct services to students)*

Recommendations:

- Detail any data collection/analysis efforts you expect the CBO to perform. Specify quantitative and qualitative elements as well as the frequency and in what format it must be provided to the school.
- It is important to remember that invoices for service generally include basic information on deliverables and cannot provide any identifiable student information
- The items listed should help ensure completion of deliverables and progress toward Outcome/Indicator Targets.
- Reports are not limited to the items below. Additional items can be added by the school during the contract period.

ITEM	DELIVERY DATE OR FREQUENCY	DESCRIPTION
Leadership Team Meeting, 7:00am on Thursdays	Once Weekly	Morning meeting to coordinate and plan
Transformation Plan Alignment	Quarterly review	Implementation of aligned transformation plans

Principal/School Representative

(Signature): X [Signature]

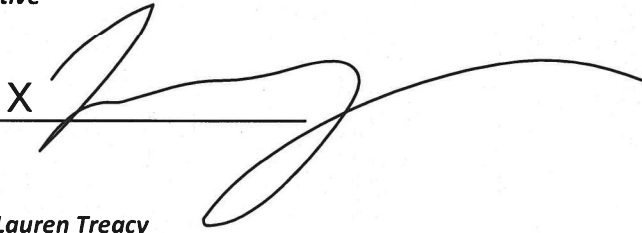
(Printed): JEFF CLARK

(Date) 7/4/20

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

CBO Representative

(Signature):

X 

(Printed):

Lauren Treacy

(Date) 7/3/2020

(Title):

Managing Director of Impact

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2019-20

Note: This Addendum is intended to accompany a Seattle Public Schools Personal Service Contract (PSC) with the named organization and is required for schools purposing Families, Education, Preschool & Promise Levy funds toward services defined. Addendum is not binding without a Seattle Public Schools approved and fully executed Personal Services Contract.

Due Dates:

April 26, 2019	<ul style="list-style-type: none"> DRAFT, unsigned PSC Addendum posted to DEEL SharePoint and sent to Seattle Public Schools (Marie Guzzardo, maguzzardo@seattleschools.org)
May 24, 2019	<ul style="list-style-type: none"> FINAL, signed PSC Addendum posted to DEEL SharePoint and sent to Seattle Public Schools (Marie Guzzardo maguzzardo@seattleschools.org) CBOs must submit a copy of current W-9, Certificate of Insurance, and Washington State Business License to Seattle Public Schools (Marie Guzzardo, maguzzardo@seattleschools.org)

Contract Draft Date:	6/5/2020
School (Only 1 Per Addendum):	Highland Park Elementary School
Community Based Organization (CBO):	City Year Seattle/King County
Contract Term of Agreement: (MM/DD/YYYY to MM/DD/YYYY)	Sept 1, 2020-June 30, 2020 <i>*Dates must be between 9/1/2019 and 8/31/2020</i>
Total Payment Amount:	\$105,000

*****ANY FUTURE CHANGE IN SERVICE, INCREASE, AND/OR DECREASE IN SERVICE COSTS
REQUIRES A CONTRACT MODIFICATION*****

SECTION 1: FUNDING SOURCE (To be completed by school)

FUND CODE (4 digit)	Description	COST CENTER (10 digit)	TOTAL
1A28	School Improvement/LAP	52055274B0	\$105,000
Total Payment Amount:			\$105,000

SECTION 2: SCOPE OF WORK (To be completed by school and/or CBO)

Please outline the work the CBO is expected to complete.

Recommendations:

- Be specific in detailing the nature of the CBO's work/key activities and the specific services to be provided.
- Specify the number of students served and the frequency and duration of activities and/or events.

Overview:

City Year provides tutoring and academic achievement efforts in reading and mathematics through 1:1 and small group tutoring with a focus on students in grades 3-5. City Year also provides after school programs for grade 3-5 students (and other grade levels as determined by the school) focused around academic achievement, social skills coaching, enrichment programs and service opportunities. City Year works closely with the school to support the strengthening of family engagement by participating in all school family events and promoting good attendance K-5, with particular focus on grades 3-5. City Year supports their SEL work by utilizing the Holistic Student Assessment 2-3 times a year for City Year focus list students.

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2019-20

1. The focus on City Year is on supporting literacy and math for identified students in grades 3-5 (Approximately 6 – 12 students per Corps Member).
2. City Year also provides after school academic enrichment programs for students in grades 3-5 (and other grade levels as determined by the school).
3. The City Year Program Manager will ensure provision of direct services to students, organize schedules of City Year corps members, supervise corps members, communicate and coordinate with school staff and collect and report data. The Program Manager will attend regularly scheduled staff meetings, SIT meetings as applicable school levy meetings and other meetings as determined by school leadership.
4. In addition to 1 full time Program Manager, City Year will provide 6 Corps Members to work directly with students on academic achievement and 1 Team Leader (Senior Corps Member) for a total of 7 AmeriCorps Members.
5. City Year will provide frequent progress monitoring on focus list students to include:
 - a. Attendance and participation in class and before/after school programs
 - b. Regular classroom based assessments, as available
 - c. Student performance on activities for focus students by corps members
6. The City Year Program Manager will review the frequent progress monitoring data regularly in order to adjust instruction, support student growth, and to arrange follow-up meetings with classroom teachers, corps members and other staff working with the child and family as needed.
7. City Year will provide monthly reports indicating:
 - a. Attendance and participation in class and before/after school programs
 - b. Family participation and involvement in school based activities that City Year organizes
 - c. Data on frequent progress monitoring of students (see above)
8. City Year members will participate in all school events and encourage family participation and involvement.

City Year services will begin September 1, 2020

In the event of school becoming virtual at any point and for however long during 2020-2021, City Year will continue to support school staff, students and families related to attendance, academics (Math and ELA), and specifically focusing on social emotional support and virtual engagement.

City Year's Virtual Learning Services

In support of Seattle Public Schools learning efforts as the 2020-21 school year launches, City Year AmeriCorps members can provide a variety of supports both in-person and school's virtual learning platform(s) to support schools. In addition to City Year's in-building service model, City Year can support schools' virtual learning efforts, both through a hybrid learning approach (part in-person, part virtual) or a fully virtual learning approach, in the following ways:

- Parent/Family and Student Engagement – City Year AmeriCorps members can call parents and families to check-in on them and connect with students to ensure they are engaged in and participating in the CMSD's virtual learning efforts. City Year AmeriCorps members will use Google Voice phone numbers or another calling app and will pair up for these phone calls to ensure there are no 1:1, unsupervised conversations with minors.
- Whole Group/Whole Class Instructional Support – AmeriCorps members can participate in synchronous and asynchronous learning in whole "class" spaces, where teachers are leading instruction and/or creating a classroom community space. This could mean responding to and/or monitoring questions in chat or being integrated into the lesson delivery by the teacher. This could also mean being part of "office hours" that teachers have set up for students to ask questions they have about

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2019-20

independent work they've been given. Where schools are creating these spaces, AmeriCorps members can work individually and as a team to offer activities for students such as leading book clubs or book read-alouds, creating a math problem of the day, setting up pen pals among schools or grade levels, or leading cooking classes. Specific examples of what Whole Group/Whole Class Instructional Support can entail include:

- Supporting the development of a virtual community
 - create and lead warm-ups (an activity, game or event that is used to welcome students and warm up the conversation);
 - propose/lead brain breaks or transition activities (if video instruction is included);
 - write reflection questions and respond to student reflections;
 - support teacher in creating and applying positive group norms in the virtual classroom; and
 - support teacher office hours.
- Support teacher lesson planning and delivery
 - review curricular online resources and suggest activities that will appeal to students;
 - review video tutorials from a pre-selected set of sites for students who will need extra instruction on a topic (CY has set of sites, if needed);
 - lead book read-alouds or virtual book clubs;
 - create a math problem of the day;
 - set up pen pals among schools or grade levels;
 - lead cooking classes;
 - lead physical breaks;
 - create checks for understanding for students; and
 - select reading passage/book from school approved source and create comprehension questions;
- Small Group Engagement – Some virtual platforms, such as Zoom, allow breakout spaces within a larger meeting, and others such as Google Classroom, allow meetings of any size to occur within Google Meets. AmeriCorps members can lead small groups that support the teacher designed core instruction or provide tutoring in math and ELA. If AmeriCorps members are asked to plan for such supportive spaces, there should be teacher consultation on the plans. Specific examples of what Small Group Engagement can entail include:
 - implement teacher lesson plan in small group (rotation or center) type structure;
 - create and lead small group lessons that support teacher lessons; and
 - lead tutoring sessions for students that reinforce classroom lessons or build foundational academic concepts.
- SEL Support & Instruction – Much of the power of our corps and organization stems from a focus on relationships and community building, whether in small or whole group learning environments. AmeriCorps members can support positive, asset-based spaces for community building and connection. Specific examples of what SEL Support & Instruction can entail include:
 - lead a mindfulness or meditation exercise for students; and
 - help students create mood tracker/feelings charts to check in on how they're doing each day (over time, they can also reflect on what has changed).
- Enrichment Programming – AmeriCorps member can lead enrichment programming for students to keep them engaged and connected to their peers and school community.

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2019-20

- **Facilitation Support** – Many virtual community spaces can make it difficult to both run a lesson/meeting and manage the technical spaces. AmeriCorps members can support lesson delivery this way, including managing the chat, sharing resources, and communicating questions from the group. They could lead warm-ups and physical breaks. Specific examples of what Facilitation Support can entail include:
 - Monitor and support chat during "live" instruction; and
 - Monitor and support student questions on a board.
- **Participating in School Staff Meetings and Professional Development** – AmeriCorps members can join staff meetings and school-level professional development opportunities to ensure alignment and coordination with faculty and staff.
- **Appreciating Teachers, Principals, and Other Staff** – AmeriCorps members can also continue their teacher and school appreciation efforts during virtual learning times. This can be done through sending appreciation notes or videos to teachers, principals, and other school staff. Specific examples of what Appreciating Teachers, Principals, and Other Staff can entail include:
 - Write appreciation notes to teacher, principals, and other school staff; and
 - Create individual or team videos appreciating school staff.

Seattle Public School Commitments to Support City Year's Virtual Learning Services

To enable City Year's support of school's virtual learning efforts, schools agree to:

1. Provide SPS email accounts to all City Year AmeriCorps members and relevant City Year staff;
2. Provide access to any virtual learning applications and technology platforms to all AmeriCorps members and relevant City Year staff; and
3. Provide parent/family phone numbers to City Year, if SPS would like AmeriCorps members to call parents/families or students to check-in on and engage with them.
4. Ideally AmeriCorps Members or at the very least Program Managers and Team Leader on each individual City Year school team have access to Schoology.

SECTION 3: ROLES, RESPONSIBILITIES, AND RESOURCES *(To be completed by school and CBO)*

Please outline the key people and their functions.

Recommendations:

- Name all relevant school and CBO positions (e.g. Site Coordinator, Staff Members, Volunteer Coordinator, Principal, Levy Coordinator, Teachers, etc.). Provide the names, contact information, availability, and specific responsibilities for each individual. Detail the work to be performed as well as the specific contributions each person will provide.
- Specify resources provided by both organizations (e.g. curriculum, textual materials, rooms, access to photocopiers, etc.).

Requirement:

- Administrators managing contract addenda ≥ \$25,000 must complete observations of CBO program implementation. A toolkit including a basic walkthrough assessment tool will be provided to schools. Please include this requirement in table "School Roles and Responsibilities" below.

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2019-20

CBO Position Title <i>(Name if known)</i>	CBO Roles and Responsibilities
1.0 FTE Program Manager	<p>Program Manager will be at the school up to 4 days per week from approximately 8am-4pm during the academic year. The Program Manager will:</p> <ul style="list-style-type: none"> • Ensure provision of direct services to students • Organize schedules for assigned corps members • Supervised assigned corps members • Communicate and coordinate with City Year and school staff • Provide and collect all permission forms for extended learning programming from parents/ guardians • Communicate regularly with school staff • Collect and report data and frequent progress monitoring • Observe quality of programming to provide support and feedback • Attend SIT and staff meetings as needed • Participate in school and parent engagement activities • Coordinate services to begin once school referrals received • Provide monthly status report to school • Serve as liaison in communication between school and City Year team
1.0 FTE Team Leader TBD	<p>The Team leader will be at the school 4-5 days per week from approximately 7am-5pm each day during the academic year. The Team Leader will:</p> <ul style="list-style-type: none"> • Ensure provision of direct services to students • Support assigned corps members • Observe quality of programming to provide support and feedback • Communicate regularly with school staff • Participate in school and parent engagement activities • Coordinate services to begin once school referrals received • Serve as liaison in communication between school and City Year Team • Help in collecting data around programming aspects • Support corps members in direct service
6 AmeriCorps Member TBD	<p>The team of 6 AmeriCorps members will be at the school 4-5 days per week from approximately 7am-5pm during the academic year. The AmeriCorps Members will:</p> <ul style="list-style-type: none"> • Provide direct service to an academic caseload of students in math and literacy • Serve students in social emotional learning development • Provide extended learning two to three times per week after school • Create and support whole school and small group attendance initiatives • Support community engagement events • Support all school events and initiatives • Collaborate with teachers and staff to provide frequent data and feedback around student needs

School Position Title	School Roles and Responsibilities
------------------------------	--

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2019-20

<i>(Name if known)</i>	
Principal and Assistant Principal	Principal and Assistant Principal will support City Year ensuring focus list students are selected, monitored and supported by the City Year program and will lead weekly to bi-weekly Levy meetings.
Principal	Principal will support City Year in communicating with staff around City Year's role in the school building. The principal will also help to monitor City Year goals and strategy to school goals.

CBO Resources	School Resources
City Year will provide one full time Program Manager, one full time Team Leader, and six AmeriCorps Members.	The school will provide data and consultation referrals of students appropriate to be served by City Year, support in communication with teachers, guidance and resources around how to best support the school, and appropriate data.
City Year will provide Training and Coaching support to AmeriCorps Members and added capacity support school in miscellaneous ways such as service projects or staff trainings	School will provide Administrative support throughout the school day, as well as during extended learning and support should conflict or urgent situations arise.
City Year will provide support for community events, including planning and capacity support for family engagement or other evening events	The school will provide supplementary academic, behavior, and student engagement training and coaching support when needed

SECTION 4: DELIVERABLES AND BUDGET *(To be completed by school and CBO)*

Please specify the contract payment type and then provide a description, deadline, and corresponding payment amount for the goods or services the CBO will complete or perform during the tenure of the contract.

Recommendations:

- Review your scope of work and bullet the specific deliverables the organization will complete during the tenure of the contract.
- Identify the person or role responsible for completing the action as well as the date the item is due.
- Include enrollment/service capacity of your program to ensure monthly service levels invoiced for are at appropriate amounts
- If you are using a deliverable-based payment contract, specify the amount the organization will receive upon successfully completing the item.

Contract term dates:	Start Date: Sept 1, 2020 End Date: June 30, 2021
Contract payment type:	<div> <input checked="" type="checkbox"/> Fixed-Payment Schedule <i>(payments issued in equal monthly installments, during the contract period, following service provision, and invoice approval and processing)</i> </div> <div> Monthly payment amount: \$ <u>10,500</u> </div> <div> Total number of months: September-June <u>10</u> months </div>

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2019-20

	<input type="checkbox"/> Fee-for-Service <i>(payment issued upon completion of pre-determined services/deliverables)</i>
--	--

SUMMARY OF DELIVERABLES				
Item	Entity Responsible	Action	Due Date	Payment Amount
Assign City Year Program Manager and Team Leader/ Corps Members	City Year	Identify and place staff at school	8/1	
School referrals of students for focus list creation	Program Manager City Year and Principal/ Assistant Principal	Collaborate to identify students for academic focus lists for City Year	10/2	
Extended Learning Programming	City Year Program Manager, Team Leader, and AmeriCorps Members	Create Extended Learning program for students 2-3 days per week	10/23	
Collaborative Meetings	City Year staff and school staff	Regular meetings to review data, progress monitor, and make adjustments for interventions	Ongoing	
Program Manager	City Year	Program Manager performing duties as described above	Ongoing	
City Year AmeriCorps Members	City Year	Corps Members performing duties as described above	Ongoing	
Frequent Progress Monitoring	City Year Corps Members and School staff	Weekly monitoring of focus list student academic progress in reading and math	Weekly	
TOTAL PAYMENT AMOUNT <i>(Should equal Total Payment Amount on pg.1)</i>				\$105,000

REQUIRED: CBO agrees to adopt Levy outcome/indicator targets once they are received by the school from the City of Seattle's Department of Education and Early Learning.

SECTION 5 (OPTIONAL): CBO REPORTS TO SCHOOLS *(For CBOs providing regular direct services to students)*

Please specify the quantitative and qualitative data elements the CBO must provide to the school principal. Please note the frequency of report delivery.

Recommendations:

- Detail any data collection/analysis efforts you expect the CBO to perform. Specify quantitative and qualitative elements as well as the frequency and in what format it must be provided to the school.
- It is important to remember that invoices for service generally include basic information on deliverables and cannot provide any identifiable student information

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2019-20

- The items listed should help ensure completion of deliverables and progress toward Outcome/Indicator Targets.
- Reports are not limited to the items below. Additional items can be added by the school during the contract period.

The school x is is NOT requiring the CBO to report data to the school. (Mark an "x" next to "is" or "is not")

ITEM	DELIVERY DATE OR FREQUENCY	DESCRIPTION
1	Pre & post assessment	Reading: % of 3 rd -5 th grade students meeting standard in ELA/Literacy on SBA.
2	Pre & post assessment	Math: % of 3 rd -5 th grade students meeting standard in Math on SBA.
3	Ongoing, end of year	Attendance: Increase % of students in K-5 grades with fewer than 5 absences (excused or unexcused) in first and second semester.
4	Ongoing, end of year	SEL: Increase % of students receiving SEL support.
5	Ongoing, end of year	Family and student involvement: Increase % of students and families participating in school events and activities.
6	Monthly	Data Management: Increase frequency and substantiation of data for review.

*****This addendum is not binding without a Seattle Public Schools approved
and fully executed Personal Services Contract (PSC)*****

Principal/School Representative

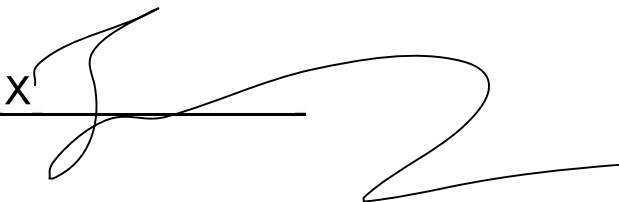
(Signature): X  Adam Dysart (Jun 8, 2020 17:42 PDT)

(Printed): Adam Dysart

(Date) Jun 8, 2020

CBO Representative

(Signature):

X 

(Printed): Lauren Treacy

(Date) 6/5/2020

(Title): Managing Director Impact

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

Note: This Addendum is intended to accompany a Seattle Public Schools Personal Service Contract (PSC) with the named organization and is required for schools purposing Families, Education, Preschool & Promise Levy funds toward services defined. Addendum is not binding without a Seattle Public Schools approved and fully executed Personal Services Contract.

Due Dates:

May 8, 2020	<ul style="list-style-type: none"> DRAFT, unsigned PSC Addendum posted to DEEL SharePoint and sent to Seattle Public Schools (Marie Guzzardo, maguzzardo@seattleschools.org)
May 29, 2020	<ul style="list-style-type: none"> FINAL, signed PSC Addendum posted to DEEL SharePoint and sent to Seattle Public Schools (Marie Guzzardo maguzzardo@seattleschools.org) CBOs must submit a copy of current W-9, Certificate of Insurance, and Washington State Business License to Seattle Public Schools (Marie Guzzardo, maguzzardo@seattleschools.org)

Contract Draft Date:	May 28, 2020
School (Only 1 Per Addendum):	Martin Luther King Jr. Elementary School
Community Based Organization (CBO):	City Year Seattle/King County
Contract Term of Agreement: (MM/DD/YYYY to MM/DD/YYYY)	September 1, 2020-June 18, 2021 <i>*Dates must be between 9/1/2020 and 8/31/2021</i>
Total Payment Amount:	\$105,000.00

*****ANY FUTURE CHANGE IN SERVICE, INCREASE, AND/OR DECREASE IN SERVICE COSTS
REQUIRES A CONTRACT AMENDMENT*****

SECTION 1: FUNDING SOURCE (To be completed by school)

FUND CODE (4 digit)	FUND CENTER Description	COST CENTER (10 digit)	TOTAL
1L74	Levy	BNL7927EJ0	\$68,000
1C01	Title	BNR5127AY0 7322	\$37,000
Total Payment Amount:			\$105,000

SECTION 2: SCOPE OF WORK (To be completed by school and/or CBO)

Please outline the work the CBO is expected to complete.

Recommendations:

- Be specific in detailing the nature of the CBO's work/key activities and the specific services to be provided.
- Specify the number of students served and the frequency and duration of activities and/or events.

Overview:

City Year's model is to focus on Attendance, Behavior and Coursework support for students in third through fifth grade. To do this, City Year provides tutoring and academic achievement support in reading and mathematics through 1:1 support and small group tutoring, with a focus on tier 2 in grades 3 through 5. City Year also focuses on social emotional learning support in K-5 through structured Playworks recess support and in 3rd-5th grade via targeted SEL small groups. City Year will use the Holistic Student Assessment or a similar school based assessment to support student voice in intervention spaces. City Year also provides before and after school programs for K-5 students, focused around academic achievement, social skills coaching, enrichment programs and service opportunities. City Year works closely with the school to support the strengthening of family

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

engagement by participating in all-school events and promoting good attendance K-5, with particular focus in students grades 3 through 5. Attendance support is also provided through monthly whole school events and targeted small group check-ins.

Additionally, the City Year Program Manager and Team Leader ensure the provision of high quality direct service to students, organize scheduling of City Year programming, supervise AmeriCorps Members, coordinate with school partnership, and collect and report on programming data. The City Year Program Manager and Team Leader will meet regularly with AmeriCorps Members to monitor progress and will conduct frequent observations of programming to provide feedback and support. The Program Manager will collect and share data around attendance and focus list participation, academic achievement, and social emotional growth. The school administration and City Year Program Manager will meet weekly or bi-weekly to share data trends, analyze programming, and revise programming to meet the needs of schools. City Year will also provide a monthly update report on services to MLK staff in the form of a newsletter and will meet with other key stakeholders in the school to gather input and feedback.

At MLK, City Year will:

- 1) Provide six AmeriCorps Members as well as one Team Leader and one Program Manager for the 2020-2021 school year.
- 2) Work with a case load of students in mathematics and literacy in grades 3 through 5, totaling approximately ten to twelve students per AmeriCorps Member or 60-72 student intervention slots total.
- 3) Provide recess support to students of MLK through Playworks for all grades.
- 4) Provide extended learning opportunities for approximately 35-45 students in grades K-5.
- 5) Enhance school attendance work in K-5 through whole school and small group initiatives.
- 6) Cultivate social emotional learning in 3-5 grade students through small group support totaling approximately 24-34 students.
- 7) Support whole school family engagement events whenever possible, including volunteering and planning support, positive phone calls home, and powergreeting.
- 8) City Year Program Manager will attend regularly scheduled SIT meetings and staff meetings when relevant, and will attend all Levy data meetings.
- 9) City Year will report on progress on the following areas each month:
 - a) Attendance and participation of focus list students in City Year tutoring
 - b) Academic growth and progress of students in tutoring
 - c) Attendance and participation in Playworks and in after school
 - d) Attendance and progress in social emotional learning initiatives
 - e) Data from attendance initiatives and growth
- 10) City Year services will begin September 2, 2020.

In the event of school becoming virtual at any point and for however long during 2020-2021, City Year will continue to support school staff, students and families related to attendance, academics (Math and ELA), and specifically focusing on social emotional support and virtual engagement.

City Year's Virtual Learning Services

In support of Seattle Public Schools learning efforts as the 2020-21 school year launches, City Year AmeriCorps members can provide a variety of supports both in-person and school's virtual learning platform(s) to support schools. In addition to City Year's in-building service model, City Year can support schools' virtual learning efforts, both through a hybrid learning approach (part in-person, part virtual) or a fully virtual learning approach, in the following ways:

- Parent/Family and Student Engagement – City Year AmeriCorps members can call parents and families to check-in on them and connect with students to ensure they are engaged in and participating in the CMSD's virtual learning efforts. City Year AmeriCorps members will use Google Voice phone numbers or another calling app and will pair up for these phone calls to ensure there are no 1:1, unsupervised conversations with minors.
- Whole Group/Whole Class Instructional Support – AmeriCorps members can participate in synchronous and asynchronous learning in whole "class" spaces, where teachers are leading instruction and/or creating a classroom community space. This could mean responding to and/or monitoring questions in chat or being integrated into the lesson delivery by the teacher. This could also mean being part of "office hours" that teachers have set up for students to ask questions they have about independent work they've been given.

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

Where schools are creating these spaces, AmeriCorps members can work individually and as a team to offer activities for students such as leading book clubs or book read-alouds, creating a math problem of the day, setting up pen pals among schools or grade levels, or leading cooking classes. Specific examples of what Whole Group/Whole Class Instructional Support can entail include:

- Supporting the development of a virtual community
 - create and lead warm-ups (an activity, game or event that is used to welcome students and warm up the conversation);
 - propose/lead brain breaks or transition activities (if video instruction is included);
 - write reflection questions and respond to student reflections;
 - support teacher in creating and applying positive group norms in the virtual classroom; and
 - support teacher office hours.
- Support teacher lesson planning and delivery
 - review curricular online resources and suggest activities that will appeal to students;
 - review video tutorials from a pre-selected set of sites for students who will need extra instruction on a topic (CY has set of sites, if needed);
 - lead book read-alouds or virtual book clubs;
 - create a math problem of the day;
 - set up pen pals among schools or grade levels;
 - lead cooking classes;
 - lead physical breaks;
 - create checks for understanding for students; and
 - select reading passage/book from school approved source and create comprehension questions;
- Small Group Engagement – Some virtual platforms, such as Zoom, allow breakout spaces within a larger meeting, and others such as Google Classroom, allow meetings of any size to occur within Google Meets. AmeriCorps members can lead small groups that support the teacher designed core instruction or provide tutoring in math and ELA. If AmeriCorps members are asked to plan for such supportive spaces, there should be teacher consultation on the plans. Specific examples of what Small Group Engagement can entail include:
 - implement teacher lesson plan in small group (rotation or center) type structure;
 - create and lead small group lessons that support teacher lessons; and
 - lead tutoring sessions for students that reinforce classroom lessons or build foundational academic concepts.
- SEL Support & Instruction – Much of the power of our corps and organization stems from a focus on relationships and community building, whether in small or whole group learning environments. AmeriCorps members can support positive, asset-based spaces for community building and connection. Specific examples of what SEL Support & Instruction can entail include:
 - lead a mindfulness or meditation exercise for students; and
 - help students create mood tracker/feelings charts to check in on how they're doing each day (over time, they can also reflect on what has changed).
- Enrichment Programming – AmeriCorps member can lead enrichment programming for students to keep them engaged and connected to their peers and school community.
- Facilitation Support – Many virtual community spaces can make it difficult to both run a lesson/meeting and manage the technical spaces. AmeriCorps members can support lesson delivery this way, including managing the chat, sharing resources, and communicating questions from the group. They could lead warm-ups and physical breaks. Specific examples of what Facilitation Support can entail include:
 - Monitor and support chat during "live" instruction; and
 - Monitor and support student questions on a board.
- Participating in School Staff Meetings and Professional Development – AmeriCorps members can join staff meetings and school-level professional development opportunities to ensure alignment and coordination with faculty and staff.
- Appreciating Teachers, Principals, and Other Staff – AmeriCorps members can also continue their teacher and school appreciation efforts during virtual learning times. This can be done through sending appreciation notes

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

or videos to teachers, principals, and other school staff. Specific examples of what Appreciating Teachers, Principals, and Other Staff can entail include:

- Write appreciation notes to teacher, principals, and other school staff; and
- Create individual or team videos appreciating school staff.

Seattle Public School Commitments to Support City Year's Virtual Learning Services

To enable City Year's support of school's virtual learning efforts, schools agree to:

1. Provide SPS email accounts to all City Year AmeriCorps members and relevant City Year staff;
2. Provide access to any virtual learning applications and technology platforms to all AmeriCorps members and relevant City Year staff; and
3. Provide parent/family phone numbers to City Year, if CMSD would like AmeriCorps members to call parents/families or students to check-in on and engage with them.
4. Ideally AmeriCorps Members or at the very least Program Managers and Team Leader on each individual City Year school team have access to Schoology.

SECTION 3: ROLES, RESPONSIBILITIES, AND RESOURCES *(To be completed by school and CBO)*

Please outline the key people and their functions.

Recommendations:

- Name all relevant school and CBO positions (e.g. Site Coordinator, Staff Members, Volunteer Coordinator, Principal, Levy Coordinator, Teachers, etc.). Provide the names, contact information, availability, and specific responsibilities for each individual. Detail the work to be performed as well as the specific contributions each person will provide.
- Specify resources provided by both organizations (e.g. curriculum, textual materials, rooms, access to photocopiers, etc.).

Requirement:

- Administrators managing contract addenda ≥ \$25,000 must complete observations of CBO program implementation. A toolkit including a basic walkthrough assessment tool will be provided to schools. Please include this requirement in table "School Roles and Responsibilities" below.

CBO Position Title <i>(Name if known)</i>	CBO Roles and Responsibilities
1.0 FTE Program Manager, Jessi Wilkins	<p>Program Manager will be at the school up to 4 days per week from approximately 8am-4pm during the academic year. The Program Manager will:</p> <ul style="list-style-type: none"> • Ensure provision of direct services to students • Organize schedules for assigned corps members • Supervised assigned corps members • Communicate and coordinate with City Year and school staff • Provide and collect all permission forms for extended learning programming from parents/ guardians • Communicate regularly with school staff • Collect and report data and frequent progress monitoring • Observe quality of programming to provide support and feedback • Attend SIT and staff meetings as needed • Participate in school and parent engagement activities

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

	<ul style="list-style-type: none"> • Coordinate services to begin once school referrals received • Provide monthly status report to school • Serve as liaison in communication between school and City Year team
1.0 FTE Team Leader TBD	<p>The Team leader will be at the school 4-5 days per week from approximately 7am-5pm each day during the academic year. The Team Leader will:</p> <ul style="list-style-type: none"> • Ensure provision of direct services to students • Support assigned corps members • Observe quality of programming to provide support and feedback • Communicate regularly with school staff • Participate in school and parent engagement activities • Coordinate services to begin once school referrals received • Serve as liaison in communication between school and City Year Team • Help in collecting data around programming aspects • Support corps members in direct service
6 AmeriCorps Member TBD	<p>The team of 6 AmeriCorps members will be at the school 4-5 days per week from approximately 7am-5pm during the academic year. The AmeriCorps Members will:</p> <ul style="list-style-type: none"> • Provide direct service to an academic caseload of students in math and literacy • Serve students in social emotional learning development • Provide extended learning two to three times per week after school • Create and support whole school and small group attendance initiatives • Support community engagement events • Support all school events and initiatives • Collaborate with teachers and staff to provide frequent data and feedback around student needs

School Position Title <i>(Name if known)</i>	School Roles and Responsibilities
Principal and Levy coordinator	<ul style="list-style-type: none"> • MLK principal and Levy coordinator will support City Year ensuring focus list students are selected, monitored and supported by the City Year program and will lead weekly to bi-weekly Levy meetings.
Principal, Dr. Christopher Thomas	<ul style="list-style-type: none"> • Principal Dr. Chris Thomas will support City Year in using and collecting appropriate student data and in communicating with staff around City Year's role in the school building. The principal will also help to monitor City Year goals and strategy to school and Levy goals and strategy.
Interventionists in Literacy and Math	<ul style="list-style-type: none"> • The literacy and math interventionist will support AmeriCorps Members in the lesson planning and delivery of academic interventions. They will serve as a resource for AmeriCorps Members and provide both guidance and support.

CBO Resources	School Resources
City Year will provide one full time Program Manager, one full time Team Leader, and six AmeriCorps Members.	The school will provide data and consultation referrals of students appropriate to be served by City Year, support in communication with teachers, guidance and resources around how to best support the school, and appropriate data.

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

City Year will provide Training and Coaching support to AmeriCorps Members and added capacity support school in miscellaneous ways such as service projects or staff trainings	School will provide Administrative support throughout the school day, as well as during extended learning and support should conflict or urgent situations arise.
City Year will provide support for community events, including planning and capacity support for family engagement or other evening events	The school will provide supplementary academic, behavior, and student engagement training and coaching support when needed

SECTION 4: DELIVERABLES AND BUDGET *(To be completed by school and CBO)*

Please specify the contract payment type and then provide a description, deadline, and corresponding payment amount for the goods or services the CBO will complete or perform during the tenure of the contract.

Recommendations:

- Review your scope of work and bullet the specific deliverables the organization will complete during the tenure of the contract.
- Identify the person or role responsible for completing the action as well as the date the item is due.
- Include enrollment/service capacity of your program to ensure monthly service levels invoiced for are at appropriate amounts
- If you are using a deliverable-based payment contract, specify the amount the organization will receive upon successfully completing the item.

Contract term dates:	Start Date: September 1, 2020 End Date: June 18, 2021	
Contract payment type:	<input checked="" type="checkbox"/> Fixed-Payment Schedule <i>(payments issued in equal monthly installments, during the contract period, following service provision, and invoice approval and processing)</i>	Monthly payment amount: SEPT = \$ 10,500 OCT = \$ 10,500 NOV = \$ 10,500 DEC = \$ 10,500 JAN = \$ 10,500 FEB = \$ 10,500 MAR = \$ 10,500 APR = \$ 10,500 MAY = \$ 10,500 JUN = \$ 10,500 JUL = AUG = <div style="text-align: right;">Grand Total = \$ 105,000</div>
		Total number of months: <div style="text-align: right;">10 months</div>
	<input type="checkbox"/> Fee-for-Service <i>(payment issued upon completion of pre-determined services/deliverables)</i> \$: _____	

SUMMARY OF DELIVERABLES

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

Item	Entity Responsible	Action	Due Date	DETAILED Payment Amount
Assign City Year Program Manager and Team Leader/ Corps Members	City Year	Identify and place staff at school	8/1	
School referrals of students for focus list creation	Program Manager City Year and Principal/ Assistant Principal	Collaborate to identify students for academic focus lists for City Year	10/2	
Extended Learning Programming	City Year Program Manager, Team Leader, and AmeriCorps Members	Create Extended Learning program for students 2-3 days per week	10/23	
Frequent progress monitoring of students	City Year AmeriCorps members, Program Manager, and School staff	Weekly-biweekly monitoring of students on academic focus lists	Weekly-biweekly	
Monthly Progress Reports	City Year	Monthly reports on data of interventions and programming	Monthly	
Collaborative Meetings	City Year staff and school staff	Regular meetings to review data, progress monitor, and make adjustments for interventions	Ongoing	
Program Manager	City Year	Program Manager performing duties as described above	Ongoing	
City Year AmeriCorps Members	City Year	Corps Members performing duties as described above	Ongoing	
TOTAL PAYMENT AMOUNT <i>(Should equal Total Payment Amount on pg.1)</i>				\$105,000

REQUIRED: CBO agrees to adopt Levy outcome/indicator targets once they are received by the school from the City of Seattle's Department of Education and Early Learning.

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

SECTION 5 (OPTIONAL): CBO REPORTS TO SCHOOLS *(For CBOs providing regular direct services to students)*

Please specify the quantitative and qualitative data elements the CBO must provide to the school principal. Please note the frequency of report delivery.

Recommendations:

- Detail any data collection/analysis efforts you expect the CBO to perform. Specify quantitative and qualitative elements as well as the frequency and in what format it must be provided to the school.
- It is important to remember that invoices for service generally include basic information on deliverables and cannot provide any identifiable student information
- The items listed should help ensure completion of deliverables and progress toward Outcome/Indicator Targets.
- Reports are not limited to the items below. Additional items can be added by the school during the contract period.

The school x is is NOT requiring the CBO to report data to the school. *(Mark an "x" next to "is" or "is not")*

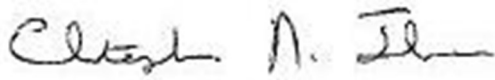
ITEM	DELIVERY DATE OR FREQUENCY	DESCRIPTION
1	Pre & post assessment	Reading: % of 3 rd -5 th grade students meeting standard in ELA/Literacy on SBA.
2	Pre & post assessment	Math: % of 3 rd -5 th grade students meeting standard in Math on SBA.
3	Ongoing, end of year	Attendance: Increase % of students in K-5 grades with fewer than 5 absences (excused or unexcused) in first and second semester.
4	Ongoing, end of year	SEL: Increase % of students receiving SEL support.
5	Ongoing, end of year	Family and student involvement: Increase % of students and families participating in school events and activities.
6	Monthly	Data Management: Increase frequency and substantiation of data for review.

Additionally, City Year needs access to start of year F&P (by October 16) and end of year F&P scores (by June 18) for every ELA academic focus list student. City Year needs access to start of year MAP (by October 16) and end of year MAP scores (by June 18) for every math focus list student. This supports AmeriCorps requirements around student focus list creation and student outcomes.

*****This addendum is not binding without a Seattle Public Schools approved
and fully executed Personal Services Contract (PSC)*****

Principal/School Representative

(Signature):



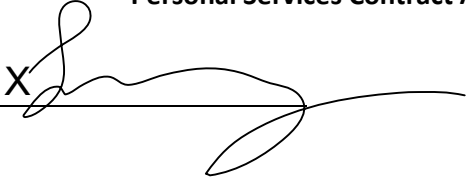
(Printed): Christopher N. Thomas

(Date) 5/28/20

CBO Representative

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

(Signature):

X 

(Printed):

Lauren Treacy

(Date) *5/28/2020*

(Title):

Managing Director of Impact

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

Note: This Addendum is intended to accompany a Seattle Public Schools Personal Service Contract (PSC) with the named organization and is required for schools purposing Families, Education, Preschool & Promise Levy funds toward services defined. Addendum is not binding without a Seattle Public Schools approved and fully executed Personal Services Contract.

Due Dates:

May 8, 2020	<ul style="list-style-type: none"> DRAFT, unsigned PSC Addendum posted to DEEL SharePoint and sent to Seattle Public Schools (Marie Guzzardo, maguzzardo@seattleschools.org)
May 29, 2020	<ul style="list-style-type: none"> FINAL, signed PSC Addendum posted to DEEL SharePoint and sent to Seattle Public Schools (Marie Guzzardo maguzzardo@seattleschools.org) CBOs must submit a copy of current W-9, Certificate of Insurance, and Washington State Business License to Seattle Public Schools (Marie Guzzardo, maguzzardo@seattleschools.org)

Contract Draft Date:	5/18/20
School (Only 1 Per Addendum):	Rising Star Elementary School
Community Based Organization (CBO):	City Year
Contract Term of Agreement: (MM/DD/YYYY to MM/DD/YYYY)	09/01/2020 to 06/18/2021 <i>*Dates must be between 9/1/2020 and 8/31/2021</i>
Total Payment Amount:	\$120,000.00

*****ANY FUTURE CHANGE IN SERVICE, INCREASE, AND/OR DECREASE IN SERVICE COSTS
REQUIRES A CONTRACT AMENDMENT*****

SECTION 1: FUNDING SOURCE (To be completed by school)

FUND CODE (4 digit)	FUND CENTER Description	COST CENTER (10 digit)	TOTAL
1L74	Van Asselt Elem Levy	VAL7927EJ0	120,000.00
Total Payment Amount:			120,000.00

SECTION 2: SCOPE OF WORK (To be completed by school and/or CBO)

Please outline the work the CBO is expected to complete.

Recommendations:

- Be specific in detailing the nature of the CBO's work/key activities and the specific services to be provided.
- Specify the number of students served and the frequency and duration of activities and/or events.

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

Overview:

City Year's model is to focus on Attendance, Behavior and Coursework support for students in third through fifth grade. To do this, City Year provides tutoring and academic achievement support in reading and mathematics through 1:1 support and small group tutoring, with a focus on tier 2 in grades 3 through 5. City Year will use the Holistic Student Assessment or a similar school based assessment to support student voice in intervention spaces. City Year also provides after school programs for 3-5 students, focused around academic achievement, social skills coaching, enrichment programs and service opportunities. City Year works closely with the school to support the strengthening of family engagement by participating in all-school events and promoting good attendance K-5, with particular focus in students grades 3 through 5. Attendance support is also provided through monthly whole school events and targeted small group check-ins.

Additionally, the City Year Program Manager and Team Leader ensure the provision of high quality direct service to students, organize scheduling of City Year programming, supervise AmeriCorps Members, coordinate with school partnership, and collect and report on programming data. The City Year Program Manager and Team Leader will meet regularly with AmeriCorps Members to monitor progress and will conduct frequent observations of programming to provide feedback and support. The Program Manager will collect and share data around attendance and focus list participation, academic achievement, and social emotional growth. The school administration and City Year Program Manager will meet weekly or bi-weekly to share data trends, analyze programming, and revise programming to meet the needs of schools.

1. The focus on City Year is on supporting literacy and math for identified students in grades 3-5 (Approximately 6 – 12 students per Corps Member).
2. City Year also provides after school academic enrichment programs for students in grades 3-5 (and other grade levels as determined by the school).
3. The City Year Program Manager will ensure provision of direct services to students, organize schedules of City Year corps members, supervise corps members, communicate and coordinate with school staff and collect and report data. The Program Manager will attend regularly scheduled staff meetings, SIT meetings as applicable school levy meetings and other meetings as determined by school leadership.
4. In addition to 1 full time Program Manager, City Year will provide 7 AmeriCorps Members to work directly with students on academic achievement and 1 Team Leader (Senior Corps Member) for a total of 8 AmeriCorps Members.
5. City Year will provide frequent progress monitoring on focus list students to include:
 - a. Attendance and participation in class and before/after school programs
 - b. Regular classroom based assessments, as available
 - c. Student performance on activities for focus students by corps members
6. The City Year Program Manager will review the frequent progress monitoring data regularly in order to adjust instruction, support student growth, and to arrange follow-up meetings with classroom teachers, corps members and other staff working with the child and family as needed.
7. City Year will provide monthly reports indicating:
 - a. Attendance and participation in class and before/after school programs
 - b. Family participation and involvement in school based activities that City Year organizes
 - c. Data on frequent progress monitoring of students (see above)
8. City Year members will participate in all school events and encourage family participation and involvement.

City Year services will begin September 1, 2020

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

In the event of school becoming virtual at any point and for however long during 2020-2021, City Year will continue to support school staff, students and families related to attendance, academics (Math and ELA), and specifically focusing on social emotional support and virtual engagement.

City Year's Virtual Learning Services

In support of Seattle Public Schools learning efforts as the 2020-21 school year launches, City Year AmeriCorps members can provide a variety of supports both in-person and school's virtual learning platform(s) to support schools. In addition to City Year's in-building service model, City Year can support schools' virtual learning efforts, both through a hybrid learning approach (part in-person, part virtual) or a fully virtual learning approach, in the following ways:

- Parent/Family and Student Engagement – City Year AmeriCorps members can call parents and families to check-in on them and connect with students to ensure they are engaged in and participating in the CMSD's virtual learning efforts. City Year AmeriCorps members will use Google Voice phone numbers or another calling app and will pair up for these phone calls to ensure there are no 1:1, unsupervised conversations with minors.
- Whole Group/Whole Class Instructional Support – AmeriCorps members can participate in synchronous and asynchronous learning in whole “class” spaces, where teachers are leading instruction and/or creating a classroom community space. This could mean responding to and/or monitoring questions in chat or being integrated into the lesson delivery by the teacher. This could also mean being part of “office hours” that teachers have set up for students to ask questions they have about independent work they've been given. Where schools are creating these spaces, AmeriCorps members can work individually and as a team to offer activities for students such as leading book clubs or book read-alouds, creating a math problem of the day, setting up pen pals among schools or grade levels, or leading cooking classes. Specific examples of what Whole Group/Whole Class Instructional Support can entail include:
 - Supporting the development of a virtual community
 - create and lead warm-ups (an activity, game or event that is used to welcome students and warm up the conversation);
 - propose/lead brain breaks or transition activities (if video instruction is included);
 - write reflection questions and respond to student reflections;
 - support teacher in creating and applying positive group norms in the virtual classroom; and
 - support teacher office hours.
 - Support teacher lesson planning and delivery
 - review curricular online resources and suggest activities that will appeal to students;
 - review video tutorials from a pre-selected set of sites for students who will need extra instruction on a topic (CY has set of sites, if needed);
 - lead book read-alouds or virtual book clubs;
 - create a math problem of the day;
 - set up pen pals among schools or grade levels;
 - lead cooking classes;
 - lead physical breaks;
 - create checks for understanding for students; and

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

- select reading passage/book from school approved source and create comprehension questions;
- **Small Group Engagement** – Some virtual platforms, such as Zoom, allow breakout spaces within a larger meeting, and others such as Google Classroom, allow meetings of any size to occur within Google Meets. AmeriCorps members can lead small groups that support the teacher designed core instruction or provide tutoring in math and ELA. If AmeriCorps members are asked to plan for such supportive spaces, there should be teacher consultation on the plans. Specific examples of what Small Group Engagement can entail include:
 - implement teacher lesson plan in small group (rotation or center) type structure;
 - create and lead small group lessons that support teacher lessons; and
 - lead tutoring sessions for students that reinforce classroom lessons or build foundational academic concepts.
- **SEL Support & Instruction** – Much of the power of our corps and organization stems from a focus on relationships and community building, whether in small or whole group learning environments. AmeriCorps members can support positive, asset-based spaces for community building and connection. Specific examples of what SEL Support & Instruction can entail include:
 - lead a mindfulness or meditation exercise for students; and
 - help students create mood tracker/feelings charts to check in on how they're doing each day (over time, they can also reflect on what has changed).
- **Enrichment Programming** – AmeriCorps member can lead enrichment programming for students to keep them engaged and connected to their peers and school community.
- **Facilitation Support** – Many virtual community spaces can make it difficult to both run a lesson/meeting and manage the technical spaces. AmeriCorps members can support lesson delivery this way, including managing the chat, sharing resources, and communicating questions from the group. They could lead warm-ups and physical breaks. Specific examples of what Facilitation Support can entail include:
 - Monitor and support chat during "live" instruction; and
 - Monitor and support student questions on a board.
- **Participating in School Staff Meetings and Professional Development** – AmeriCorps members can join staff meetings and school-level professional development opportunities to ensure alignment and coordination with faculty and staff.
- **Appreciating Teachers, Principals, and Other Staff** – AmeriCorps members can also continue their teacher and school appreciation efforts during virtual learning times. This can be done through sending appreciation notes or videos to teachers, principals, and other school staff. Specific examples of what Appreciating Teachers, Principals, and Other Staff can entail include:
 - Write appreciation notes to teacher, principals, and other school staff; and
 - Create individual or team videos appreciating school staff.

Seattle Public School Commitments to Support City Year's Virtual Learning Services

To enable City Year's support of school's virtual learning efforts, schools agree to:

1. Provide SPS email accounts to all City Year AmeriCorps members and relevant City Year staff;
2. Provide access to any virtual learning applications and technology platforms to all AmeriCorps members and relevant City Year staff; and
3. Provide parent/family phone numbers to City Year, if CMSD would like AmeriCorps members to call parents/families or students to check-in on and engage with them.

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

4. Ideally AmeriCorps Members or at the very least Program Managers and Team Leader on each individual City Year school team have access to Schoology.

SECTION 3: ROLES, RESPONSIBILITIES, AND RESOURCES *(To be completed by school and CBO)*

Please outline the key people and their functions.

Recommendations:

- Name all relevant school and CBO positions (e.g. Site Coordinator, Staff Members, Volunteer Coordinator, Principal, Levy Coordinator, Teachers, etc.). Provide the names, contact information, availability, and specific responsibilities for each individual. Detail the work to be performed as well as the specific contributions each person will provide.
- Specify resources provided by both organizations (e.g. curriculum, textual materials, rooms, access to photocopiers, etc.).

Requirement:

- Administrators managing contract addenda ≥ \$25,000 must complete observations of CBO program implementation. A toolkit including a basic walkthrough assessment tool will be provided to schools. Please include this requirement in table “School Roles and Responsibilities” below.

CBO Position Title <i>(Name if known)</i>	CBO Roles and Responsibilities
1.0 FTE City Year Program Manager (TBD)	<p>Program Manager will be at the school up to 4 days per week from approximately 8am-4pm during the academic year. The Program Manager will:</p> <ul style="list-style-type: none"> • Ensure provision of direct services to students • Organize schedules for assigned corps members • Supervised assigned corps members • Communicate and coordinate with City Year and school staff • Provide and collect all permission forms for extended learning programming from parents/ guardians • Communicate regularly with school staff • Collect and report data and frequent progress monitoring • Observe quality of programming to provide support and feedback • Attend SIT and staff meetings as needed • Participate in school and parent engagement activities • Coordinate services to begin once school referrals received • Provide monthly status report to school • Serve as liaison in communication between school and City Year team

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

1.0 FTE Team Leader TBD	<p>The Team leader will be at the school 4-5 days per week from approximately 7am-5pm each day during the academic year. The Team Leader will:</p> <ul style="list-style-type: none"> • Ensure provision of direct services to students • Support assigned corps members • Observe quality of programming to provide support and feedback • Communicate regularly with school staff • Participate in school and parent engagement activities • Coordinate services to begin once school referrals received • Serve as liaison in communication between school and City Year Team • Help in collecting data around programming aspects • Support corps members in direct service
7 AmeriCorps Members (TBD)	<p>The team of 7 AmeriCorps members will be at the school 4-5 days per week from approximately 7am-5pm during the academic year. The AmeriCorps Members will:</p> <ul style="list-style-type: none"> • Provide direct service to an academic caseload of students in math and literacy • Serve students in social emotional learning development • Provide extended learning two to three times per week after school • Create and support whole school and small group attendance initiatives • Support community engagement events • Support all school events and initiatives • Collaborate with teachers and staff to provide frequent data and feedback around student needs

School Position Title <i>(Name if known)</i>	School Roles and Responsibilities
Principal, Huyen Lam	<ul style="list-style-type: none"> • Principal Huyen will support City Year in using and collecting appropriate student data and in communicating with staff around City Year's role in the school building. The principal will also help to monitor interventions and City Year's role in the school.
Assistant Principal, Jennifer Kovach	<ul style="list-style-type: none"> • Assistant Principal will support City Year by assuring focus list students are selected, monitored, and supported by the City Year program and will lead weekly to bi-weekly MTSS meetings.
Interventionists in Literacy and Math	<ul style="list-style-type: none"> • The math and literacy interventionists as well as coaches will support City Year members in the lesson planning and delivery of academic interventions. They will serve as a resource for City Year members and provide both guidance and support.

CBO Resources	School Resources
City Year will provide one full time Program Manager, one full time Team Leader, and seven AmeriCorps Members.	The school will provide data and consultation referrals of students appropriate to be served by City Year, support in communication with teachers, guidance and resources around how to best support the school, and appropriate data.

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

City Year will provide Training and Coaching support to AmeriCorps Members and added capacity support school in miscellaneous ways such as service projects or staff trainings	School will provide Administrative support throughout the school day, as well as during extended learning, recess and support should conflict or urgent situations arise.
City Year will provide curriculum for literacy (LLI) for AmeriCorps Members to use in their reading interventions.	The school will provide supplementary academic, behavior, and student engagement training and coaching support when needed
	School will provide ongoing PD in regard to trauma informed instruction, de-escalation techniques and conflict resolution.

SECTION 4: DELIVERABLES AND BUDGET *(To be completed by school and CBO)*

Please specify the contract payment type and then provide a description, deadline, and corresponding payment amount for the goods or services the CBO will complete or perform during the tenure of the contract.

Recommendations:

- Review your scope of work and bullet the specific deliverables the organization will complete during the tenure of the contract.
- Identify the person or role responsible for completing the action as well as the date the item is due.
- Include enrollment/service capacity of your program to ensure monthly service levels invoiced for are at appropriate amounts
- If you are using a deliverable-based payment contract, specify the amount the organization will receive upon successfully completing the item.

Contract term dates:	Start Date: 9/1/20 End Date: 6/18/21	
Contract payment type:	<input checked="" type="checkbox"/> Fixed-Payment Schedule <i>(payments issued in equal monthly installments, during the contract period, following service provision, and invoice approval and processing)</i>	Monthly payment amount: SEPT = \$ 12,000 OCT = \$ 12,000 NOV = \$ 12,000 DEC = \$ 12,000 JAN = \$ 12,000 FEB = \$ 12,000 MAR = \$ 12,000 APR = \$ 12,000 MAY = \$ 12,000 JUN = \$ 12,000 JUL = \$ AUG = \$ Grand Total = \$ 120,000 Total number of months: 10 months
	<input type="checkbox"/> Fee-for-Service <i>(payment issued upon completion of pre-determined services/deliverables)</i> \$:	

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

SUMMARY OF DELIVERABLES				
Item	Entity Responsible	Action	Due Date	DETAILED Payment Amount
Assign City Year Program Manager and Team Leader/ Corps Members	City Year	Identify and place staff at school	8/1	
School referrals of students for focus list creation	Program Manager City Year and Principal/ Assistant Principal	Collaborate to identify students for academic focus lists for City Year	10/2	
Extended Learning Programming	City Year Program Manager, Team Leader, and AmeriCorps Members	Create Extended Learning program for students 2-3 days per week	10/23	
Frequent progress monitoring of students	City Year AmeriCorps members, Program Manager, and School staff	Weekly-biweekly monitoring of students on academic focus lists	Weekly-biweekly	
Monthly Progress Reports	City Year	Monthly reports on data of interventions and programming	Monthly	
Collaborative Meetings	City Year staff and school staff	Regular meetings to review data, progress monitor, and make adjustments for interventions	Ongoing	
Program Manager	City Year	Program Manager performing duties as described above	Ongoing	
City Year AmeriCorps Members	City Year	Corps Members performing duties as described above	Ongoing	
TOTAL PAYMENT AMOUNT <i>(Should equal Total Payment Amount on pg.1)</i>				\$120,000

REQUIRED: CBO agrees to adopt Levy outcome/indicator targets once they are received by the school from the City of Seattle's Department of Education and Early Learning.

SECTION 5 (OPTIONAL): CBO REPORTS TO SCHOOLS *(For CBOs providing regular direct services to students)*

Please specify the quantitative and qualitative data elements the CBO must provide to the school principal. Please note the frequency of report delivery.

Recommendations:

- Detail any data collection/analysis efforts you expect the CBO to perform. Specify quantitative and qualitative elements as well as the frequency and in what format it must be provided to the school.
- It is important to remember that invoices for service generally include basic information on deliverables and cannot provide any identifiable student information
- The items listed should help ensure completion of deliverables and progress toward Outcome/Indicator Targets.

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21


- Reports are not limited to the items below. Additional items can be added by the school during the contract period.

The school x is is NOT requiring the CBO to report data to the school. (Mark an "x" next to "is" or "is not")

ITEM	DELIVERY DATE OR FREQUENCY	DESCRIPTION
1	Pre & post assessment	Reading: % of 3 rd -5 th grade students meeting standard in ELA/Literacy on SBA.
2	Pre & post assessment	Math: % of 3 rd -5 th grade students meeting standard in Math on SBA.
3	Ongoing, end of year	Attendance: Increase % of students in K-5 grades with fewer than 5 absences (excused or unexcused) in first and second semester.
4	Ongoing, end of year	SEL: Decrease % of students receiving SEL support receiving more than 3 referrals a month.
5	Ongoing, end of year	Family and student involvement: Increase % of students and families participating in school events and activities.
6	Monthly	Data management: Add CY data to MTSS spreadsheets measuring growth in math and literacy interventions.

***This addendum is not binding without a Seattle Public Schools approved
and fully executed Personal Services Contract (PSC)***

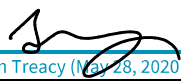
Principal/School Representative

(Signature): X 

(Printed): Huyen Lam

(Date) 5/28/20

CBO Representative

(Signature): X 
 Lauren Treacy
 Managing Director of Imapct

(Printed): Lauren Treacy

(Date) 5/28/2020

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

Note: This Addendum is intended to accompany a Seattle Public Schools Personal Service Contract (PSC) with the named organization and is required for schools purposing Families, Education, Preschool & Promise Levy funds toward services defined. Addendum is not binding without a Seattle Public Schools approved and fully executed Personal Services Contract.

Due Dates:

May 8, 2020	<ul style="list-style-type: none"> DRAFT, unsigned PSC Addendum posted to DEEL SharePoint and sent to Seattle Public Schools (Marie Guzzardo, maguzzardo@seattleschools.org)
May 29, 2020	<ul style="list-style-type: none"> FINAL, signed PSC Addendum posted to DEEL SharePoint and sent to Seattle Public Schools (Marie Guzzardo maguzzardo@seattleschools.org) CBOs must submit a copy of current W-9, Certificate of Insurance, and Washington State Business License to Seattle Public Schools (Marie Guzzardo, maguzzardo@seattleschools.org)

Contract Draft Date:	6/4/2020
School (Only 1 Per Addendum):	Roxhill Elementary School
Community Based Organization (CBO):	City Year
Contract Term of Agreement: (MM/DD/YYYY to MM/DD/YYYY)	09/01/2020 to 06/30/2020 <i>*Dates must be between 9/1/2020 and 8/31/2021</i>
Total Payment Amount:	\$105,000.00

*****ANY FUTURE CHANGE IN SERVICE, INCREASE, AND/OR DECREASE IN SERVICE COSTS
REQUIRES A CONTRACT AMENDMENT*****

SECTION 1: FUNDING SOURCE (To be completed by school)

FUND CODE (4 digit)	FUND CENTER Description	COST CENTER (10 digit)	TOTAL
1A20	SCHOOL IMPROVEMENT / LAP	52055274B0	\$105,000.00
Total Payment Amount:			105,000.00

SECTION 2: SCOPE OF WORK (To be completed by school and/or CBO)

Please outline the work the CBO is expected to complete.

Recommendations:

- Be specific in detailing the nature of the CBO's work/key activities and the specific services to be provided.
- Specify the number of students served and the frequency and duration of activities and/or events.

*No SEL interventionist or no LEVY inclusion.

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

Overview:

City Year provides tutoring and academic achievement efforts in reading and mathematics through 1:1 and small group tutoring with a focus on students in grades 3-5. City Year also provides after school programs for grade 3-5 students (and other grade levels as determined by the school) focused around academic achievement, social skills coaching, enrichment programs and service opportunities. City Year works closely with the school to support the strengthening of family engagement by participating in all school family events and promoting good attendance K-5, with particular focus on grades 3-5.

1. The focus on City Year is on supporting literacy and math for identified students in grades 3-5 (Approximately 6 – 12 students per Corps Member).
2. City Year also provides after school academic enrichment programs for students in grades 3-5 (and other grade levels as determined by the school).
3. The City Year Program Manager will ensure provision of direct services to students, organize schedules of City Year corps members, supervise corps members, communicate and coordinate with school staff and collect and report data. The Program Manager will attend regularly scheduled staff meetings, SIT meetings as applicable school levy meetings and other meetings as determined by school leadership.
4. In addition to 1 full time Program Manager, City Year will provide 6 Corps Members to work directly with students on academic achievement and 1 Team Leader (Senior Corps Member) for a total of 7 AmeriCorps Members.
5. City Year will provide frequent progress monitoring on focus list students to include:
 - a. Attendance and participation in class and before/after school programs
 - b. Regular classroom based assessments, as available
 - c. Student performance on activities for focus students by corps members
6. The City Year Program Manager will review the frequent progress monitoring data regularly in order to adjust instruction, support student growth, and to arrange follow-up meetings with classroom teachers, corps members and other staff working with the child and family as needed.
7. City Year will provide monthly reports indicating:
 - a. Attendance and participation in class and before/after school programs
 - b. Family participation and involvement in school based activities that City Year organizes
 - c. Data on frequent progress monitoring of students (see above)
8. City Year members will participate in all school events and encourage family participation and involvement.

City Year services will begin September 1, 2020

In the event of school becoming virtual at any point and for however long during 2020-2021, City Year will continue to support school staff, students and families related to attendance, academics (Math and ELA), and specifically focusing on social emotional support and virtual engagement.

City Year's Virtual Learning Services

In support of Seattle Public Schools learning efforts as the 2020-21 school year launches, City Year AmeriCorps members can provide a variety of supports both in-person and school's virtual learning platform(s) to support schools. In addition to City Year's in-building service model, City Year can support schools' virtual learning efforts, both through a hybrid learning approach (part in-person, part virtual) or a fully virtual learning approach, in the following ways:

- **Parent/Family and Student Engagement** – City Year AmeriCorps members can call parents and families to check-in on them and connect with students to ensure they are engaged in and participating in the CMSD's virtual learning efforts. City Year AmeriCorps members will use Google Voice phone numbers

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

or another calling app and will pair up for these phone calls to ensure there are no 1:1, unsupervised conversations with minors.

- **Whole Group/Whole Class Instructional Support** – AmeriCorps members can participate in synchronous and asynchronous learning in whole “class” spaces, where teachers are leading instruction and/or creating a classroom community space. This could mean responding to and/or monitoring questions in chat or being integrated into the lesson delivery by the teacher. This could also mean being part of “office hours” that teachers have set up for students to ask questions they have about independent work they’ve been given. Where schools are creating these spaces, AmeriCorps members can work individually and as a team to offer activities for students such as leading book clubs or book read-alouds, creating a math problem of the day, setting up pen pals among schools or grade levels, or leading cooking classes. Specific examples of what Whole Group/Whole Class Instructional Support can entail include:

- **Supporting the development of a virtual community**
 - create and lead warm-ups (an activity, game or event that is used to welcome students and warm up the conversation);
 - propose/lead brain breaks or transition activities (if video instruction is included);
 - write reflection questions and respond to student reflections;
 - support teacher in creating and applying positive group norms in the virtual classroom; and
 - support teacher office hours.
- **Support teacher lesson planning and delivery**
 - review curricular online resources and suggest activities that will appeal to students;
 - review video tutorials from a pre-selected set of sites for students who will need extra instruction on a topic (CY has set of sites, if needed);
 - lead book read-alouds or virtual book clubs;
 - create a math problem of the day;
 - set up pen pals among schools or grade levels;
 - lead cooking classes;
 - lead physical breaks;
 - create checks for understanding for students; and
 - select reading passage/book from school approved source and create comprehension questions;

- **Small Group Engagement** – Some virtual platforms, such as Zoom, allow breakout spaces within a larger meeting, and others such as Google Classroom, allow meetings of any size to occur within Google Meets. AmeriCorps members can lead small groups that support the teacher designed core instruction or provide tutoring in math and ELA. If AmeriCorps members are asked to plan for such supportive spaces, there should be teacher consultation on the plans. Specific examples of what Small Group Engagement can entail include:

- implement teacher lesson plan in small group (rotation or center) type structure;
- create and lead small group lessons that support teacher lessons; and
- lead tutoring sessions for students that reinforce classroom lessons or build foundational academic concepts.

- **SEL Support & Instruction** – Much of the power of our corps and organization stems from a focus on relationships and community building, whether in small or whole group learning environments.

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

AmeriCorps members can support positive, asset-based spaces for community building and connection. Specific examples of what SEL Support & Instruction can entail include:

- lead a mindfulness or meditation exercise for students; and
- help students create mood tracker/feelings charts to check in on how they're doing each day (over time, they can also reflect on what has changed).
- **Enrichment Programming** – AmeriCorps member can lead enrichment programming for students to keep them engaged and connected to their peers and school community.
- **Facilitation Support** – Many virtual community spaces can make it difficult to both run a lesson/meeting and manage the technical spaces. AmeriCorps members can support lesson delivery this way, including managing the chat, sharing resources, and communicating questions from the group. They could lead warm-ups and physical breaks. Specific examples of what Facilitation Support can entail include:
 - Monitor and support chat during "live" instruction; and
 - Monitor and support student questions on a board.
- **Participating in School Staff Meetings and Professional Development** – AmeriCorps members can join staff meetings and school-level professional development opportunities to ensure alignment and coordination with faculty and staff.
- **Appreciating Teachers, Principals, and Other Staff** – AmeriCorps members can also continue their teacher and school appreciation efforts during virtual learning times. This can be done through sending appreciation notes or videos to teachers, principals, and other school staff. Specific examples of what Appreciating Teachers, Principals, and Other Staff can entail include:
 - Write appreciation notes to teacher, principals, and other school staff; and
 - Create individual or team videos appreciating school staff.

Seattle Public School Commitments to Support City Year's Virtual Learning Services

To enable City Year's support of school's virtual learning efforts, schools agree to:

1. Provide SPS email accounts to all City Year AmeriCorps members and relevant City Year staff;
2. Provide access to any virtual learning applications and technology platforms to all AmeriCorps members and relevant City Year staff; and
3. Provide parent/family phone numbers to City Year, if SPS would like AmeriCorps members to call parents/families or students to check-in on and engage with them.
4. Ideally AmeriCorps Members or at the very least Program Managers and Team Leader on each individual City Year school team have access to Schoology.

SECTION 3: ROLES, RESPONSIBILITIES, AND RESOURCES *(To be completed by school and CBO)*

Please outline the key people and their functions.

Recommendations:

- Name all relevant school and CBO positions (e.g. Site Coordinator, Staff Members, Volunteer Coordinator, Principal, Levy Coordinator, Teachers, etc.). Provide the names, contact information, availability, and specific responsibilities for each individual. Detail the work to be performed as well as the specific contributions each person will provide.
- Specify resources provided by both organizations (e.g. curriculum, textual materials, rooms, access to photocopiers, etc.).

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

Requirement:

- Administrators managing contract addenda ≥ \$25,000 must complete observations of CBO program implementation. A toolkit including a basic walkthrough assessment tool will be provided to schools. Please include this requirement in table "School Roles and Responsibilities" below.

CBO Position Title <i>(Name if known)</i>	CBO Roles and Responsibilities
City Year Program Manager (TBD)	<p>Program Manager will be at the school up to 4 days per week from approximately 8am-4pm during the academic year. The Program Manager will:</p> <ul style="list-style-type: none"> Ensure provision of direct services to students Organize schedules for assigned corps members Supervised assigned corps members Communicate and coordinate with City Year and school staff Provide and collect all permission forms for extended learning programming from parents/ guardians Communicate regularly with school staff Collect and report data and frequent progress monitoring Observe quality of programming to provide support and feedback Attend SIT and staff meetings as needed Participate in school and parent engagement activities Coordinate services to begin once school referrals received Provide monthly status report to school Serve as liaison in communication between school and City Year team
Team Leader (TBD)	<p>The Team leader will be at the school 4-5 days per week from approximately 7am-5pm each day during the academic year. The Team Leader will:</p> <ul style="list-style-type: none"> Ensure provision of direct services to students Support assigned corps members Observe quality of programming to provide support and feedback Communicate regularly with school staff Participate in school and parent engagement activities Coordinate services to begin once school referrals received Serve as liaison in communication between school and City Year Team Help in collecting data around programming aspects Support corps members in direct service
6 AmeriCorps Members	<p>The team of 6 AmeriCorps members will be at the school 4-5 days per week from approximately 7am-5pm during the academic year. The AmeriCorps Members will:</p> <ul style="list-style-type: none"> Provide direct service to an academic caseload of students in math and literacy Serve students in social emotional learning development Provide extended learning two to three times per week after school Create and support whole school and small group attendance initiatives

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

	<ul style="list-style-type: none"> • Support community engagement events • Support all school events and initiatives • Collaborate with teachers and staff to provide frequent data and feedback around student needs
--	--

School Position Title (Name if known)	School Roles and Responsibilities
Principal and Head Teacher	<p>Principal and Head Teacher will support City Year ensuring focus list students are selected, monitored and supported by the City Year program and will lead weekly to bi-weekly Levy meetings.</p> <p>Principal and Head Teacher will support City Year in using and collecting appropriate student data and in communicating with staff around City Year's role in the school building. The principal will also help to monitor City Year goals and strategy to school and Levy goals and strategy.</p>

CBO Resources	School Resources
City Year will provide one full time Program Manager, one full time Team Leader, and six AmeriCorps Members.	The school will provide data and consultation referrals of students appropriate to be served by City Year, support in communication with teachers, guidance and resources around how to best support the school, and appropriate data.
City Year will provide Training and Coaching support to AmeriCorps Members and added capacity support school in miscellaneous ways such as service projects or staff trainings	School will provide Administrative support throughout the school day, as well as during extended learning and support should conflict or urgent situations arise.
City Year will provide support for community events, including planning and capacity support for family engagement or other evening events	The school will provide supplementary academic, behavior, and student engagement training and coaching support when needed

SECTION 4: DELIVERABLES AND BUDGET *(To be completed by school and CBO)*

Please specify the contract payment type and then provide a description, deadline, and corresponding payment amount for the goods or services the CBO will complete or perform during the tenure of the contract.

Recommendations:

- Review your scope of work and bullet the specific deliverables the organization will complete during the tenure of the contract.
- Identify the person or role responsible for completing the action as well as the date the item is due.
- Include enrollment/service capacity of your program to ensure monthly service levels invoiced for are at appropriate amounts
- If you are using a deliverable-based payment contract, specify the amount the organization will receive upon successfully completing the item.

Contract term dates:	Start Date:	Sept 1, 2020
-----------------------------	--------------------	--------------

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

	End Date: June 30, 2020	
Contract payment type:	<input checked="" type="checkbox"/> Fixed-Payment Schedule <i>(payments issued in equal monthly installments, during the contract period, following service provision, and invoice approval and processing)</i>	Monthly payment amount: SEPT = \$ 10,500 OCT = \$ 10,500 NOV = \$ 10,500 DEC = \$ 10,500 JAN = \$ 10,500 FEB = \$ 10,500 MAR = \$ 10,500 APR = \$ 10,500 MAY = \$ 10,500 JUN = \$ 10,500 JUL = \$ 10,500 AUG = \$ 10,500 Grand Total = \$ 105,000
		Total number of months: 10 months
	<input type="checkbox"/> Fee-for-Service <i>(payment issued upon completion of pre-determined services/deliverables) \$:</i>	

SUMMARY OF DELIVERABLES				
Item	Entity Responsible	Action	Due Date	DETAILED Payment Amount
Assign City Year Program Manager and Team Leader/ Corps Members	City Year	Identify and place staff at school	8/1	
School referrals of students for focus list creation	Program Manager City Year and Principal/ Assistant Principal	Collaborate to identify students for academic focus lists for City Year	10/2	
Extended Learning Programming	City Year Program Manager, Team Leader, and AmeriCorps Members	Create Extended Learning program for students 2-3 days per week	10/23	
Frequent progress monitoring of students	City Year AmeriCorps members, Program Manager, and School staff	Weekly-biweekly monitoring of students on academic focus lists	Weekly-biweekly	
Collaborative Meetings	City Year staff and school staff	Regular meetings to review data, progress monitor, and make adjustments for interventions	Ongoing	
Program Manager	City Year	Program Manager performing duties as described above	Ongoing	

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

City Year AmeriCorps Members	City Year	Corps Members performing duties as described above	Ongoing	
TOTAL PAYMENT AMOUNT <i>(Should equal Total Payment Amount on pg.1)</i>				

REQUIRED: CBO agrees to adopt Levy outcome/indicator targets once they are received by the school from the City of Seattle's Department of Education and Early Learning.

SECTION 5 (OPTIONAL): CBO REPORTS TO SCHOOLS *(For CBOs providing regular direct services to students)*

Please specify the quantitative and qualitative data elements the CBO must provide to the school principal. Please note the frequency of report delivery.

Recommendations:

- Detail any data collection/analysis efforts you expect the CBO to perform. Specify quantitative and qualitative elements as well as the frequency and in what format it must be provided to the school.
- It is important to remember that invoices for service generally include basic information on deliverables and cannot provide any identifiable student information
- The items listed should help ensure completion of deliverables and progress toward Outcome/Indicator Targets.
- Reports are not limited to the items below. Additional items can be added by the school during the contract period.

The school x is is NOT requiring the CBO to report data to the school. *(Mark an "x" next to "is" or "is not")*

ITEM	DELIVERY DATE OR FREQUENCY	DESCRIPTION
Attendance	Daily	Track student absences, specifically targeting students on City Year caseload of students who are chronically absent. Data includes student lists, calls home, reasons for absences.
Family attendance at family events	3-4 times/year	Assist with signing families in to track attendance at evening events, including: Math night, Literacy night, Festival of Lights.
Progress Monitoring	Every 6 weeks	Progress monitoring of students on City Year caseload, including attendance data, Math and Reading (F&P) data.

*****This addendum is not binding without a Seattle Public Schools approved
and fully executed Personal Services Contract (PSC)*****

Principal/School Representative

☒ Recoverable Signature

(Signature): X Tarra S. Patrick

Signed by: Tarra S. Patrick

(Printed): Tarra S. Patrick

(Date) Jun

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

CBO Representative

(Signature):

X



(Printed):

Lauren Treacy

(Date) 6/5/2020

(Title):

Managing Director Impact

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

Note: This Addendum is intended to accompany a Seattle Public Schools Personal Service Contract (PSC) with the named organization and is required for schools purposing Families, Education, Preschool & Promise Levy funds toward services defined. Addendum is not binding without a Seattle Public Schools approved and fully executed Personal Services Contract.

Due Dates:

May 8, 2020	<ul style="list-style-type: none"> DRAFT, unsigned PSC Addendum posted to DEEL SharePoint and sent to Seattle Public Schools (Marie Guzzardo, maguzzardo@seattleschools.org)
May 29, 2020	<ul style="list-style-type: none"> FINAL, signed PSC Addendum posted to DEEL SharePoint and sent to Seattle Public Schools (Marie Guzzardo maguzzardo@seattleschools.org) CBOs must submit a copy of current W-9, Certificate of Insurance, and Washington State Business License to Seattle Public Schools (Marie Guzzardo, maguzzardo@seattleschools.org)

Contract Draft Date:	June 3, 2020
School (Only 1 Per Addendum):	South Shore PK-8
Community Based Organization (CBO):	City Year
Contract Term of Agreement: (MM/DD/YYYY to MM/DD/YYYY)	09/2/2020 and 6/31/2021
Total Payment Amount:	135,000

*****ANY FUTURE CHANGE IN SERVICE, INCREASE, AND/OR DECREASE IN SERVICE COSTS
REQUIRES A CONTRACT AMENDMENT*****

SECTION 1: FUNDING SOURCE (To be completed by school)

FUND CODE (4 digit)	FUND CENTER Description	COST CENTER (10 digit)	TOTAL
1L74	South Shore Elementary Levy Base	NSL7927EJO	135,000
Total Payment Amount:			\$135,000.00

SECTION 2: SCOPE OF WORK (To be completed by school and/or CBO)

Please outline the work the CBO is expected to complete.

Recommendations:

- Be specific in detailing the nature of the CBO's work/key activities and the specific services to be provided.
- Specify the number of students served and the frequency and duration of activities and/or events.

Overview:

City Year's model is to focus on Attendance, Behavior, and Coursework support for students in third through fifth grade. To do this, City Year provides tutoring and academic achievement support in reading and mathematics through 1:1 support and small group tutoring, with a focus on Tier 2 students in grades 3-5.

City Year provides after school extended learning support opportunities focused around academic achievement and enrichment. City Year also focuses on social emotional learning support in K-5 through

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

structured recess support and through supporting small and individual SEL groups utilizing the Holistic Student Assessment as our guide".

Attendance support is provided through monthly whole school events and targeted small group check ins. When possible, City Year also promotes family engagement through running and/or participating in school family engagement activities, both during the day and in the evening. Additionally, the City Year Program Manager and Team Leader ensure the provision of high-quality direct service to students, organize scheduling of City Year programming, supervise corps members, coordinate with school partnership, and collect and report on programming data. The City Year Program Manager and Team Leader will meet regularly with corps members to monitor progress and will conduct frequent observations of programming to provide feedback and support. The Program Manager will collect and share data around attendance and focus list participation, academic achievement, and social emotional growth. The school administration and City Year Program Manager will meet weekly or bi-weekly to share data trends, analyze programming, and revise programming to meet the needs of schools. City Year will also provide a monthly update report on services to South Shore PK-8

staff in the form of a newsletter and will meet with other key stakeholders in the school to gather input and feedback.

At South Shore PK-8 elementary, City Year will contribute the following:

1. Work with a caseload of students in mathematics and literacy in grades 3-5, totaling approximately 80-96 student intervention slots total 10-12 per corps member.
2. Provides recess support to students of South Shore for all grades.
3. Provides Extended Learning opportunities for approximately 45 students in grades 3-5
4. Enhances school attendance work in K-5 through whole school and small group initiatives
5. Cultivates Social Emotional Learning in 3rd-5th grade students through small group support, totaling approximately 45-60 students.
6. City Year provides 8 AmeriCorps members, as well as 1 Team Leader and 1 Program Manager for the school.
7. The Program Manager will attend regularly scheduled Wellness meetings and staff meetings when relevant and will attend all Levy data meetings/MTSS meetings.
8. City Year will support whole school family engagement events whenever possible, including volunteering and planning support and Power Greeting.
9. City Year will report on progress in the following areas each month:
 - a. Attendance and participation of focus list students in City Year tutoring
 - b. Academic growth and progress of students in tutoring
 - c. Attendance and participation in staff PD and after school activities
 - d. Attendance and progress in Social Emotional Learning initiatives
 - e. Data from attendance initiatives and growth
10. City Year services will begin September 2, 2020

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

If school does not return to in-person format City Year can engage in distant learning in the ways listed below. Principal and Program manager will determine what the best combination of services will be once it is clear what the schedule for the 2020-2021 school year will be.

- Parent/Family and Student Engagement – City Year AmeriCorps members can call parents and families to check-in on them and connect with students to ensure they are engaged in and participating in the CMSD’s virtual learning efforts. City Year AmeriCorps members will use Google Voice phone numbers or another calling app and will pair up for these phone calls to ensure there are no 1:1, unsupervised conversations with minors.
- Whole Group/Whole Class Instructional Support – AmeriCorps members can participate in synchronous and asynchronous learning in whole “class” spaces, where teachers are leading instruction and/or creating a classroom community space. This could mean responding to and/or monitoring questions in chat or being integrated into the lesson delivery by the teacher. This could also mean being part of “office hours” that teachers have set up for students to ask questions they have about independent work they’ve been given. Where schools are creating these spaces, AmeriCorps members can work individually and as a team to offer activities for students such as leading book clubs or book read-alouds, creating a math problem of the day, setting up pen pals among schools or grade levels, or leading cooking classes. Specific examples of what Whole Group/Whole Class Instructional Support can entail include:
 - Supporting the development of a virtual community
 - create and lead warm-ups (an activity, game or event that is used to welcome students and warm up the conversation);
 - propose/lead brain breaks or transition activities (if video instruction is included);
 - write reflection questions and respond to student reflections;
 - support teacher in creating and applying positive group norms in the virtual classroom; and
 - support teacher office hours.
 - Support teacher lesson planning and delivery
 - review curricular online resources and suggest activities that will appeal to students;
 - review video tutorials from a pre-selected set of sites for students who will need extra instruction on a topic (CY has set of sites, if needed);
 - lead book read-alouds or virtual book clubs;
 - create a math problem of the day;
 - set up pen pals among schools or grade levels;
 - lead cooking classes;
 - lead physical breaks;
 - create checks for understanding for students; and

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

- select reading passage/book from school approved source and create comprehension questions;
- Small Group Engagement – Some virtual platforms, such as Zoom, allow breakout spaces within a larger meeting, and others such as Google Classroom, allow meetings of any size to occur within Google Meets. AmeriCorps members can lead small groups that support the teacher designed core instruction or provide tutoring in math and ELA. If AmeriCorps members are asked to plan for such supportive spaces, there should be teacher consultation on the plans. Specific examples of what Small Group Engagement can entail include:
 - implement teacher lesson plan in small group (rotation or center) type structure;
 - create and lead small group lessons that support teacher lessons; and
 - lead tutoring sessions for students that reinforce classroom lessons or build foundational academic concepts.
- SEL Support & Instruction – Much of the power of our corps and organization stems from a focus on relationships and community building, whether in small or whole group learning environments. AmeriCorps members can support positive, asset-based spaces for community building and connection. Specific examples of what SEL Support & Instruction can entail include:
 - lead a mindfulness or meditation exercise for students; and
 - help students create mood tracker/feelings charts to check in on how they're doing each day (over time, they can also reflect on what has changed).
- Enrichment Programming – AmeriCorps member can lead enrichment programming for students to keep them engaged and connected to their peers and school community.
- Facilitation Support – Many virtual community spaces can make it difficult to both run a lesson/meeting and manage the technical spaces. AmeriCorps members can support lesson delivery this way, including managing the chat, sharing resources, and communicating questions from the group. They could lead warm-ups and physical breaks. Specific examples of what Facilitation Support can entail include:
 - Monitor and support chat during "live" instruction; and
 - Monitor and support student questions on a board.
- Participating in School Staff Meetings and Professional Development – AmeriCorps members can join staff meetings and school-level professional development opportunities to ensure alignment and coordination with faculty and staff.
- Appreciating Teachers, Principals, and Other Staff – AmeriCorps members can also continue their teacher and school appreciation efforts during virtual learning times. This can be done through sending appreciation notes or videos to teachers, principals, and other school staff. Specific examples of what Appreciating Teachers, Principals, and Other Staff can entail include:
 - Write appreciation notes to teacher, principals, and other school staff; and
 - Create individual or team videos appreciating school staff.

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

SECTION 3: ROLES, RESPONSIBILITIES, AND RESOURCES *(To be completed by school and CBO)*

Please outline the key people and their functions.

Recommendations:

- Name all relevant school and CBO positions (e.g. Site Coordinator, Staff Members, Volunteer Coordinator, Principal, Levy Coordinator, Teachers, etc.). Provide the names, contact information, availability, and specific responsibilities for each individual. Detail the work to be performed as well as the specific contributions each person will provide.
- Specify resources provided by both organizations (e.g. curriculum, textual materials, rooms, access to photocopiers, etc.).

Requirement:

- Administrators managing contract addenda ≥ \$25,000 must complete observations of CBO program implementation. A toolkit including a basic walkthrough assessment tool will be provided to schools. Please include this requirement in table "School Roles and Responsibilities" below.

CBO Position Title <i>(Name if known)</i>	CBO Roles and Responsibilities
1.0 FTE Program Manager John Stean	<p>One 1.0 Program Manager will be at the school up to 4 days per week from approximately 8am-4pm during the academic year. The Program Manager will:</p> <ul style="list-style-type: none"> • Ensure provision of direct services to students • Organize schedules for assigned corps members • Supervised assigned corps members • Communicate and coordinate with City Year and school staff • Provide and collect all permission forms for extended learning programming from parents/ guardians • Communicate regularly with school staff • Collect and report data and frequent progress monitoring • Observe quality of programming to provide support and feedback • Attend SIT and staff meetings as needed • Participate in school and parent engagement activities • Coordinate services to begin once school referrals received • Provide monthly status report to school • Serve as liaison in communication between school and City Year team
1 Team Leader (To Be Determined)	<p>The Team leader will be at the school 4-5 days per week from approximately 7am-5pm each day during the academic year. The Team Leader will:</p> <ul style="list-style-type: none"> • Ensure provision of direct services to students • Support assigned corps members • Observe quality of programming to provide support and feedback • Communicate regularly with school staff • Participate in school and parent engagement activities • Coordinate services to begin once school referrals received • Serve as liaison in communication between school and City Year Team • Help in collecting data around programming aspects • Support corps members in direct service •

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

8 AmeriCorps members (to be determined)	<p>The team of 9 AmeriCorps members will be at the school 4-5 days per week from approximately 7am-5pm during the academic year. The AmeriCorps Members will:</p> <ul style="list-style-type: none"> • Provide direct service to an academic caseload of students in math and literacy • Support Intervention block (Acceleration) for 3rd-5th grade • Serve students in social emotional learning development through recess support and small group clubs • Provide extended learning two to three times per week after school • Create and support whole school and small group attendance initiatives • Support community engagement events • Support all school events and initiatives • Collaborate with teachers and staff to provide frequent data and feedback around student needs
---	--

School Position Title (Name if known)	School Roles and Responsibilities
Principal, Justin Hendrickson	<ul style="list-style-type: none"> • Principal Justin Hendrickson will support City Year in using and collecting appropriate student data and in communicating with staff around City Year's role in the school building. The principal will also help to monitor intervention and City Year role in the school.
Assitant Principal, Thien-An Nguyen	<ul style="list-style-type: none"> • Assistant Principal will support City Year in daily management and interactions with partner teachers and student conduct. Program Manger and AP will meet weekly.
Home School Coordinator/Levy Coordinator Kia Sanders	<ul style="list-style-type: none"> • Coordinator will support City Year by assuring focus list students are selected, monitored and supported by the City Year program and will lead Levy meetings
Interventionists in Literacy and Math Erin McIntosh Nicole Malmgren	<ul style="list-style-type: none"> • The math and literacy interventionists as well as coaches will support City Year members in the lesson planning and delivery of academic interventions. They will serve as a resource for City Year members and provide both guidance and support.

CBO Resources	School Resources
City Year will provide one full time program manager, one full time team leader, and eight AmeriCorps Members	The school will provide data and consultation referrals of students appropriate to be served by City Year, support in communication with teachers, guidance and resources around how to best support the school, and appropriate data. We will design a half day training to onboard team in the building.
City Year will provide Training and Coaching support to AmeriCorps members and added capacity support school in miscellaneous ways such as service projects or staff trainings as well as culture support during staff meetings.	School will provide Administrative support in recess and extended learning and support should conflict or urgent situations arise
City Year will provide resources supporting South Shore's Racial Equity Team and training	The school will provide supplementary training and coaching support when needed in both math and literacy.

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

	School will provide ongoing PD regarding trauma informed instruction, de-escalation techniques and conflict resolution.
--	---

SECTION 4: DELIVERABLES AND BUDGET *(To be completed by school and CBO)*

Please specify the contract payment type and then provide a description, deadline, and corresponding payment amount for the goods or services the CBO will complete or perform during the tenure of the contract.

Recommendations:

- Review your scope of work and bullet the specific deliverables the organization will complete during the tenure of the contract.
- Identify the person or role responsible for completing the action as well as the date the item is due.
- Include enrollment/service capacity of your program to ensure monthly service levels invoiced for are at appropriate amounts
- If you are using a deliverable-based payment contract, specify the amount the organization will receive upon successfully completing the item.

Contract term dates:	
Contract payment type:	<div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> Fixed-Payment Schedule <i>(payments issued in equal monthly installments, during the contract period, following service provision, and invoice approval and processing)</i> </div> <p>If Fixed-Payment, please specify monthly payment = \$13,500</p> <p>Total number of Months = 10 September - June</p> <p>\$13,500.00 – Sept 2020 \$13,500.00 – Oct 2020 \$13,500.00 – Nov 2020 \$13,500.00 – Dec 2020 \$13,500.00 – Jan 2021 \$13,500.00 – Feb 2021 \$13,500.00 – Feb 2021 \$13,500.00 – Mar 2021 \$13,500.00 – Apr 2021 \$13,500.00 – May 2021 \$13,500.00 - Jun 2021</p> <p>Total payment = \$135,000</p>

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

SUMMARY OF DELIVERABLES				
Item	Entity Responsible	Action	Due Date	DETAILED Payment Amount
Assign City Year Program Manager and Team Leader/ Corps Members	City Year	Identify and place staff at school	8/10	
School referrals of students for focus list creation	Program Manager City Year and Principal/ Assistant Principal	Collaborate to identify students for academic focus lists for City Year	10/5	
Extended Learning Programming	City Year Program Manager, Team Leader, and AmeriCorps Members	Create Extended Learning program for students 4 days per week	Tbd depending on school format	
Frequent progress monitoring of students	City Year AmeriCorps members, Program Manager, and School staff	Weekly-biweekly monitoring of students on academic focus lists	Weekly-biweekly	
Collaborative Meetings	City Year staff and school staff	Regular meetings to review data, progress monitor, and adjust for interventions	Weekly	
Program Manager	City Year	Program Manager performing duties as described above	Ongoing	
City Year AmeriCorps Members	City Year	Corps Members performing duties as described above	Ongoing	
TOTAL PAYMENT AMOUNT <i>(Should equal Total Payment Amount on pg.1)</i>				\$135,000.00

REQUIRED: CBO agrees to adopt Levy outcome/indicator targets once they are received by the school from the City of Seattle's Department of Education and Early Learning.

SECTION 5 (OPTIONAL): CBO REPORTS TO SCHOOLS *(For CBOs providing regular direct services to students)*

Please specify the quantitative and qualitative data elements the CBO must provide to the school principal. Please note the frequency of report delivery.

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

Recommendations:

- Detail any data collection/analysis efforts you expect the CBO to perform. Specify quantitative and qualitative elements as well as the frequency and in what format it must be provided to the school.
- It is important to remember that invoices for service generally include basic information on deliverables and cannot provide any identifiable student information
- The items listed should help ensure completion of deliverables and progress toward Outcome/Indicator Targets.
- Reports are not limited to the items below. Additional items can be added by the school during the contract period.

The school ___ is ___X___ is NOT requiring the CBO to report data to the school. (Mark an "x" next to "is" or "is not")

ITEM	DELIVERY DATE OR FREQUENCY	DESCRIPTION

*****This addendum is not binding without a Seattle Public Schools approved
and fully executed Personal Services Contract (PSC)*****

Principal/School Representative

(Signature): X Justin Hendrickson
Justin Hendrickson (Jun 18, 2020 12:48 PDT)

(Printed): Justin Hendrickson

(Date) Jun 18, 2020

CBO Representative

(Signature): X Lauren Treacy
Lauren Treacy (Jun 18, 2020 15:29 PDT)

(Printed): Lauren Treacy

(Date) Jun 18, 2020

(Title): Lauren Treacy

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

Note: This Addendum is intended to accompany a Seattle Public Schools Personal Service Contract (PSC) with the named organization and is required for schools purposing Families, Education, Preschool & Promise Levy funds toward services defined. Addendum is not binding without a Seattle Public Schools approved and fully executed Personal Services Contract.

Due Dates:

May 8, 2020	<ul style="list-style-type: none"> DRAFT, unsigned PSC Addendum posted to DEEL SharePoint and sent to Seattle Public Schools (Marie Guzzardo, maguzzardo@seattleschools.org)
May 29, 2020	<ul style="list-style-type: none"> FINAL, signed PSC Addendum posted to DEEL SharePoint and sent to Seattle Public Schools (Marie Guzzardo maguzzardo@seattleschools.org) CBOs must submit a copy of current W-9, Certificate of Insurance, and Washington State Business License to Seattle Public Schools (Marie Guzzardo, maguzzardo@seattleschools.org)

Contract Draft Date:	
School (Only 1 Per Addendum):	Chief Sealth International High School
Community Based Organization (CBO):	City Year
Contract Term of Agreement: (MM/DD/YYYY to MM/DD/YYYY)	<i>*Dates must be between 9/1/2020 and 6/31/2021</i>
Total Payment Amount:	\$120,000

*****ANY FUTURE CHANGE IN SERVICE, INCREASE, AND/OR DECREASE IN SERVICE COSTS
REQUIRES A CONTRACT AMENDMENT*****

SECTION 1: FUNDING SOURCE (To be completed by school)

FUND CODE (4 digit)	FUND CENTER Description	COST CENTER (10 digit)	TOTAL
1H48		SHL7927YJ0	\$120,000
Total Payment Amount:			120,000

SECTION 2: SCOPE OF WORK (To be completed by school and/or CBO)

Please outline the work the CBO is expected to complete.

Recommendations:

- Be specific in detailing the nature of the CBO's work/key activities and the specific services to be provided.
- Specify the number of students served and the frequency and duration of activities and/or events.

Overview:

City Year's In School Learning Services

City Year provides tutoring and academic achievement efforts in reading and mathematics through 1:1 and small group tutoring with a focus on students in ninth grade. City Year also provides before and after school programs for grade 9-10 students (and other grade levels as determined by the school) focused around academic achievement, social skills coaching, enrichment programs and service opportunities. City Year works closely with the school to

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

support the strengthening of family engagement by participating in school family events and promoting good attendance 9-12, with particular focus on ninth grade.

1. The focus on City Year is on supporting literacy and math for identified students in ninth grade (Approximately 6 – 12 students per Corps Member).
 2. City Year also provides before and after school academic enrichment programs for students in grades 9-10 (and other grade levels as determined by the school).
 3. The City Year Program Manager will ensure provision of direct services to students, organize schedules of City Year corps members, supervise corps members, communicate and coordinate with school staff and collect and report data. The Program Manager will attend regularly scheduled staff meetings, SIT meetings as applicable, school levy meetings and other meetings as determined by school leadership.
 4. In addition to 1 full time Program Manager, City Year will provide 7 Corps Members to work directly with students on academic achievement and 1 Team Leader (Senior Corps Member) for a total of 8 AmeriCorps Members.
 5. City Year will provide frequent progress monitoring on focus list students to include:
 - a. Attendance and participation in class and before/after school programs
 - b. Regular classroom based assessments, as available
 - c. Student performance on activities for focus students by corps members
 6. The City Year Program Manager will review the frequent progress monitoring data regularly in order to adjust instruction, support student growth, and to arrange follow-up meetings with classroom teachers, corps members and other staff working with the child and family as needed.
 7. City Year will provide monthly reports indicating:
 - a. Attendance and participation in class and before/after school programs
 - b. Family participation and involvement in school based activities that City Year organizes
 - c. Data on frequent progress monitoring of students (see above)
 8. City Year members will participate in school events and encourage family participation and involvement.
- City Year services will begin September 1, 2020

City Year's Virtual Learning Services

In support of Seattle Public Schools learning efforts as the 2020-21 school year launches, City Year AmeriCorps members can provide a variety of supports both in-person and school's virtual learning platform(s) to support schools. In addition to City Year's in-building service model, City Year can support schools' virtual learning efforts, both through a hybrid learning approach (part in-person, part virtual) or a fully virtual learning approach, in the following ways:

- Parent/Family and Student Engagement – City Year AmeriCorps members can call parents and families to check-in on them and connect with students to ensure they are engaged in and participating in the CMSD's virtual learning efforts. City Year AmeriCorps members will use Google Voice phone numbers or another calling app and will pair up for these phone calls to ensure there are no 1:1, unsupervised conversations with minors.
- Whole Group/Whole Class Instructional Support – AmeriCorps members can participate in synchronous and asynchronous learning in whole "class" spaces, where teachers are leading instruction and/or creating a classroom community space. This could mean responding to and/or monitoring questions in chat or being integrated into the lesson delivery by the teacher. This could also mean being part of "office hours" that teachers have set up for students to ask questions they have about independent work they've been given. Where schools are creating these spaces, AmeriCorps members can work individually and as a team to offer activities for students such as leading book clubs or book read-alouds, creating a math problem of the day, setting up pen pals among schools or grade levels, or leading cooking classes. Specific examples of what Whole Group/Whole Class Instructional Support can entail include:
 - Supporting the development of a virtual community

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

- create and lead warm-ups (an activity, game or event that is used to welcome students and warm up the conversation);
- propose/lead brain breaks or transition activities (if video instruction is included);
- write reflection questions and respond to student reflections;
- support teacher in creating and applying positive group norms in the virtual classroom; and
- support teacher office hours.
- Support teacher lesson planning and delivery
 - review curricular online resources and suggest activities that will appeal to students;
 - review video tutorials from a pre-selected set of sites for students who will need extra instruction on a topic (CY has set of sites, if needed);
 - lead book read-alouds or virtual book clubs;
 - create a math problem of the day;
 - set up pen pals among schools or grade levels;
 - lead cooking classes;
 - lead physical breaks;
 - create checks for understanding for students; and
 - select reading passage/book from school approved source and create comprehension questions
- Small Group Engagement – Some virtual platforms, such as Zoom, allow breakout spaces within a larger meeting, and others such as Google Classroom, allow meetings of any size to occur within Google Meets. AmeriCorps members can lead small groups that support the teacher designed core instruction or provide tutoring in math and ELA. If AmeriCorps members are asked to plan for such supportive spaces, there should be teacher consultation on the plans. Specific examples of what Small Group Engagement can entail include:
 - implement teacher lesson plan in small group (rotation or center) type structure;
 - create and lead small group lessons that support teacher lessons; and
 - lead tutoring sessions for students that reinforce classroom lessons or build foundational academic concepts.
- SEL Support & Instruction – Much of the power of our corps and organization stems from a focus on relationships and community building, whether in small or whole group learning environments. AmeriCorps members can support positive, asset-based spaces for community building and connection. Specific examples of what SEL Support & Instruction can entail include:
 - lead a mindfulness or meditation exercise for students; and
 - help students create mood tracker/feelings charts to check in on how they're doing each day (over time, they can also reflect on what has changed).
- Enrichment Programming – AmeriCorps member can lead enrichment programming for students to keep them engaged and connected to their peers and school community.
- Facilitation Support – Many virtual community spaces can make it difficult to both run a lesson/meeting and manage the technical spaces. AmeriCorps members can support lesson delivery this way, including managing the chat, sharing resources, and communicating questions from the group. They could lead warm-ups and physical breaks. Specific examples of what Facilitation Support can entail include:
 - Monitor and support chat during "live" instruction; and
 - Monitor and support student questions on a board.

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

- Participating in School Staff Meetings and Professional Development – AmeriCorps members can join staff meetings and school-level professional development opportunities to ensure alignment and coordination with faculty and staff.
- Appreciating Teachers, Principals, and Other Staff – AmeriCorps members can also continue their teacher and school appreciation efforts during virtual learning times. This can be done through sending appreciation notes or videos to teachers, principals, and other school staff. Specific examples of what Appreciating Teachers, Principals, and Other Staff can entail include:
 - Write appreciation notes to teacher, principals, and other school staff; and
 - Create individual or team videos appreciating school staff.

Seattle Public School Commitments to Support City Year's Virtual Learning Services

To enable City Year's support of school's virtual learning efforts, SPS agrees to:

1. Provide SPS email accounts to all City Year AmeriCorps members and relevant City Year staff;
2. Provide access to any virtual learning applications and technology platforms to all AmeriCorps members and relevant City Year staff; and
3. Provide parent/family phone numbers to City Year, if SPS would like AmeriCorps members to call parents/families or students to check-in on and engage with them.
4. Ideally AmeriCorps Members or at the very least Program Managers and Team Leader on each individual City Year school team have access to Schoology.

SECTION 3: ROLES, RESPONSIBILITIES, AND RESOURCES *(To be completed by school and CBO)*

Please outline the key people and their functions.

Recommendations:

- Name all relevant school and CBO positions (e.g. Site Coordinator, Staff Members, Volunteer Coordinator, Principal, Levy Coordinator, Teachers, etc.). Provide the names, contact information, availability, and specific responsibilities for each individual. Detail the work to be performed as well as the specific contributions each person will provide.
- Specify resources provided by both organizations (e.g. curriculum, textual materials, rooms, access to photocopiers, etc.).

Requirement:

- Administrators managing contract addenda ≥ \$25,000 must complete observations of CBO program implementation. A toolkit including a basic walkthrough assessment tool will be provided to schools. Please include this requirement in table "School Roles and Responsibilities" below.

CBO Position Title <i>(Name if known)</i>	CBO Roles and Responsibilities
1.0 FTE Program Manager	<p>Will be present at the school up to 4 full days per week (from approximately 8:00am – 5:00pm) during the academic school year. Will also work out of the City Year office and attend City Year Impact Meetings, site trainings and staff retreats.</p> <p>The Program Manager will:</p> <ul style="list-style-type: none"> • Ensure provision of direct services to students • Organize schedules for assigned corps members • Supervise assigned corps members • Communicate and coordinate with school staff

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

	<ul style="list-style-type: none"> • Provide and collect all FERPA and activity permission forms from parents/guardians and/or adhere to the District Data and Service Agreement • Collect and report data and frequent progress monitoring • Attend regularly scheduled staff meetings, SIT meetings as applicable and school levy meetings • Participate in trainings by school staff (in August and as determined to be necessary) in literacy and mathematics instruction and other school-wide initiatives • Provide a monthly report to the school (see section 2) • Participate in school events, such as evening family involvement activities, parent teacher conferences, etc. • Coordinate services to begin as soon as student referrals are made by the school • Provide training on effective tutoring in elementary schools, basics of behavioral management, general information on student assessments (MAP, SBA) and collaborate with the school to ensure corps members are trained as needed in other areas • Support the organizing of student transportation to and from school for afterschool activities in coordination with school staff • Coordinate family activities and outreach to promote City Year program, such as registration night, etc. • Can Spring Break Programming in collaboration with school leaders through outreach, volunteer recruitment and scheduling corps members as needed.
1.0 Team Leader	<p>The Team leader will be at the school 4-5 days per week from approximately 7am-5pm each day during the academic year. The Team Leader will:</p> <ul style="list-style-type: none"> • Ensure provision of direct services to students • Support assigned corps members • Observe quality of programming to provide support and feedback • Communicate regularly with school staff • Participate in school and parent engagement activities • Coordinate services to begin once school referrals received • Serve as liaison in communication between school and City Year Team • Help in collecting data around programming aspects • Support corps members in direct service
7 AmeriCorps Members	<p>Will be present at the school up to 5 full days per week (from approximately 7am – 5pm) during the academic school year with the exception of mandatory Learning and Development Days (generally 2 days per month) and 1 or 2 other site service days per year. The corps members will:</p> <ul style="list-style-type: none"> • Provide direct services to focus students in ninth grade in reading and math (time TBD) under the guidance and supervision of the program manager and classroom teacher • Provide before or after school academic enrichment programs for students and/or support currently running before and after school programming

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

	<p>up to four days per week (time to be determined by school staff in coordination with program manager)</p> <ul style="list-style-type: none"> • Collaborate and coordinate with classroom teachers, specialists and interventionists as needed, providing reports on frequent progress monitoring and receiving information about classroom progress • Participate, support planning and execution of school events, such as evening family involvement activities, parent teacher conferences, etc. • Each corps member will have 10-12 students (whom they will also work with in the classroom for reading and/or math) who are identified for special attendance, academic and/or behavior focus. Corps Members will work with their students a minimum of once a week for approximately 40 min. Cadence of interventions determined in collaboration with partner teacher and other school staff. • Corps members will provide support during lunch times by offering social skill coaching groups/clubs as necessary, homework completion support for focus students and providing supervision/instruction that models how to use positive behavioral language • Corps Members can support Spring Break programming as determined by school leadership and program manager.
--	--

School Position Title (Name if known)	School Roles and Responsibilities
Principal Aida Fraser-Hammer and Assistant Principal	<ul style="list-style-type: none"> • Ensure there is access to physical space (a City Year room), necessary materials, copiers, phone and computers <ul style="list-style-type: none"> • Support City Year in assuring that focus students are selected, monitored and supported by the City Year program and that access to students occurs with regular frequency (focus list students chosen by Oct) • Communicate with program manager about school family events • Meet with program manager regularly (at least 2x/month) • Complete quarterly walkthrough and observation of City Year Corps members and interventions
Levy Coordinator	<ul style="list-style-type: none"> • Will coordinate meetings between the City Year Program Manager and school staff • Facilitate data sharing for focus students between corps members, site director and schools staff by creating systems in which to track and compile data
Literacy and Math Interventionists	<ul style="list-style-type: none"> • Will work to support and train program manager and corps members in math and ELA programs/strategies used • Will collaborate with classroom teachers and corps members to develop assessments to monitor progress on a weekly basis • If applicable will coordinate with partner teachers and program manager to determine academic focus list students for corps members

CBO Resources	School Resources
City Year will provide 1 Program Manager and 7 Corps Members and 1 Team Leader (Senior Corps Member)	School will provide space for Program Manager/City Year office

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

City Year will provide training to Program Manager and corps members throughout the year	School will provide spaces for before/after school activities and needed
	School will provide teacher referrals based on academic needs (MAP scores, SBA scores, Fountas and Pinnell Reading Scores, classroom based assessments, etc.) attendance needs (tardies & absences), willing participation of student/family and student ability to participate in safely in small group learning activities
	School will provide access to materials as needed by the program manager (phone, computer, access to copier, etc)
	Classroom teachers and/or interventionists will provide instructional materials and programs and assessments
	Levy coordinator will collaborate with all parties to create systems to track/monitor student progress
	School will monitor academic and attendance progress and recommend possible mid-course corrections

SECTION 4: DELIVERABLES AND BUDGET *(To be completed by school and CBO)*

Please specify the contract payment type and then provide a description, deadline, and corresponding payment amount for the goods or services the CBO will complete or perform during the tenure of the contract.

Recommendations:

- Review your scope of work and bullet the specific deliverables the organization will complete during the tenure of the contract.
- Identify the person or role responsible for completing the action as well as the date the item is due.
- Include enrollment/service capacity of your program to ensure monthly service levels invoiced for are at appropriate amounts
- If you are using a deliverable-based payment contract, specify the amount the organization will receive upon successfully completing the item.

Contract term dates:	Start Date: End Date:
Contract payment type:	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input type="checkbox"/> Fixed-Payment Schedule <i>(payments issued in equal monthly installments, during the contract period, following service provision, and invoice approval and processing)</i> </div> <div style="width: 35%;"> Monthly payment amount: SEPT = \$ <u>12,000</u> OCT = \$ <u>12,000</u> NOV = \$ <u>12,000</u> DEC = \$ <u>12,000</u> JAN = \$ <u>12,000</u> FEB = \$ <u>12,000</u> </div> </div>

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

		MAR = \$ <u>12,000</u> APR = \$ <u>12,000</u> MAY = \$ <u>12,000</u> JUN = \$ <u>12,000</u> JUL = \$ _____ AUG = \$ _____ Grand Total = \$ <u>120,000</u>
		Total number of months: <u>10</u> months
<input type="checkbox"/> Fee-for-Service (payment issued upon completion of pre-determined services/deliverables) \$: _____		

SUMMARY OF DELIVERABLES				
Item	Entity Responsible	Action	Due Date	DETAILED Payment Amount
Assign City Year Program Manager and Team Leader/ Corps Members	City Year	Identify and place staff at school	8/1	
School referrals of students for focus list creation	Program Manager City Year and Principal/ Assistant Principal	Collaborate to identify students for academic focus lists for City Year	10/12	
Extended Learning Programming	City Year Program Manager, Team Leader, and AmeriCorps Members	Create Extended Learning program for students 2-3 days per week	10/23	
Frequent progress monitoring of students	City Year AmeriCorps members, Program Manager, and School staff	Weekly-biweekly monitoring of students on academic focus lists	Weekly-biweekly	
Monthly Progress Reports	City Year	Monthly reports on data of interventions and programming	Monthly	
Collaborative Meetings	City Year staff and school staff	Regular meetings to review data, progress monitor, and make adjustments for interventions	Ongoing	

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

Program Manager	City Year	Program Manager performing duties as described above	Ongoing	
City Year AmeriCorps Members	City Year	Corps Members performing duties as described above	Ongoing	
TOTAL PAYMENT AMOUNT <i>(Should equal Total Payment Amount on pg.1)</i>				120,000

REQUIRED: CBO agrees to adopt Levy outcome/indicator targets once they are received by the school from the City of Seattle's Department of Education and Early Learning.

SECTION 5 (OPTIONAL): CBO REPORTS TO SCHOOLS *(For CBOs providing regular direct services to students)*

Please specify the quantitative and qualitative data elements the CBO must provide to the school principal. Please note the frequency of report delivery.

Recommendations:

- Detail any data collection/analysis efforts you expect the CBO to perform. Specify quantitative and qualitative elements as well as the frequency and in what format it must be provided to the school.
- It is important to remember that invoices for service generally include basic information on deliverables and cannot provide any identifiable student information
- The items listed should help ensure completion of deliverables and progress toward Outcome/Indicator Targets.
- Reports are not limited to the items below. Additional items can be added by the school during the contract period.

The school ____ is ____ is **NOT** requiring the CBO to report data to the school. *(Mark an "x" next to "is" or "is not")*

ITEM	DELIVERY DATE OR FREQUENCY	DESCRIPTION
1	Pre & post assessment	Reading: % of 9 th grade students meeting standard in ELA/Literacy on SBA.
2	Pre & post assessment	Math: % of 9 th grade students meeting standard in Math on SBA.
3	Ongoing, end of year	Attendance: Increase % of students in 9-10 grades with fewer than 5 absences (excused or unexcused) in first and second semester.
4	Ongoing, end of year	SEL: Increase % of students receiving SEL support.
5	Ongoing, end of year	Family and student involvement: Increase % of students and families participating in school events and activities.
6	Monthly	Data Management: Increase frequency and substantiation of data for review.

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

--	--	--

Additionally, City Year needs access to start of year ELA assessment (by October 12) and end of year ELA assessment scores (by June 18) for every ELA academic focus list student. City Year needs access to start of year MAP (by October 12) and end of year MAP scores (by June 18) for every math focus list student. This supports AmeriCorps requirements around student focus list creation and student outcomes. City will also implement the Holistic Student Assessment to support corps members in their socioemotional support for their focus list students. This is a student self-report survey that will be administered to students 3x/year.

*****This addendum is not binding without a Seattle Public Schools approved
and fully executed Personal Services Contract (PSC)*****

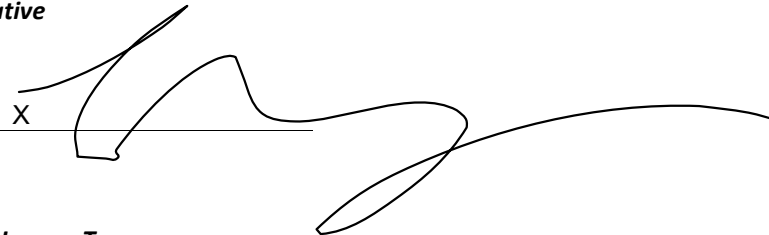
Principal/School Representative

(Signature): 

(Printed): Aida Fraser-Hammer

(Date) 5/28/2020

CBO Representative

(Signature): 

(Printed): Lauren Treacy

(Date) 5/29/2020

(Title): Managing Director of Impact

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

Note: This Addendum is intended to accompany a Seattle Public Schools Personal Service Contract (PSC) with the named organization and is required for schools purposing Families, Education, Preschool & Promise Levy funds toward services defined. Addendum is not binding without a Seattle Public Schools approved and fully executed Personal Services Contract.

Due Dates:

May 8, 2020	<ul style="list-style-type: none"> DRAFT, unsigned PSC Addendum posted to DEEL SharePoint and sent to Seattle Public Schools (Marie Guzzardo, maguzzardo@seattleschools.org)
May 29, 2020	<ul style="list-style-type: none"> FINAL, signed PSC Addendum posted to DEEL SharePoint and sent to Seattle Public Schools (Marie Guzzardo maguzzardo@seattleschools.org) CBOs must submit a copy of current W-9, Certificate of Insurance, and Washington State Business License to Seattle Public Schools (Marie Guzzardo, maguzzardo@seattleschools.org)

Contract Draft Date:	9/4/2020 6/8/2020
School (Only 1 Per Addendum):	Wing Luke Elementary
Community Based Organization (CBO):	City Year
Contract Term of Agreement: (MM/DD/YYYY to MM/DD/YYYY)	Sept. 4, 2020 - June 30, 2021 <small>*Dates must be between 9/1/2020 and 8/31/2021</small>
Total Payment Amount:	120,000

*****ANY FUTURE CHANGE IN SERVICE, INCREASE, AND/OR DECREASE IN SERVICE COSTS
REQUIRES A CONTRACT AMENDMENT*****

SECTION 1: FUNDING SOURCE (To be completed by school)

FUND CODE (4 digit)	FUND CENTER Description	COST CENTER (10 digit)	TOTAL
1AA6	Levy Performance	WLL7923A60	19,000
1L74	Levy Baseline	WLL7923EJO	101,000
Total Payment Amount:			120,000

SECTION 2: SCOPE OF WORK (To be completed by school and/or CBO)

Please outline the work the CBO is expected to complete.

Recommendations:

- Be specific in detailing the nature of the CBO's work/key activities and the specific services to be provided.
- Specify the number of students served and the frequency and duration of activities and/or events.

Overview:

City Year's model is to focus on Attendance, Behavior, and Coursework support for students in third through fifth grade. To do this, City Year provides tutoring and academic achievement support in reading and mathematics through 1:1 support and small group tutoring, with a focus on Tier 2 students in grades 3-5. City Year also provides after school extended learning support opportunities focused around academic achievement and enrichment. City Year also focuses on social emotional learning support in K-5 through

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

structured PlayWorks recess support and in 3rd-5th grade via targeted SEL small groups through the DESSA program. Attendance support is also provided through monthly whole school events and targeted small group check ins. When possible, City Year also promotes family engagement through running and/or participating in school family engagement activities. Additionally, the City Year Program Manager and Team Leader ensure the provision of high-quality direct service to students, organize scheduling of City Year programming, supervise corps members, coordinate with school partnership, and collect and report on programming data. The City Year Program Manager and Team Leader will meet regularly with corps members to monitor progress and will conduct frequent observations of programming to provide feedback and support. The Program Manager will collect and share data around attendance and focus list participation, academic achievement, and social emotional growth. The school administration and City Year Program Manager will meet weekly or bi-weekly to share data trends, analyze programming, and revise programming to meet the needs of schools. City Year will also provide a monthly update report on services to Wing Luke staff in the form of a newsletter and will meet with other key stakeholders in the school to gather input and feedback.

At Wing Luke elementary, City Year will:

1. Provide 7 AmeriCorps members, as well as 1 Team Leader and 1 Program Manager for the 2020-21 school year.
2. Work with a caseload of students in mathematics and literacy in grades 3-5, totaling approximately 10 students per corps member, or 80 student intervention slots total. ACMs will administer LLI in the ELA space and a TBD math curriculum.
3. Provide recess support to students through Playworks for all grades.
4. In collaboration with Wing Luke, provide Extended Learning Opportunities for approximately students in grades K-5 (total capacity TBD)
5. Enhance school attendance work in K-5 through whole school and small group initiatives
6. Cultivate Social Emotional Learning in 3rd-5th grade students through small group support, totaling approximately 48 students. ACMs will administer DESSA and provide check in/check out for a small group of students.
7. Support whole school family engagement events whenever possible, including volunteering and planning support, positive phone calls home, and Power greeting.
8. City Year Program Manager will attend regularly scheduled SIT, MTSS and BLT meetings and staff meetings when relevant, and will attend all Levy data meetings.
9. City Year will report on progress in the following areas each month:
 - a. Attendance and participation of focus list students in City Year tutoring
 - b. Academic growth and progress of students in tutoring
 - c. Attendance and participation in Playworks and after school
 - d. Attendance and progress in Social Emotional Learning initiatives
 - e. Data from attendance initiatives and growth
10. COVID-19 Adjustment: If Covid-19 mitigation strategies require City Year plans to be interrupted, City Year will work with Wing Luke to make adjustments to student services. These may include small group reading/math instruction, 1:1 tutoring of Tier 1 assignments/content by phone or in an online environment, modifications to number and /or focus students served etc. As in regular scenarios, City Year will only charge Wing Luke for hours approved and completed.
11. City Year services will begin September 5, 2020

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

SECTION 3: ROLES, RESPONSIBILITIES, AND RESOURCES *(To be completed by school and CBO)*

Please outline the key people and their functions.

Recommendations:

- Name all relevant school and CBO positions (e.g. Site Coordinator, Staff Members, Volunteer Coordinator, Principal, Levy Coordinator, Teachers, etc.). Provide the names, contact information, availability, and specific responsibilities for each individual. Detail the work to be performed as well as the specific contributions each person will provide.
- Specify resources provided by both organizations (e.g. curriculum, textual materials, rooms, access to photocopiers, etc.).

Requirement:

- Administrators managing contract addenda \geq \$25,000 must complete observations of CBO program implementation. A toolkit including a basic walkthrough assessment tool will be provided to schools. Please include this requirement in table "School Roles and Responsibilities" below.

CBO Position Title <i>(Name if known)</i>	CBO Roles and Responsibilities
1.0 FTE Program Manager, TBD	<p>Program Manager will be at the school up to 4 days per week from approximately 8am-4pm during the academic year. The Program Manager will:</p> <ul style="list-style-type: none"> • Ensure provision of direct services to students • Organize schedules for assigned corps members • Supervised assigned corps members • Communicate and coordinate with City Year and school staff • Provide and collect all permission forms for extended learning programming from parents/ guardians • Communicate regularly with school staff • Collect and report data and frequent progress monitoring • Observe quality of programming to provide support and feedback • Attend SIT and staff meetings as needed • Participate in school and parent engagement activities • Coordinate services to begin once school referrals received • Provide monthly status report to school • Serve as liaison in communication between school and City Year team
1.0 FTE Team Leader (To Be Determined)	<p>The Team leader will be at the school 4-5 days per week from approximately 7am-5pm each day during the academic year. The Team Leader will:</p> <ul style="list-style-type: none"> • Ensure provision of direct services to students • Support assigned corps members • Observe quality of programming to provide support and feedback • Communicate regularly with school staff • Participate in school and parent engagement activities • Coordinate services to begin once school referrals received • Serve as liaison in communication between school and City Year Team • Help in collecting data around programming aspects • Support corps members in direct service
7 AmeriCorps members (to be determined)	<p>The team of 7 AmeriCorps members will be at the school 4-5 days per week from approximately 7am-5pm during the academic year. The AmeriCorps Members will:</p> <ul style="list-style-type: none"> • Provide direct service to an academic caseload of students in math and literacy • Serve students in social emotional learning development through recess support and small group clubs

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

	<ul style="list-style-type: none"> • Provide extended learning two to three times per week after school • Create and support whole school and small group attendance initiatives • Support community engagement events • Support all school events and initiatives <p>Collaborate with teachers and staff to provide frequent data and feedback around student needs</p>
--	--

School Position Title <i>(Name if known)</i>	School Roles and Responsibilities
Assistant Principal/ Levy Coordinator,	<ul style="list-style-type: none"> • Wing Luke Assistant Principal and Levy Coordinator Jeff Case will support City Year in assuring focus list students are selected, monitored and supported by the City Year program and will lead monthly Levy meetings
Principal	<ul style="list-style-type: none"> • Principal Carol Mendoza will support City Year in using and collecting appropriate student data and in communicating with staff around City Year's role in the school building. The principal will also help to monitor effective practices and progress.
Interventionists in Literacy and Math	<ul style="list-style-type: none"> • The math and literacy interventionists (Sarah Brown, Cat Bailey and Amy Merrill) will support AmeriCorps members in the lesson planning and delivery of academic interventions. They will serve as a resource for AmeriCorps members and provide both guidance and support.

CBO Resources	School Resources
City Year will provide one full time program manager, one full time team leader, and six AmeriCorps Members	The school will provide data and consultation referrals of students appropriate to be served by City Year, support in communication with teachers, guidance and resources around how to best support the school, and appropriate data.
City Year will provide Training and Coaching support to AmeriCorps members and added capacity support school in miscellaneous ways such as service projects or staff trainings	School will provide Administrative support in recess and extended learning and support should conflict or urgent situations arise
City Year will provide curriculum for literacy (LLI) for AmeriCorps members to use in their reading interventions.	The school will provide supplementary training and coaching support when needed

SECTION 4: DELIVERABLES AND BUDGET *(To be completed by school and CBO)*

Please specify the contract payment type and then provide a description, deadline, and corresponding payment amount for the goods or services the CBO will complete or perform during the tenure of the contract.

Recommendations:

- Review your scope of work and bullet the specific deliverables the organization will complete during the tenure of the contract.
- Identify the person or role responsible for completing the action as well as the date the item is due.

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

- Include enrollment/service capacity of your program to ensure monthly service levels invoiced for are at appropriate amounts
- If you are using a deliverable-based payment contract, specify the amount the organization will receive upon successfully completing the item.

Contract term dates:	Start Date: Sept 4 th 2020 End Date: June 2021	
Contract payment type:	<input checked="" type="checkbox"/> Fixed-Payment Schedule <i>(payments issued in equal monthly installments, during the contract period, following service provision, and invoice approval and processing)</i>	Monthly payment amount: SEPT = \$ 12,000 OCT = \$ 12,000 NOV = \$ 12,000 DEC = \$ 12,000 JAN = \$ 12,000 FEB = \$ 12,000 MAR = \$ 12,000 APR = \$ 12,000 MAY = \$ 12,000 JUN = \$ 12,000 JUL = \$ AUG = \$ Grand Total = \$ 120,000
		Total number of months: 10 months
	<input type="checkbox"/> Fee-for-Service <i>(payment issued upon completion of pre-determined services/deliverables) \$:</i>	

SUMMARY OF DELIVERABLES				
Item	Entity Responsible	Action	Due Date	DETAILED Payment Amount
TOTAL PAYMENT AMOUNT (Should equal Total Payment Amount on pg.1)				

City of Seattle
Families, Education, Preschool & Promise Levy
Personal Services Contract Addendum School Year 2020-21

REQUIRED: CBO agrees to adopt Levy outcome/indicator targets once they are received by the school from the City of Seattle's Department of Education and Early Learning.

SECTION 5 (OPTIONAL): CBO REPORTS TO SCHOOLS *(For CBOs providing regular direct services to students)*

Please specify the quantitative and qualitative data elements the CBO must provide to the school principal. Please note the frequency of report delivery.

Recommendations:

- Detail any data collection/analysis efforts you expect the CBO to perform. Specify quantitative and qualitative elements as well as the frequency and in what format it must be provided to the school.
- It is important to remember that invoices for service generally include basic information on deliverables and cannot provide any identifiable student information
- The items listed should help ensure completion of deliverables and progress toward Outcome/Indicator Targets.
- Reports are not limited to the items below. Additional items can be added by the school during the contract period.

The school ____ is ____ is NOT requiring the CBO to report data to the school. (Mark an "x" next to "is" or "is not")

ITEM	DELIVERY DATE OR FREQUENCY	DESCRIPTION
1	3 times per year	MAP Math
2	Monthly	Attendance @afterschool
3	2 times per year	F/P and MAP analysis
4	6 times per year	SEL DESSA

*****This addendum is not binding without a Seattle Public Schools approved
and fully executed Personal Services Contract (PSC)*****

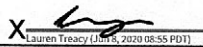
Principal/School Representative

(Signature): X 

(Printed): Carol Mendoza

(Date) 05-28-20

CBO Representative

(Signature): X 
Lauren Treacy (JUNE 8, 2020 08:55 PDT)

(Printed): Lauren Treacy

(Date) 6/8/2020

Superintendent's Office

"Every student achieving, everyone accountable."



"CONTRACTS"

This form is to be used for contracts, MOU's, and grants above \$75,000. Contracts below \$75,000 may be signed by the Purchasing or Accounting Manager. An original of the document to be approved must be attached to this form. If the contract requires Board approval, a copy of the approved Board Action Report must be included.

TO: Superintendent (for approvals over \$100,000)
Assistant Superintendent for Business and Finance (for approvals up to \$100,000)

FROM: Jennifer Chamberlin **DATE:** 09/29/2020 **PHONE:** (206) 252-0518
Initiator

SUBJECT: Request for Approval for: City Year - Institutional Service DSA 20-21

The subject and attached material have been reviewed with the appropriate staff members as indicated by the signatures below. All policies and legal requirements have been followed. If the material meets your approval, please sign and return to my office. The page(s) requiring your signature have been tagged.

Attachment(s) Institutional Service Data Sharing Agreement

Related policy or RCW(s)

Initiator/Staff member Jennifer A. Chamberlin Digitally signed by Jennifer A. Chamberlin
Date: 2020.09.29 15:15:59 -0700 (206) 252-0518 9/29/2020
Signature Phone Date

ROUTE APPROVAL:

(1) Manager/Principal	Date	Bush, James M <small>Digitally signed by Bush, James M Date: 2020.09.30 08:56:45 -0700</small>	9/30/2020
(2) Director	Date		
(3) Facilities Finance (Capital only)	Date	(4) Procurement	Date
Roxane O'Connor <small>Digitally signed by Roxane O'Connor Date: 2020.09.29 15:22:27 -0700</small>	9/29/2020		
(5) Legal	Date	(6) GC/Asst. Supt. Op. or TL (as appropriate)	Date
		Anna Cruz <small>Digitally signed by Anna Cruz Date: 2020.09.30 08:46:49 -0700</small>	9/30/2020
(7) Accounting (for encumbrance)	Date	(8) Technology Services	Date

APPROVAL (PRELIMINARY) APPROVAL FOR CONTRACTS OVER \$250,000:

\$75,000 to \$100,000	Asst. Supt. for Bus. and Finance or Exec. Dir. Finance	Date
\$100,000 to \$250,000	Assistant Supt. for Business and Finance	Date
	Superintendent	Date

FINAL APPROVAL FOR CONTRACTS OVER \$250,000 (Initiator is responsible for providing a copy of the approved Board Action Report to Accounting.)

Board Action approval date:

Signers should return this form and attachments to Accounting. Accounting is responsible for routing.

COMMUNITY BASED ORGANIZATION
DATA SHARING AGREEMENT BETWEEN
SEATTLE SCHOOL DISTRICT NO. 1 AND
City Year

We encourage all partners requesting a Data Sharing Agreement to formalize their partnership with Seattle Public Schools by completing a Memorandum of Understanding/Agreement (MOU/A), Personal Services Contract (PSC) or other formal contract. Please include your reference number here if applicable:

Contract #: _____

Superintendent Procedure 4265SP requires an inventory of partnerships for a district-wide database. To assist in the maintenance of this inventory, please list the school(s) your organization is currently serving: Aki Kurose MS, Chief Sealth HS, Concord International ES, Denny International MS, Highland Park ES, Martin Luther King Jr ES, Rising Star ES, Roxhill ES, South Shore K-8, Wing Luke ES.

This Data Sharing Agreement (“DSA”) is entered into between Seattle School District No. 1, a Washington municipal corporation (“District”) and City Year (“Requestor”), a community based organization that provides academic and enrichment services to District students. This contract has the following overriding goals:

1. Preserving the anonymity of student identities, including assurance that identifiable student data is not released to third parties;
2. Enhancing the ability of the District and the Requestor to improve academic achievement for District students by allowing access to individual student records consistent with the requirements of the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232g; and
3. Accurately measuring the District and the Requestor’s progress toward improving student outcomes and indicators, and meeting set targets and other goals.

NOW, THEREFORE, THE DISTRICT AND City Year AGREE AS FOLLOWS:

I. OBLIGATIONS OF REQUESTOR

The Requestor, representing all members of the organization, shall ensure the confidentiality of student data through the following methods:

- a. The Requestor’s data custodian(s) designated in Section I(l) shall complete the District’s Data Stewardship Training annually.
- b. The Requestor shall provide the District with a list of students enrolled in the program and their student ID numbers and update the list of enrolled students on a monthly basis to remove students who cease participating in the program.

c. The Requestor shall strictly comply with all state and federal laws that apply to the use and release of the data, including but not limited to FERPA and its regulations, set forth at 34 C.F.R. § Part 99. When necessary to comply with FERPA, the Requestor shall procure the consent of parents or eligible students to the release and use of the data, and shall maintain and make written proof of parent or student consent available to the District.

1. The District has granted the following programs the Institutional Service

Designation:

i. City Year

ii.

2. The following programs must submit consent forms to access student data:

i.

ii.

d. The Requestor shall comply with the re-disclosure limitations set forth in FERPA, including 34 C.F.R. § Part 99.33.

e. The Requestor shall restrict access to the data only to (i) the person or persons who provide direct services to District students; or (ii) the person or persons within the Requestor's organization who have been tasked with analyzing the data; and make those persons aware of, and agree to abide by, the terms set forth in this DSA.

f. The Requestor shall not release or otherwise reveal, directly or indirectly, the data to any individual, agency, entity, or third party not included in this DSA, unless such disclosure is required by law or court order.

g. The Requestor shall not distribute, reprint, alter, sell, assign, edit, modify or create derivative works or any ancillary materials from or with the data, other than publications permitted under Sections I(m) and I(n).

h. The Requestor shall not use data shared under this DSA for any purpose other than the goals outlined in this DSA. Nothing in the DSA shall be construed to authorize Requestor to have access to additional data from the District that is not included in the scope of the DSA (or addenda). Requestor understands that the DSA does not convey ownership of the data to Requestor.

i. The Requestor shall take reasonable security precautions and protections to ensure that persons not authorized to view the data do not gain access to the data. Reasonable security precautions and protections include, but are not limited to:

1. Creating, distributing, and implementing data governance policies and procedures which protect District data through appropriate administrative, technical, and physical security safeguards, and outline staff responsibilities for maintaining data security;
2. Encrypting all District data carried on mobile computers/devices;
3. Encrypting District data before it is transmitted electronically;

4. Requiring that users be uniquely identified and authenticated before accessing District data;
 5. Establish and enforce well-defined data privilege rights which restrict users' access to the data necessary for them to perform their job functions;
 6. Ensuring that all staff accessing District data sign an affidavit of nondisclosure, attached as Exhibit A, and maintain copies of signed affidavits;
 7. Securing access to any physical areas/electronic devices where sensitive data are stored;
 8. Installing a firewall to permit or deny network transmissions based upon a set of rules;
 9. Installing anti-virus software to protect the network.
- j. The Requestor shall report all known or suspected breaches of District data, in any format, to the District's Data Reporting team datareporting@seattleschools.org immediately, but no later than twenty-four hours. As soon as possible, but no later than two business days, a report will also need to be delivered that shall include (1) the name, job title, and contact information of the person reporting the incident; (2) the name, job title, and contact information of the person who discovered the incident; (3) date and time the incident was discovered; (4) nature of the incident (e.g., system level electronic breach, an electronic breach of one computer or device, or a breach of hard copies of records; (5) a description of the information lost or compromised; (6) name of electronic system and possible interconnectivity with other systems; (7) storage medium from which information was lost or compromised; (8) controls in place to prevent unauthorized use of the lost or compromised information; (9) number of individuals potentially affected; and (10) whether law enforcement was contacted.
- k. The Requestor shall securely and permanently destroy the data, and any and all hard and soft (electronic) copies thereof, upon the termination of this DSA. Requestor agrees to require all employees, contractors, or agents of any kind using the District data to comply with this provision. Requestor agrees to document the methods used to destroy the data, and upon request, provide certification to the District that the data has been destroyed.
- l. For purposes of this DSA and ensuring Requestor's compliance with the terms of this DSA and all application of state and Federal laws, Requestor designates Carol Camilleri (or an alternative designee specified in writing) the temporary custodian of the data that the District shares with the Requestor. The District will release all data and information under this DSA to said named temporary custodian. Carol Camilleri shall be responsible for transmitting all data requests and maintaining a log or other record of all data requested and received pursuant to the DSA, including confirmation of the return or destruction of data as described below. The District or its agents may, upon request, review the records the Requestor is required to keep under this DSA. The District designates its Partnership Data and Systems Manager (or an alternative designee specified in writing) as its liaison for all communications with the Requestor regarding this DSA.
- m. The Requestor has the right consistent with scientific standards, to present, publish, or use student results it has gained in the course of its analysis, but only if the publication, presentation, or use does not include personally identifiable information of parents, students, or teachers, and is outside the bounds of a research study. Should the Requestor use or collect data for the purpose of conducting a research study, Requestor will separately submit an External Research Request. To determine whether data use/collection

constitutes a research study, Requestor shall reference the Research Guidelines (www.seattleschools.org/REA) from the Seattle Public Schools Research & Evaluation office.

n. Should the Requestor present, publish, or use student results it has gained in the course of its analysis under Section I(m), Requestor shall adhere to the following terms:

1. The Requestor shall not publish, present, or use reports that include a cell size of less than 10. Reports must mask these cells so that the results are not revealed.
2. Publications and reports of data and information shared, including preliminary descriptions and draft reports, shall involve only aggregate data and no personally identifiable information or other information that could lead to the identification of any student, parent, or teacher.
3. No less than 15 business days prior to public disclosure of its data analysis, Requestor will provide the District a manuscript or other draft of the proposed public disclosure. Within 15 business days following receipt thereof, the District will notify Requestor in writing if the proposed disclosure contains any confidential information and specify the portions of the proposed disclosure requiring redaction.
4. The Requestor shall provide the District, free of charge and within thirty (30) days, a copy of any report that is generated using the data.
5. Reports or articles based on data obtained from Seattle Public Schools under this DSA must include the following acknowledgment: This report/article was made possible, in part, by the support of Seattle Public Schools. Opinions contained in this report/article reflect those of the author and do not necessarily reflect those of Seattle Public Schools. The District must be cited as the source of the data in all tables, reports, presentations, and papers.

o. The Requestor acknowledges that any violation of this DSA and/or the provisions of FERPA or accompanying regulations related to the nondisclosure of protected student information constitutes just cause for the District to immediately terminate this DSA.

p. To seek access to the District's Tableau dashboard, Student-at-a-Glance, Requestor will complete the Contractor Network Account Request Form to ensure creation of the necessary security credentials to use that dashboard.

II. OBLIGATIONS OF DISTRICT

During the term of this DSA, the District shall:

- a. Prepare and deliver student demographic and academic data as defined in Appendix A
- Data File Description.
- b. Provide Data Stewardship training for data custodian.

III. PAYMENT

No payments will be made under this agreement by either party.

IV. INDEMNIFICATION

- a. City Year agrees that to the fullest extent permitted by law, City Year will hold harmless, defend, and indemnify the District, its agents, employees and board members from any liability, cost or expense, including without limitation penalties, losses, damages, attorneys' fees, taxes, expenses of litigation, judgments, liens, and encumbrances, to the extent arising out of or resulting from any act or omission by City Year under this DSA. The terms of this section shall survive termination of this DSA.

The District agrees that to the fullest extent permitted by law, the District will hold harmless, defend, and indemnify the City Year, its agents, employees, and board members from any liability, cost or expense, including without limitation penalties, losses, damages, attorneys' fees, taxes, expenses of litigation, judgments, suits, liens, and encumbrances, to the extent arising out of or resulting from any act or omission by District under this DSA. The terms of this section shall survive termination of this DSA.

V. NOTICES

All notices contemplated or required under this DSA shall be in writing and delivered by hand or U.S. Mail as follows:

To the District:	Executive Director, Technology Services and Chief Legal Counsel Department of Technology Seattle Public Schools PO Box 34165, MS 21-350 Seattle, WA 98124-1165	Office of General Counsel Seattle Public Schools PO Box 34165 MS 32-151 Seattle, WA 98124-1165
		and Partnership Data and Systems Manager Seattle Public Schools PO Box 34165, MS 33-160 Seattle, WA 98124-1165

To the [name of agency and address]:	<u>City Year</u> <u>2203 23rd Avenue South, Suite 101</u> <u>Seattle, WA 98144</u>
Data custodian name:	<u>Carol Camilleri</u>
Data custodian email:	<u>ccamilleri@cityyear.org</u>

VI. TERM

This DSA will allow for the District to provide the Requestor with student demographic and academic data, as defined in Appendix A, for the 2020-2021 school year and historical academic data on records with the

District. The DSA shall become effective on the date when the last party to sign has executed this DSA and shall remain in effect until December 31, 2021, unless terminated under the terms of Paragraph VII below.

VII. TERMINATION

The District may terminate this DSA, with 30 days written notice to City Year, at any time, for any reason. In addition, District may terminate this DSA at any time if it determines such action is necessary for the health, safety or education of students or staff. City Year may terminate this DSA, with 90 days written notice to the District, at any time, for any reason.

VIII. MISCELLANEOUS PROVISIONS

- a. Entire Agreement. This DSA constitutes the entire agreement between the parties, and supersedes all prior oral or written agreements, commitments, or understandings concerning the matters provided herein.
- b. Amendment. Modifications to this DSA must be in writing and be signed by each party.
- c. Governing Law. The terms of this DSA shall be interpreted according to and enforced under the laws of the State of Washington. The parties agree that any judicial proceedings filed by the parties regarding this DSA will take place in Seattle, Washington.
- d. Severability. If any provision of this DSA is held invalid or unenforceable, the remainder of the DSA will not be affected, but continue in full force.
- e. Assignment. Neither party shall assign its rights or responsibilities under this DSA, unless it receives written permission from the other party.
- f. Non-Waiver. Any express waiver or failure to exercise promptly any right under this DSA will not create a continuing waiver or any expectation of non- enforcement.
- g. Counterparts. The parties agree that this DSA may be executed in one or more counterparts, each of which shall constitute an enforceable original of the DSA, and that facsimile signatures shall be as effective and binding as original signatures.
- h. Debarment. Requestor, by executing this contract, warrants that it is not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions (defined as not being eligible to receive federal funds) by any local, state or federal department or agency. Requestor agrees to be bound by the terms of School Board Policy No. 6973, which provides additional requirements applicable to debarment of contractors from receiving future contracts with SPS.
- i. Cooperation with District Auditor and State Auditor: Requestor agrees to provide reasonable cooperation with any inquiry by either the district or State Auditor relating to the performance of this contract. The District has the right to annually audit records of the Requestor relating to performance under this contract. Failure to cooperate may be cause for debarment from award of future contracts.

By signing below, each signatory represents that it has the authority to execute this DSA.

SEATTLE SCHOOL DISTRICT NO. 1

Bush, James M Digitally signed by Bush, James M
Date: 2020.09.30 08:57:24 -07'00'

Signature

James Bush

Printed Name

SCP Director

Title

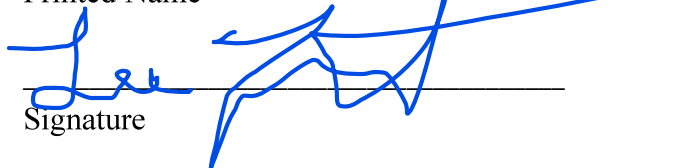
9/30/2020

Date

City Year

Lee Lambert

Printed Name



Signature

Executive Director

Title

9/29/20

Date

APPENDIX A: DATA FILE DESCRIPTION

Files will be sent through a secure server automatically, once the student ID list is submitted and data sharing agreement is signed by both parties.

Category	Item
Demographics	Student ID SSID Last Name First Name Current School Current Grade DOB Gender Race/Ethnicity ELL Status SPED Status 504 Status Advanced Learning Status Primary Language Home Language Living With Status Phone Number Projected Grad Year On Track for High School Graduation
Grade Mark History	Course Term Course Code Course Title Course Subject Group Course Subject Teacher Name(s) Period Course Start Date Course End Date Coursework Status Mark Type Mark Term Mark Credits Attempted Credits Earned

Category	Item
State Assessment History	Test Season Test Grade Subject Area State Test Name Test Attempt Score Level Code Met Standard
District Assessment History - MAP	Test Season Test Grade Subject Area Test Name RIT Score Percentile Rank Met Typical Growth, Fall to Fall Met Typical Growth, Spring to Spring Met Typical Growth, Fall to Spring
Daily Attendance History	Attendance Date % Day Absent % Day Unexcused Day Tardy Count Month Semester, Quarter, Trimester
Period Absence History	Absence Date Absence Period Absence Type Course Absent Excused Type Absence Reason
Discipline Action History	Incident Date Discipline Action Discipline Action Description Incident ID
Enrollment History	Enrollment Start and End Date Enrollment Status Description and Code Attendance Days Possible Absent Days Unexcused and Excused Absence Days

EXHIBIT A: SEATTLE PUBLIC SCHOOLS
Affidavit of Nondisclosure

Carol Camilleri

Evaluation Director

Name

Title

City Year

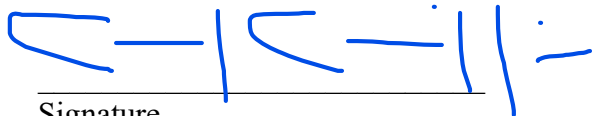
Organization / Employer

I, **Carol Camilleri**, an employee of **City Year**,

represent that I am authorized to access the District's data because I either provide direct services to District students or have been tasked with analyzing the data.

I have been made aware of the governing Data Sharing Agreement between the District and my employer. As indicated by my signature below, I agree to abide by the Data Sharing Agreement's terms, including agreeing to:

- Maintain confidentiality of student information and prevent disclosure, including complying with FERPA and its regulations, set forth at 34 C.F.R. § Part 99;
- Not release or otherwise reveal, directly or indirectly, the data to any individual, agency, entity, or third party not included in the Data Sharing Agreement, unless such disclosure is required by law or court order;
- Take reasonable security precautions and protections to ensure that persons not authorized to view the data do not gain access to the data, as outlined in the Data Sharing Agreement;
- Not use the data for any purpose other than the goals outlined in the Data Sharing Agreement; and
- Report all known or suspected breaches of District data, in any format, to my employer and datareporting@seattleschools.org, as outlined in the Data Sharing Agreement.



Signature

9/29/20

Date