



SCHOOL BOARD ACTION REPORT

DATE: November 10, 2020
FROM: Denise Juneau, Superintendent
LEAD STAFF: Mia Williams, Chief of the Office of African American Male Achievement, mparker@seattleschools.org; Diane DeBacker, Chief Academic Officer, dmdebacker@seattleschools.org; Caleb Perkins, Executive Director of College & Career Readiness, cbperkins@seattleschools.org

For Introduction: November 18, 2020

For Action: December 2, 2020

1. TITLE

Seattle Public Schools (SPS) Personal Services Contracts (PSC) for Equal Opportunity Schools (EOS)

2. PURPOSE

This action report would approve a contract with Equal Opportunity Schools (EOS) at a cost of \$204,000 for the 2020-21 school year and not to exceed \$250,000 in 2021-22 and 2022-23 school years if two available contract extensions are executed to meet the needs of the RFP 092003: High School Advanced Coursework Support. EOS was recently selected through the RFP process to conduct this work.

3. RECOMMENDED MOTION

I move that the Board authorize the Superintendent to execute the contract with Equal Opportunity Schools (EOS) for \$204,000 in the 2020-21 school year, with possible extensions in the 2021-22 and 2022-23 school years at the maximum cost of \$250,000 for years 2 and 3, for the purpose of providing services to the district to support the development of equitable access to and participation in high school advanced coursework, 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

Background

Equitable access to advanced academic pathways has been a persistent, well-documented challenge in Seattle Public Schools. Data from EdTrust suggests this problem is national in scope. Through the recent RFP, SPS sought to identify a partner who could provide a comprehensive suite of solutions, tools and practices to this problem. We believe we have found that partner in Equal Opportunity Schools.

Equal Opportunity Schools (EOS), a nonprofit 501(c)(3), is one of the leading organizations in the United States in operationalizing district and school equity commitments through the

identification, engagement, and enrollment of students of color and low-income students in advanced academic pathways. EOS's wide-ranging suite of real-time, industry-recognized data analytic tools, online platform, and professional learning experiences make it one of the only nonprofits capable of providing the comprehensive toolkit necessary to build and sustain equitable opportunities in Advanced Placement coursework. Over the last 8 years, EOS has partnered with over 640 schools in 31 states to advance and improve the A4E Toolkit and Framework. Rooted in a fundamental belief that students of color and low-income students are under-identified and under-engaged – not underprepared – EOS has supported schools in enrolling 43,490 more students of color and low-income students in AP and IB courses in just the last 7 years. At the same time, EOS built a unique funding structure through which 75% of its revenue is generated from fees for service and the remaining contributed from philanthropic funders to offset the cost to EOS partners districts.

In addition, EOS will support a number of provisions under Goal 4 and Goal 5 of our Strategic Plan, including but not limited to:

- **Student by Student Data.** EOS provides both school and district level reports, but their most essential and impactful data is that which is provided for each student. The Student Insight Card and the student identified Trusted Adult list provide specific and dynamic real time data to both engage students in meaningful relationships and accelerate their academic trajectories.
- **New Positive Interactions.** The Trusted Adult lists and Advocacy and Outreach protocols provide schools with a shovel-ready roadmap to engage students in new and different ways – providing the kind of supportive and dynamic environment that students of privilege often obtain organically. 1:1 meetings with Trusted Adults (along with trainings for Trusted Adults), as well as other proven best practices create an eco-system of equity that can provoke and sustain equitable outcomes.
- **Access to Advanced Coursework.** On average, EOS schools experience a 30% increase in the number of students of color and low-income students taking and passing college credit courses from Year 1 to Year 2. EOS's proven suite of tools ensures both insights and accountability that can and do move outcomes for those furthest from educational justice.
- **Improved Academic Planning.** The Student Insight Card, along with the school-based Equity Pathways, and Support and Belonging Reports equip schools with a proven toolkit to improve academic planning and build a new eco-system for equity. Filterable, sortable and disaggregated student level data provides opportunities to hone in on those furthest from educational justice with a forward thinking, asset-oriented framework. Data for each student includes career and course interests, barriers, mindsets, as well as teacher recommendations. School level data provides school leaders with a new lens with which to view their school and engage their staff- data on how teachers perceive rigor in the building, what they best believe predicts success, what they want to most work to improve, and how they perceive the aspirations and opportunities for students are all part of the toolkit provided in real time, digestible ways.
- **Disaggregation.** All of the above is provided in fully disaggregated analyses. It isn't seeing students of color as a homogenous whole, but rather providing school leaders the capacity to look specifically at African American student perspectives and experiences. For instance, in the online platform, a school leader can see which adults are most likely to be identified by African American Males and engage these adults in the furtherance of

school and district goals. Or, a school leader can use the online platform to identify the courses and subject interests most often cited by African American Males and ensure those are available and accessible. Further, a school leader can ensure that conversations about African American Males begin with an insistence on making them visible and use the breadth of data to tell a different story.

- Coaching and Support. EOS provides on site, relation-oriented coaching and support through Partnership Directors who serve as project manager, coach, guide, consultant and presenter, ensuring that work doesn't get off track and supporting school leaders in the creative engagement of staff.
- a. **Alternatives** Do not award this contract. This is not recommended because SPS needs help in improving access to advanced coursework for students of color furthest from educational justice in SPS. Moreover, SPS conducted a thorough RFP process as well as additional vetting procedures and that process did not surface any other vendor or organization who could do this specific work.

b. **Research**

EOS states in their response to the RFP the following relevant research:

In fall 2019, over 400,000 students across 375 school partners participated in EOS annual fall survey. Only 15% of students of color and low-income students not in AP or IB courses indicated feeling challenged by their current coursework, and only 27% of them felt like their current courses were preparing them for college. At the same time, when EOS asked their teachers and staff to rate which courses they felt were challenging and preparing students well for college, they were nearly 3 times more likely to say AP and IB than standard level courses. Further, when asked to identify what "best predicts success in AP and IB courses," staff members across the country were nearly 4 times more likely to indicate mindsets, perseverance, and motivation than they were GPA, test scores, and prerequisites. In short, students do not feel challenged and are stuck in classes that even their own teachers do not believe are preparing them well for college. At the same time, teachers report that the traditional data used to identify students for advanced classes are not the predictors of success. The result: unchallenged students remain 'right across the hall' from better academic opportunities, entrenched inequities in advanced courses are maintained, and educators know the systems of identification remain flawed but lack a better suite of tools to operationalize their desire to move beyond test scores, GPA and prerequisites. A better system is needed and, as noted in its response to the SPS RFP, EOS is offering an alternative that is data-driven and equity-focused.

In addition, the SPS Strategic plan sets the goal of ensuring all students, particularly students of color furthest from educational justice (SoCFFEJ), graduate ready for college, career, and community. As one important step in meeting this goal, SPS has set targets for improving access for SoCFFEJ to advanced coursework in literacy and math, including Advanced Placement and International Baccalaureate courses. This is one of the SPS Strategic Plan's Key Performance Indicators. The SPS Research and Evaluation (REA) team analyzed historical course-taking to create baseline measures for student participation in advanced coursework, and conducted a review of relevant literature to help inform the Strategic Plan Work Group focused on college and career readiness and Small Cabinet in the setting of these targets. REA found that 38% of African American Males and 44% of SoCFFEJ from the Class of 2019 successfully completed advanced coursework in ELA, and the goal is to increase those rates to 57% of African American

Males and 56% of SoCFFEJ by the end of year 5 of the strategic plan. REA also found that only 14% of African American Males and 25% of SoCFFEJ from the Class of 2019 successfully completed advanced coursework in math. The goal is to raise those rates to 33% of African American males and 37% of SoCFFEJ by the end of year 5 of the strategic plan.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be \$204,000 during the 2020-21 school year, and pricing for 2021-22 and 2022-23 will be \$12,000 per school, in an amount not to exceed \$250,000 for each year. SPS will determine the number of schools. EOS has confirmed that the cost will not increase year to year over the next three years. It would only increase if we were to add additional services not included in the proposal.

The revenue source for this motion is the Department of College and Career Readiness 24 Credit Fund for the school year 2020-21.

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

Staff from the Office of African American Male Achievement and the College and Career Readiness team have met with high school principals to discuss the possibility of providing more support in getting SoCFFEJ to take and succeed in advanced coursework in literacy and math. The principals with whom these staff members have spoken are very supportive of the district providing this additional support.

In addition, if approved, SPS staff will work EOS staff to set up an evening forum so that families and other community groups can learn more about the work EOS does to support schools.

7. EQUITY ANALYSIS

The following is a brief summary of the analysis we did in reviewing the EOS proposal using the four steps of the district’s Racial Equity Analysis Tool as part of School Board Policy #0030. The information referenced in the Background section above also informs the equity analysis for this Board Action Report.

STEP 1: Set Outcomes, Identify and Engage Stakeholders

As noted above, SPS Strategic plan sets the goal of ensuring all students, particularly students of color furthest from educational justice, graduate ready for college, and career, and community. As one important step in meeting this goal, SPS has set targets for improving access for SoCFFEJ to advanced coursework in literacy and math, including Advanced Placement and International Baccalaureate courses. This is one of the SPS Strategic Plan's Key Performance Indicators. In addition, the Office of African American Male Achievement regularly engages stakeholders, including the AAMA Student Leadership Council, to get input on how to improve the program offerings across SPS high schools.

STEP 2: Engage Stakeholders in Analyzing Data

The Office of African American Male Achievement regularly engages stakeholders, including the AAMA Student Leadership Council, and reviews data and information with these groups. The College and Career Readiness team also shares data with school leaders as part of conversations on how to improve graduation rates and students' postsecondary readiness. The College and Career Readiness (CCR) team also shares data with school leaders as part of conversations on how to improve graduation rates and students' postsecondary readiness. CCR collaborated with the Business Intelligence team to create a report that tracks student progress towards meeting a graduation pathway, and one of the pathway options is advanced coursework. CCR has trained school staff on how to access and use this report, and sends reminders each semester encouraging staff to use the report.

STEP 3: Ensuring Educational and Racial Equity /Determine Benefit or Burden

The main goal of the work with EOS would be to improve racial equity in our efforts to offer advanced coursework and ensure students, particularly SoCFFEJ, graduate ready for college and career. There are more details on these efforts referenced above in the research section of this Board Action Report.

STEP 4: Evaluate Success Indicators and/or Mitigation Plans

The plan for the work with EOS will include a regular evaluation of how these efforts affect the Key Performance Indicators related to access to advanced coursework. Specifically, as noted in the EOS response to the RFP, there will be regular opportunities to determine how well the collaboration with EOS is resulting in SPS meeting specific objectives, including the objectives listed in the "Student Benefit" section directly below.

8. STUDENT BENEFIT

This partnership will benefit students in the following ways:

1. Increase participation rates in advanced academic opportunities- particularly AP/IB courses- by fall 2021, as measured by equally high AP/IB participation rates for SoCFFEJ.
2. Support students' successful AP/IB performance, as measured by AP/IB grades, exam taking rates and exam passing.
3. Cultivate positive experiences of belonging and support in AP/IB for historically underrepresented students of color and low-income students through improved district data and structures, contributing to sustained results in future years and further increases in college readiness and closure of opportunity and achievement gaps.

4. Establish a real time, data informed foundation of the experiences of African American students and others from historically marginalized groups.
5. Support SPS in the development and facilitation of equity driven professional learning opportunities for staff.

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

This action aligns with Board Policy No. 0030, Ensuring Educational and Racial Equity.

Per Board Policy No. 6220, Procurement, any contract over \$250,000 must be brought before the Board for approval.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Student Services, Curriculum, and Instruction Committee meeting on November 10, 2020. The Committee reviewed the motion and Director Hersey made a motion to move this item forward to the full Board with a recommendation for approval. Director Rivera-Smith seconded. This motion passed unanimously (Directors Hersey, Rivera-Smith, and Rankin voted yes).

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, SPS will initiate a personal services contract with Equal Opportunity Schools. Once the contract is finalized, EOS will begin work with district staff and at SPS high schools across the district.

13. ATTACHMENTS

- Equal Opportunity Schools Application RFP NO. RFP92003
- Equal Opportunity Schools Personal Services Contract



Equal Opportunity Schools Request for Proposal No. RFP090003

High School Advanced Coursework Support

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:

Mia Williams
Chief of the Office of African American Male Achievement
mparker@seattleschools.org

This is a request for proposal from Equal Opportunity Schools to work with Seattle Public Schools to narrow race and income participation gaps and increase participation rates in advanced academic opportunities – particularly AP/IB courses. The proposal outlines the proposed approach and costs for implementation.

Request for Proposal No. RFP092003
High School Advanced Coursework Support
Submitted by: Equal Opportunity Schools

Executive Summary

Equal Opportunity Schools, a nonprofit 501c(3), is one of the leading organizations in the United States in operationalizing district and school equity commitments through the identification, engagement, and enrollment of students of color and low-income students in Advanced Academic Pathways. EOS' wide ranging suite of real-time, [industry recognized](#) data analytic tools; online platform; and professional learning experiences make it one of the only nonprofits capable of providing the comprehensive toolkit necessary to sustain equitable opportunities in Advanced Placement coursework. Over the last 8 years, EOS has partnered with over 640 schools in 31 states to advance and improve the A4E Toolkit and Framework. Rooted in a fundamental belief that students of color and low-income students are under-identified and under-engaged – not underprepared – EOS has supported schools in enrolling 43,490 more students of color and low-income students in AP and IB courses in just the last 7 years. At the same time, EOS built a unique funding structure through which 75% of its revenue is generated from fees for service and the remaining contributed from philanthropic funders to offset the cost to EOS partners districts.

Collaboration Objectives

1. Narrow race and income participation gaps and increase participation rates in advanced academic opportunities- particularly AP/IB courses- by fall 2021, as measured by equally high AP/IB participation rates for students of all races and income levels.
2. Support students' successful AP/IB performance, as measured by AP/IB grades, exam taking rates and exam passing.
3. Cultivate positive experiences of belonging and support in AP/IB for historically underrepresented students of color and low-income students through improved District data and structures, contributing to sustained results in future years and further increases in college readiness and closure of opportunity and achievement gaps.
4. Establish a real time, data informed foundation of the experiences of African American students and others from historically marginalized groups.
5. Support SPS in the development and facilitation of equity driven professional learning opportunities for staff.

Impact

Since Fall 2014, EOS has supported schools in enrolling an additional 43,490 11/12th grade students of color and low-income students into AP/IB courses. (Anecdotal evidence suggests that our tools have been used to support the enrollment of thousands of additional 10th grade students as well as thousands more students into dual credit courses.) 77% of the programs we've partnered with have maintained or

improved pre-EOS pass rates and average grade earned. On average, schools experience a 30% increase in the number of students of color and low-income students taking and passing AP/IB courses from year 1 to year 2 of their partnership with us.

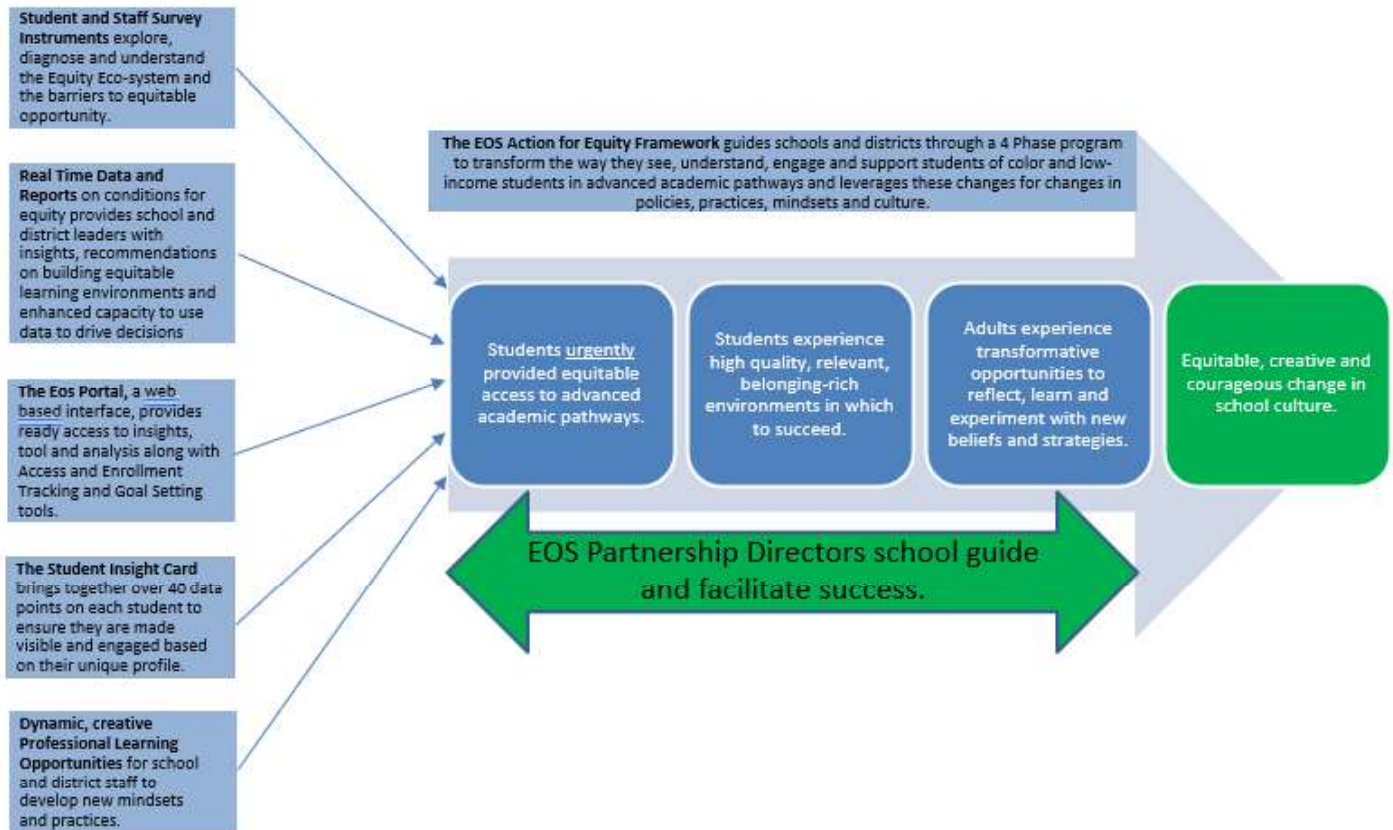
Data Driven Insights

In fall 2019, over 400,000 students across our 375 school partners participated in our annual fall survey. Only 15% of students of color and low-income students not in AP or IB courses indicated feeling challenged by their current coursework, and only 27% of them felt like their current courses were preparing them for college. At the same time, when EOS asked their teachers and staff to rate which courses they felt were challenging and preparing students well for college, they were nearly 3 times more likely to say AP and IB than standard level courses. Further, and of significant importance to this proposal, when asked to identify what “best predicts success in AP and IB courses” staff members across the country were nearly 4 times more likely to indicate mindsets, perseverance, and motivation than they were GPA, Test Scores, and Prerequisites. In short, students do not feel challenged and are stuck in classes that even their own teachers do not believe are preparing them well for college. At the same time, teachers report that the traditional data used to identify students for advanced classes are not the predictors of success. The result: unchallenged students remain ‘right across the hall’ from better academic opportunities, entrenched inequities in advanced course are maintained, and educators know the systems of identification remain flawed but lack a better suite of tools to operationalize their desire to move beyond test scores, GPA and prerequisites. A better system is needed, and EOS offers an alternative that is data-driven and equity-focused.

Action for Equity

The EOS Action for Equity Toolkit and Framework (See Figure 1) supports schools and districts with a comprehensive set of survey tools, professional learning, and student identification methodologies, and real-time analytics. The A4E student and staff surveys provide extensive data from multiple perspectives about school opportunities for social-emotional learning and development, school equity climate, students’ experiences with and knowledge of advanced academic pathways, insights about students’ aspirations, deeper understanding of the barriers students encounter in school, and the strengths that students bring to their educational journey. These survey data, connected with demographic, enrollment, and achievement data, provide us an extensive dataset from which to provide actionable, data-driven recommendations to our school partners. Since 2014, 1.5 million students and over 100,000 teachers and staff have taken the A4E surveys. With the support of leadership and the guidance and facilitation of EOS Partnership Directors, schools and districts 1) use real-time data to drive equity-focused action in schools, 2) enroll and support significantly more students of color and low-income students in AP courses, and 3) grow their capacity to build and lead equitable learning environments.

Figure 1: Action for Equity (A4E) Theory of Action



The Action for Equity Framework provides schools and districts with new tools to build a new system. In addition, EOS Partnership Directors assigned to each district, provide a turnkey method for the identification and engagement of students demonstrating potential to succeed in advanced courses but who have not yet enrolled

Our flagship offering, the **Student Insight Card (see page 9-11)**--a tool our school partners affectionately call the “baseball card,” is a one of a kind tool that draws insights from student surveys and brings together 42 distinct data points on each individual student and makes them accessible in real time through the EOS Portal (EOS web based platform). The card includes a picture of each student along with perceptions of barriers, mindsets, academic and professional interests, trusted adults, GPA, test scores, and more. In addition, during the student survey process, each student identifies a **Trusted Adult** in the building. EOS provides these ‘Trusted Adult lists’ to each school through along with each student who identified them as well as a Trusted Adult training module. These adults are enlisted on the front lines to engage students in meaningful conversations about their academic opportunities and ensure they have the information, support and explicit messaging necessary to enroll in a more advanced course.

African American Student Focus

EOS is inspired by the specific call out of the need to support the enrollment and success of African American students. All EOS data reports, assessment, student lists and enrollment analysis is disaggregated by race and income and allows for unique flexibility to understand how African American students experience their learning environments. Over the last two years, EOS has managed an internal African American Male Initiative focused on improving our ability to serve African American students. Our AAMI yielded a significant set of improvements and opportunities. The power of our tools to ensure specific, disaggregated views and strategies, and our continued internal improvement and development make us confident we can be a dynamic partner in this specific area.

both the school site and district level. These include coaching on the use of data, confronting implicit bias, creating belonging rich environments, supporting student achievement and others.

EOS Approach

See SPS Approach Document (Page 5) and sample Phase 1 Calendar (Page 7-8).

EOS is adept at the application of our approach to multiple unique sites across an individual district. We understand the unique nature of each high school and customize where necessary- while also maintaining a forward trajectory to ensure accountability to outcomes.

Availability and Capacity

EOS is staffed and prepared to meet the needs of this project in full (see resumes of requisite staff on Pages 12-23). EOS assigns Partnership Directors on a per school portfolio of 1:15. If awarded this contract, EOS will provide the 1 full time Partnership Director to guide and support implementation. This staff member comes with a full Data Support team including a staffed help line, as well as a team of Data Analysts. In addition, the Chief Strategy Officer and Chief Program Officer have reserved a portion of time to ensure seamless implementation. EOS has deployed this model in over 500 schools and has built the infrastructure necessary to deploy it with consistency and rigor. All EOS data systems are built to be delivered consistently across multiple schools and districts in real time. EOS is prepared to quickly deploy the full scale of our services with SPS this fall. Student surveys are translated into up to 13 languages and are mobile and tablet enabled

In response to COVID-19, EOS has translated all materials and delivery systems to virtual platforms and is prepared to deliver a full suite of services whether buildings are open or closed.

References (all reported email was a more efficient way to reach them due to COVID-19 office closures).

Scott Murphy, Montgomery County Public Schools
Director, Secondary Education
Scott_W_Murphy@mcpsmd.org
Carver Educational Services Center
850 Hungerford Drive, Room 254
Rockville 20850
240-740-4000

Kristin Ingold, Pasco County Public Schools
Program Coordinator for Enriched Programs
Office for Leading and Learning, kingold@pasco.k12.fl.us
(813) 794-2783

Courtney Winkfield, New York City Department of Education,
Office of Equity and Access
Senior Strategy and Policy Advisor,
CWinkfield@schools.nyc.gov
(646)283-9060

Equal Opportunity Schools (EOS) – Proposed Project Approach (September 2020 – June, 2021)

Equal Opportunity Schools will work with Seattle Public Schools on the AP/IB Equity Project

The EOS Approach is structured to meet each site’s unique needs. Partnership Directors ensure that pacing, content, and delivery match the approach each site takes and keep a regular cadence of meetings with district leaders

(1) Set the stage and pre-work

- Provide resources and expertise on the impact and feasibility of closing AP/IB participation gaps while raising AP/IB performance, drawing on EOS’s own data and experience, as well as third party research.
- Meet with district leaders, Principals, and their leadership teams to develop a shared, context-specific understanding of the Collaboration and commitment to fully closing AP/IB participation gaps while raising performance.

(2) Study and Determine causes of AP/IB participation gaps

- Conduct comprehensive analyses of student academic records & EOS Student and Staff survey results to develop detailed findings about the size & causes of AP/IB participation gaps.
- Meet regularly, one-on-one, with high school Principals and Office of Equity to align the Collaboration with Principals’ context and leadership
- Assist District & Principals in gaining staff support, and building an effective implementation team
- Work closely with District data liaison to identify and efficiently gather core information for the Collaboration

(3) Set custom strategy for increasing AP/IB course participation

- Present findings on size, shape, and causes of AP/IB participation gaps and trends
- Use analysis, best practices, and site context to make recommendations for closing gaps
- Identify individual students- not currently enrolled in AP/IB- for outreach and engagement
- Develop Student outreach & recruitment plans, including Trusted Adult training
- Develop Student academic support plans
- Facilitate AP/IB-teacher professional development / support plans

4b) Support district implementation strategy

- Meet regularly with high school Principals and district leaders to align Collaboration with school context and to provide coaching for recruiting Students
- Present data, insights and recommendations on the cues, experiences and conditions that support belonging experiences for students of color in AP/IB courses.
- Collaborate with the cabinet-level Designee to ensure Students are added to AP/IB courses, in line with District Strategy
- Develop interim metrics and deadlines to ensure student recruitment strategies achieve goals of AP/IB participation growth

(5b) Sustain participation gap closure and ensure ongoing student success

- Develop site specific plans to assess performance under the implemented plans, including an analysis of grades, retention, and belonging
- Assist in developing metrics, evaluation standards, and annual AP/IB reporting framework to the board aligned with District’s strategy
- Provide recommendations to continue growth of AP/IB participation & success for subsequent years

BUDGET – Equal Opportunity Schools

Payments for the deliverables are inclusive of all expenses.

Description of Services	Unit of Measure	Units	Unit Price	Total Cost	Comment
Implementation for Cohort I (17 schools)	Per School	17	\$12,000 (all inclusive)	\$204,000	
Partnership Director guidance, coaching and facilitation	FTE	1	Included	included	
Data and Survey Analytics	N/A	N/A	included	included	
District Convenings	Per Workshop	4	included	\$included	
Admin Overhead	Fixed Rate	N/A	12%	\$24,480	

**TOTAL SPS CONTRACT
COST: \$228,480**



CALENDAR PREVIEW

EQUAL OPPORTUNITY SCHOOLS

ACTION FOR EQUITY: PHASE I



JUL
fall

ONBOARDING: LEADERSHIP ORIENTATION

- Identify Survey Lead(s)
- Complete *Survey Plan*
- Complete *Partnership Plan*
- Fall data submission

SEP
fall

IN-PERSON MEETING #1: BUILDING LAUNCH

- Conduct Student & Staff Surveys/Staff Recommendations
- Set explicit District & Site Goals
- Communicate purpose of work with school

NOV
winter

IN-PERSON MEETING #2: EQUITY PATHWAYS REPORT

- Draft & submit *Outreach & Advocacy Plan*
- Complete Mid-Year Client Satisfaction Survey

JAN
winter

IN-PERSON VISIT #3: TRUSTED ADULT TRAINING

- Begin Outreach (includes student 1:1 conversations with Trusted Adults)
- Revisit EOS work with staff
- Complete *Course Request Upload Plan*

MAR
spring

IN-PERSON VISIT #4: SUPPORT PLANNING WORKSHOP

- Submit *Belonging-Rich Supports Planning Template*

MAY
spring

IN-PERSON VISIT #5: END OF YEAR WRAP-UP

- Ensure that all students who said "Yes" to AP/IB during Outreach are enrolled in at least one AP/IB course

AUG
fall

ONLINE MEETING #1: SURVEY & PARTNERSHIP PLAN REVIEW

- Fall Data Submission
- Appoint members of Equity Team
- Confirm date of Building Launch Visit

OCT
fall

ONLINE MEETING #2: POLICIES & PRACTICES

- Identify 2-3 policies/practices to evaluate
- Complete Student & Staff Surveys by 10.31
- Leadership & Equity Team complete Portal Training

DEC
winter

ONLINE MEETING #3: OUTREACH PLAN REVIEW

- Invite Trusted Adults to January training
- Solidify Outreach Goal & Outreach List
- Assign students to Trusted Adults in the Portal

FEB
winter

ONLINE MEETING #4: SUPPORT REPORT & OUTREACH CHECK-IN

- Upload course enrollment data
- Adjust *Outreach & Advocacy Plan* as needed

APR
spring

ONLINE MEETING #5: SUPPORT PLAN & OUTREACH CHECK-IN

- Review goal & course correct as needed
- Sign Collaboration Agreement for next yr.
- Set date for EOS AP/IB Teacher Workshop

JUN
spring

ONLINE MEETING #6: CONFIRM EOS AP/IB TEACHER WORKSHOP

- End of year data submission
- Complete End of the Year Client Satisfaction Survey



TOOLS & REPORTS

EQUAL OPPORTUNITY SCHOOLS

ACTION FOR EQUITY: PHASE I



<p>1 <i>fall</i></p>	<p>SCHOOL SITE</p> <ul style="list-style-type: none"> Identify Survey Lead Create Equity Team 	<p>DISTRICT OFFICE</p> <ul style="list-style-type: none"> Identify District Data Lead 	<p>TOOL RECEIVED: PORTAL ACCESS & ORIENTATION</p>
<p>2 <i>fall</i></p>	<p>SCHOOL SITE</p> <ul style="list-style-type: none"> Completes <i>Survey Plan</i> 	<p>DISTRICT OFFICE</p> <ul style="list-style-type: none"> Complete <i>Partnership Plan</i> Submit fall data 	<p>TOOLS RECEIVED: STUDENT/STAFF SURVEY & FALL OPPORTUNITY CHART</p>
<p>3 <i>fall</i></p>	<p>SCHOOL SITE</p> <ul style="list-style-type: none"> Complete Student/Staff Survey 	<p>DISTRICT OFFICE</p> <ul style="list-style-type: none"> Submit test scores & student photos 	<p>TOOL RECEIVED: EQUITY PATHWAYS REPORT</p>
<p>4 <i>winter</i></p>	<p>SCHOOL SITE</p> <ul style="list-style-type: none"> Complete <i>Advocacy & Outreach Plan</i> 	<p>DISTRICT OFFICE</p> <ul style="list-style-type: none"> N/A 	<p>TOOLS RECEIVED: OUTREACH LIST & STUDENT INSIGHT CARDS</p>
<p>5 <i>winter</i></p>	<p>SCHOOL SITE</p> <ul style="list-style-type: none"> N/A 	<p>DISTRICT OFFICE</p> <ul style="list-style-type: none"> Complete <i>Course Request Upload Plan</i> Upload course request data 	<p>TOOLS RECEIVED: COURSE REQUESTS CHART & ENROLLMENT CAPACITY ANALYSIS</p>
<p>6 <i>spring</i></p>	<p>SCHOOL SITE</p> <ul style="list-style-type: none"> Fully implement <i>Advocacy & Outreach Plan</i> 	<p>DISTRICT OFFICE</p> <ul style="list-style-type: none"> N/A 	<p>TOOL RECEIVED: SUPPORT & BELONGING REPORT</p>
<p>7 <i>spring</i></p>	<p>SCHOOL SITE</p> <ul style="list-style-type: none"> Submit <i>Belonging-Rich Supports Planning Template</i> 	<p>DISTRICT OFFICE</p> <ul style="list-style-type: none"> Submit spring final grades Submit AP/IB exam scores 	<p>TOOL RECEIVED: END OF THE YEAR OUTCOMES REVIEW</p>

STUDENT INSIGHT CARDS

STUDENT SURVEY DATA DATA FROM DISTRICT DATA FROM STAFF

**TYRONE
BECK**
10TH GRADER



EDUCATIONAL GOAL

What is your highest educational goal? (Choices: high school diploma, vocational certificate, two-year associates, four-year college degree, or advanced degree [master's, doctorate, or other])

CAREER INTEREST

What are your future work/career interests? (Free fill question)

TRUSTED ADULTS

Select up to two adults at your school who you most trust to give good advice about important decisions. (Drop down list of staff & write-in)

STUDY SKILLS SUPPORTS

Select up to two teachers or school staff members who have most helped you develop critical study skills that you have used in your classes. (Drop down list of staff & write-in)



Indicates student has been added to the Outreach List

STAFF ADVOCATES

Each apple represents one staff advocate, based on staff recommendation activity.

SUBJECT INTEREST

What are your favorite subject areas? (Drop down list, select all that apply)

GPA GPAs with a star are AP/IB-comparable based on the 75th percentile of your school's AP/IB cohort.

LEARNING MINDSETS AND SKILLS

Students respond to a series of research-based questions on the survey developed in collaboration with Stanford University. Through quantitative analysis of their responses across multiple questions, we identify which learning mindsets the student is demonstrating. See definitions on next page.

- Academic Self
- Academic Identity
- Academic Strategies
- Grit
- Growth Mindset
- Focus
- Purpose for Learning
- Community Leadership

Other Readiness Indicators:

- Would consider taking upper level courses
- Feels courses aren't challenging
- Feels classes aren't adequate preparation for college
- **Currently enrolled in upper level courses**

REPORTED BARRIERS

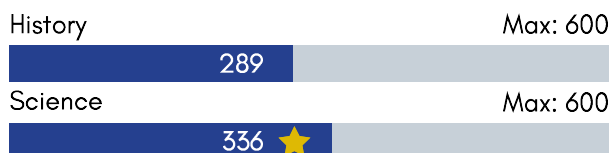
Students respond to a series of questions on the survey. Through quantitative analysis of their responses across multiple questions, we identify which barriers the student is reporting. See definitions on next page.

- Adult Encouragement
- Benefits
- College Belonging
- General Knowledge
- School Access
- Student Belonging
- Teacher Belonging
- Welcome

Hasn't Enrolled in AP/IB Because: Please select up to three reasons why you would choose NOT to take an upper level course.

More Likely to Take AP/IB If: I would be more likely to take an upper level class if: Please select up to three items.

TEST SCORES



Test scores with a star are AP/IB-comparable based on the 75th percentile of your school's AP/IB cohort.

Test scores are included here as one detail in the larger story of a student's educational history. Given that staff across the country overwhelmingly rank test scores lowest among a range of predictors of student success in AP/IB, and research showing racial bias in standardized tests, EOS does NOT recommend using test scores as the sole determinant of a student's readiness for AP/IB

TYRONE'S COMMENTS

Who I am as a Student: Please take a moment to describe yourself as a student to your teachers. Think through the descriptions below to help you tell your own story.

Would Like the School to Know: Your school wants to support you in achieving your college and career goals. What do you wish your teachers knew about you?

STUDENT INSIGHT CARDS

LEARNING MINDSETS

ACADEMIC IDENTITY

Students who demonstrate an academic identity share two qualities: a positive idea of their academic future (optimistic visions of their possible “**academic self**,” e.g., “I will get good grades next year”), and a knowledge of the tools necessary to make that future vision a reality (“**academic strategies**”). Students’ ideas about their future can involve both positive ideas about who they want to become, and negative ideas about who they do NOT want to become, with both being potential motivators of behavior.

GROWTH MINDSET

The belief that intelligence can grow with hard work, and that learning is a continual process.

GRIT

Perseverance of effort and consistency of interests toward long-term goals, even in the face of setbacks.

FOCUS

The ability to control behavioral tendencies or impulses to stay focused on academic tasks.

PURPOSE FOR LEARNING

Goals for the future are motivated by both self-oriented and pro-social motives (to help or do good).

COMMUNITY LEADERSHIP

Students’ activities outside of school are important for the skills and mindsets they develop (e.g., leadership, study skills, self-discipline).





BARRIERS

ADULT ENCOURAGEMENT

Students do not have avenues of encouragement or communication from adults in their lives about enrolling in AP/IB. They either report never having been encouraged by a school staff member or parents to take AP/IB, or that their parents do not expect them to graduate from college.

GENERAL KNOWLEDGE

Students do not have enough information to enroll in AP/IB. They don't know what AP/IB classes are, don't know enough about AP/IB to sign up, or say they would be more likely to take AP/IB if they had more information.

BENEFITS

Students do not understand the benefits of taking AP/IB, for instance that it boosts their chances of getting into college, is an opportunity to earn college credit, or that students who have taken AP/IB courses are better prepared for college.

SCHOOL ACCESS

Students do not know how to access AP/IB classes. They don't know if they are allowed to take AP/IB, don't feel as though staff provide sufficient information, or don't understand how to actually enroll in AP/IB classes.

TEACHER BELONGING

Students don't feel like a part of community in their advanced class. They may feel uncomfortable asking their teacher for help when they need it. They also may feel like their teachers don't believe they are capable of succeeding in class and that teachers are not helping them develop necessary study habits.

WELCOME

Students do not feel welcome in AP/IB classes. They either believe that students like them are not welcome, or are aware of the school's open access policy but do not believe it feels truly open.

STUDENT BELONGING

Students don't feel comfortable asking their peers for help when they need it in their advanced class. They may feel that other students don't believe they are capable of succeeding in class. They also may feel that they don't share common interests and values with their peers.

COLLEGE BELONGING

Students worry that they may not belong in a two- or four-year college.

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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: Equal Opportunity Schools	WA State Business License (UBI#): 603049177
Doing Business As (DBA): Equal Opportunity Schools	Email: sasha@eosschools.org
Address: 5601 6th Ave S, Suite 258	Telephone: 206-547-1167
City, State and Zip: Seattle, WA 98108	Fax:
Accounting Use: Vendor #	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):

- Fully close (or maintain closure of) race and income participation gaps and/or increase participation rates in advanced academic opportunities- particularly AP/IB courses- by fall 2021, as measured by equally high AP/IB participation rates for students of all races and income levels.
- b. Support students’ successful AP/IB performance, as measured by AP/IB grades, examtaking rates and exam passing.
- c. Cultivate positive experiences of belonging and support in AP/IB for historically underrepresented students of color and low-income students through improved District systems and structures, contributing to sustained results in future years and further increases in college readiness and closure of opportunity and achievement gaps.
- d. Establish a real time, data informed foundation of the experiences of African American students and others from historically marginalized groups.
- e. Support SPS in the development and facilitation of equity driven professional learning opportunities for staff.

SEATTLE PUBLIC SCHOOLS

Personal Services Contract

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

Listed below is the structure for accessing the expertise of EOS personnel, tools, and data to support the District's unique needs as it works to meet and/or sustain the Collaboration Objectives above. This Collaboration Overview provides a generalized framework of the Collaboration but does not delineate every aspect of the Collaboration that the Collaborators are mutually responsible for implementing.

The Collaborators agree to the following schedule and responsibilities, and will meet to set specific dates and task ownership, following the Effective Date of this Agreement.

Action for Equity Phase 1: Access Opportunity

The Access Opportunity partnership is the first stage of the Equal Opportunity Schools Action for Equity model. By increasing participation rates in AP /IB classes in its incoming partner schools, EOS' value transforms school cultures and teacher mindsets, ultimately increasing graduation and scholarship rates. EOS provides schools and districts with data, coaching and action to ensure students of color and low-income students are fully included in your most rigorous courses.

During the course of the Access Opportunity partnership, EOS will visit with the District and school sites at least 5 times. In addition to the in-person visits, EOS will provide bi-monthly webinars or monthly conference calls regarding the activities below.

Summer Goal – Set the stage and begin pre-work

- Leadership orientation
- Survey & partnership plan review
- Formation of equity team(s)

Fall Goal – Study and determine causes of AP/IB Course participation gaps

- School-site Launch(s) & District Goal Setting
- Fall Data Submission
- Survey Students & Staff
- Policies & Practices Analysis

Winter Goal – Set custom strategy for closing AP/IB Course participation gaps

- Presentation of Equity Pathways Report
- Outreach Planning
- Trusted Adult Training
- Outreach Plan Activities
- Presentation of Support & Belonging Report

Spring Goal – Support District implementation of strategy

- Outreach Plan Activities (continued, as needed)

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Course Enrollment Data Submissions
Support Planning
AP Teacher Workshop
Outreach Check-in
End-of-year Data Submission
Year 2 Planning

EOS SUPPORT

EOS' responsibilities will be performed by a team of EOS staff assigned to the district. Partnership Directors and Partnership Managers are responsible for managing client relationships and EOS deliverables, as well as providing project management, strategic planning (regarding the Collaboration), and coaching support to principals and District leadership. The Partnership Director or Manager assigned to the District will serve as a dedicated, strategic thought partner and project manager throughout implementation, and will monitor and track progress during and in-between in-person visits over the course of the year. Additional EOS staff supporting the District may include Regional or Managing Partnership Directors, Data Management Specialists, and Customer Support Specialists.

District Partnership Director and Manager

School/district leadership/coaching experience

Experience with AP/IB gaps-closed schools/strategies and access to a national portfolio of best practices
2-business day response time, and available for phone/email/webinar check-ins as requested

Other Key Sources of Expertise Provided by EOS:

An internal EOS community of practice provides that each Partnership Director and Manager is accessing for their clients' benefit the learnings and best practices among the EOS portfolio of ~630 school & ~210 district partnerships in various contexts around the country.

EOS teams of analysts serve as experts for EOS tools and analytics capabilities, effectiveness and learning, and the EOS Portal, a large scale, custom-built EOS database that facilitates efficient and on-demand delivery of EOS tools.

Supervising Partnership Directors is a Senior Leadership Team with many years of education, non-profit, and organizational leadership experience.

Tools & Analysis: The following are the set of tools and analyses that the District and its schools can access through Action for Equity

Student Survey, Staff Survey & Staff Recommendations - The fall school-wide student survey and staff survey and recommendations serve as two of our seminal data collection tools and are required for the creation of most EOS products, including outreach lists, Student Insight cards, Equity Pathways reports and Support & Belonging Reports. EOS will remotely manage online survey administration by providing a series of updates on rates of survey completion and helping schools trouble shoot any technical problems that may arise.

Belonging Activations - With support from Stanford's PERTS team, EOS developed a set of questions and online activities that activate sense of belonging, one of the most significant non-cognitive factors shown to improve student academic performance. EOS will remotely manage their administration. The Student Belonging Activation is designed to help students feel like they belong in rigorous classes by assuring them that experiences of uncertainty and struggle are normal. The Staff Belonging Activation is structured to help school staff learn about the research and practices for supporting students' feelings of belonging in an academic setting.

AP/IB Student Experience Survey and Report - The Student Experience Survey and Report provides a year-end portrait of the quality of student experiences in AP/IB classes in a school. As AP/IB students complete their

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Personal Services Contract

coursework, understanding their experience can help with sustainability planning for next school year's equity goal. The analysis provides strength areas and recommendations to improve the AP/IB experience. EOS will remotely manage the surveys and provide analysis and recommendations based on the results.

Equity Pathways Report - EOS will provide schools with the Equity Pathways Report, a comprehensive analysis of the student and staff survey responses combined with recommendations for sustaining equity and access in AP/IB coursework. The Equity Pathways report allows schools to unpack broad trends across different race and income groups as respects issues of access and success in AP/IB courses.

Support & Belonging Report - The Support & Belonging Report will provide schools concrete recommendations for building belonging-rich policies and practices that lead to students' success in AP/IB. The report draws on analysis of school-, student- and staff-level data surfaced through the fall surveys. It offers a deeper set of perspectives on how historically underrepresented students of color and low-income students are experiencing belonging in their classrooms, both in relationship to peers and to teachers. Available AP/IB supports are evaluated on their availability and usage by students, and students' top suggested reports are shared back, in service of creating stronger transitions into AP/IB for first-time takers and for current AP/IB students to thrive in their course experience.

Student Insight Cards - EOS will provide schools with Student Insight Cards for all 10th and 11th grade students on the Outreach Lists. Student Insight Cards are student level profiles that visually provide key insights into student interest, motivation, academic and performance assets, barriers, and trusted adults.

Outreach Lists - The Outreach List contains 10th and 11th grade students identified through EOS' proprietary model and relies on both student- and school-level characteristics to determine if a student could benefit from and succeed in AP/IB coursework at your high school. These lists can be used for planning student outreach and recruitment. A 9th grade targeted students list is available upon request.

Outreach & Enrollment Tracking - The Outreach and Enrollment Tracker allows schools to execute against and track outreach activities that lead to equitable enrollment. Outreach data entered into the portal is analyzed in partnership with course request enrollment data to highlight outreach trends that impact equity.

Course Registration Enrollment Updates - EOS provides schools with enrollment updates during course registration that facilitate further strategy and action around student outreach.

Evaluation Tools - EOS will provide a variety of tools, including: (a) Data visuals of schools' AP/IB access reality compared to access for the previous school year, (b) Opportunity Charts showing enrollment for 11th/12th graders by race & segment, and (c) Enrollment Capacity Analyses showing course-level enrollment information.

Semester AP/IB Grade Analysis - EOS will analyze and present data visuals that compare semester grade performance to prior year semester grade performance in AP/IB courses.

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C. Site/Location of Services:

Ballard
 Center School
 Cleveland
 Franklin
 Garfield
 Nathan Hale
 Ingraham
 Lincoln
 Rainier Beach
 Roosevelt
 Chief Sealth
 West Seattle
 Interagency
 Middle College
 Nova
 Seattle World School
 South Lake

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:	End Date:

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 \$204,000 in year 1 (2020-21) and \$12,000 per school, not to exceed \$250,000 total per year in year 2 and 3 (2021-22 and 2022-23) . 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.

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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 \$ 204,000 , 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 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 checked="" 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):	FEDERAL TAX I.D. OR SOCIAL SECURITY NO.:
SIGNATURE:	TITLE OF CONTRACTOR AND DATE SIGNED:

Contractor: Please note there must be an IRS Form “W-9 Request for Taxpayer Identification Number and Certification”

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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:	Mail Stop:	Phone:
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Print Name:	Title:
Signature:	Date:

CODING

FISCAL YEAR	FUND	FUND CENTER/COST CENTER	COMMITMENT ITEM

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

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

Last Updated: January 2019

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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,

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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.

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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.