

Board Special Meeting

Student Services, Curriculum & Instruction Committee

November 10, 2020, 4:30 to 6:30pm

Meeting to be held remotely

By [Microsoft Teams](#)

By Teleconference: (206-800-4125 Conference ID: 599 460 611#)



Agenda

- 1. Call to Order** 4:30pm
 - a. Roll Call
 - b. Approval of Agenda
 - c. Approval of October 13, 2020 SSC&I Committee Meeting Minutes

- 2. Board Action Reports** 4:35pm
 - a. Seattle Public Schools Personal Services Contracts (PSC) for Equal Opportunity Schools (EOS) (Williams/Perkins)
 - b. Annual Approval of Programs or Schools Using the Alternative Learning Experience (ALE) Model and Review of Policy No. 2255, Alternative Learning Experience Schools or Programs (Perkins)
 - c. Approve the Purchase and Related Service of Hotspots to Support Remote Learning Through School Year 2020-21 (Berge)
 - d. Approval of Community Schools and Outdoor Education Task Force (Rankin/Hampson/Hersey)

- 3. Special Attention Items** 5:35pm
 - a. Threat Assessment Policies: Revisions Status – verbal (Romanuk/Boy)
 - b. Formative Assessments (DeBacker/Jessee/Roach)
 - c. College Board Contract (Roach)
 - d. Waiver of Basic Instructional Materials (Toner)
 - e. School Board Policy No. 3246, Restraint, Isolation, and Other Uses of Physical Intervention (Pedroza)

- 4. Standing Agenda Items** 6:15pm
 - a. Special Education Update (Pedroza)
 - b. Science Instructional Materials (Toner)
 - c. Strategic Plan Goals 4&5: On Track Graduation and College and Career Readiness (Perkins)
 - d. SSC&I Committee Work Plan

IMPORTANT NOTE: This meeting will be held remotely without an in-person location per the Governor’s proclamations prohibiting public agencies from conducting meetings subject to the Open Public Meetings Act in-person to curtail the spread of COVID-19. The public is being provided remote access through Microsoft Teams and teleconference as noted above. There is a maximum capacity of 350 meeting participants and other attendees for this remote meeting, and a “waiting room” may be utilized to address capacity. Additional attendees will be admitted from the waiting room as capacity permits.

As School Board Committees are working committees, the documents presented to the Board can change up to the time of the meeting. The Board Executive Committee has approved a pilot program to post to the website committee agendas and approved minutes only. Full meeting materials for Regular Board Meetings will still be posted. If you would like access to any of the materials for this meeting, you may call 206-252-0040 or email boardoffice@seattleschools.org and the Board Office staff will send committee materials to you promptly. Special meetings of the Board may contain discussion and/or action related to the items listed on the agenda.

5. Board Policies and Procedures

6:25pm

- a. Superintendent Procedure 3210SP.B, Discrimination Complaint Process (Meade)

Adjourn

Upcoming SSC&I Committee Meetings

Tuesday, December 8

Tuesday, January 12

IMPORTANT NOTE: This meeting will be held remotely without an in-person location per the Governor’s proclamations prohibiting public agencies from conducting meetings subject to the Open Public Meetings Act in-person to curtail the spread of COVID-19. The public is being provided remote access through Microsoft Teams and teleconference as noted above. There is a maximum capacity of 350 meeting participants and other attendees for this remote meeting, and a “waiting room” may be utilized to address capacity. Additional attendees will be admitted from the waiting room as capacity permits.

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Board Special Meeting
Student Services, Curriculum & Instruction Committee
October 13, 2020
Meeting held remotely



Minutes

1. Call to Order

- a. This meeting was called to order at 4:31pm. Directors Rankin, Rivera-Smith, and Hampson participated with Microsoft Teams or by phone. Director Hampson was present in Director Hersey's absence.**

This meeting was staffed by Chief Academic Officer Dr. Diane DeBacker, College and Career Readiness Executive Director Dr. Caleb Perkins, Chief General Counsel Greg Narver, Curriculum, Assessment, and Instruction Executive Director Cashel Toner, Executive Assistant to the Chief Academic Officer Maria Gonzales-Millsap, Director of Policy and Board Relations Ellie Wilson-Jones, Chief of Student Support Services Dr. Concie Pedroza, Senior Legal Counsel Ronald Boy, Advanced Learning Program Manager Deenie Berry, Senior Research Associate Dr. Jessica Beaver, Director of Research and Evaluation Dr. Eric Anderson, Student Support Services Supervisor Erin Romanuk, Director of Early Learning Heather Brown, and Director of School Operations Sara Mirabueno.

Director Rankin noted that the meeting was being held remotely consistent with the Governor's proclamations prohibiting the meeting from being held in person due to COVID-19. Director Rankin noted that the public had been provided remote access through Microsoft Teams and teleconference.

b. Approval of agenda

Director Rivera-Smith moved to approve the agenda. Director Hampson seconded. This motion passed unanimously (Directors Rivera-Smith, Hampson, and Rankin voted yes).

c. Approval of meeting minutes

Director Rivera-Smith moved to approve the September 15, 2020 meeting minutes. Director Hampson seconded. This motion passed. (Directors Rivera-Smith and Rankin voted yes. Director Hampson abstained). Director Hampson abstained as she was not present at the September 15, 2020 meeting.

2. Board Action Reports (Discussion and/or Action)

a. Approval of the 2020-21 District Educational Research & Program Evaluation Plan

Dr. Anderson presented and provided background on the 2020-21 District Educational Research Program Evaluation Plan. Discussion between Directors and Dr. Anderson ensued around community engagement, the design and process of the climate surveys, and the pulse survey to families, students, and staff, where questions were asked and answered. The Directors agreed that a more robust community engagement plan is needed to the broader community.

Director Rivera-Smith made a motion to move this item forward to the full Board with a recommendation for consideration. Director Hampson seconded. This motion passed unanimously (Directors Rivera-Smith, Hampson, and Rankin voted yes).

3. Special Attention Items

a. Dyslexia

Ms. Toner presented an update on the dyslexia literacy screening implementation for the 2020-21 school year. Discussion occurred between Directors and Ms. Toner where questions were asked and answered.

Director Rankin requested further conversation offline on how screeners are determined and the need for more community engagement.

Director Rivera-Smith asked if Seattle Public Schools had representatives on the committee at the state level. Ms. Toner will inquire.

b. Superintendent Procedure 3231SP, Student Records

Mr. Boy provided an update on the recent changes to the Superintendent Procedure 3231SP, Student Records around gender identification options as instigated by a resolution passed by the Board in June. Discussion occurred between Directors and Mr. Boy where questions were asked and answered.

Director Rivera-Smith asked if there was a way on Teams to show students preferred names. Mr. Boy will investigate and have a conversation with DoTS. He will provide an update via Friday Memo.

c. Advanced Learning Update

Dr. Pedroza presented an update on the work of the Advanced Learning department. She identified the focus of their work in October, highlighting identification of students eligible for Highly Capable (HC) and Advanced Learning (AL) during remote learning. No questions were asked.

d. Board Policy 3246, Restraint, Isolation, and Other Uses of Physical Intervention

Dr. Pedroza provided an update on the status of the policy. Directors and staff discussed restorative practices as an approach in moving towards avoiding restraint and other uses of physical intervention. Questions were asked and answered. Budget implication of the work towards restorative justice was highlighted by a Director.

e. Outdoor/Community Education Pilots

Dr. DeBacker provided an update on the outdoor/community education pilots. Directors and staff discussed the proposals for outdoor/community education pilots and the submission process which is being led by Ms. Toner. Questions were asked and answered. Dr. DeBacker shared the work of the re-entry committee that convenes twice a week to review and discuss the submissions.

f. Student Online Accounts for Spanish

Dr. Perkins presented an update to the Friday Board Memo he provided on September 18 regarding the plan and purchase of Spanish Senderos student online access. Directors and Dr. Perkins discussed the purchase and distribution of the online accounts and the plans for schools without online accounts. Questions were asked and answered. It was determined that further discussion on a possible long-term adoption needs to occur.

4. Standing Agenda Items

a. Since Time Immemorial

Ms. Morris presented an update on Since Time Immemorial, sharing the outcomes of the September Tri Days and professional development training for 4th and 5th grade teachers. No discussion occurred.

b. Science Instructional Materials

Ms. Toner provided an update on the Science Instructional Materials. She highlighted that secondary science educators were provided a robust professional development schedule. Ms. Toner shared that the science department is providing support for elementary educators with pacing guides and links to digital resources. Directors and Ms. Toner discussed accessibility for visually impaired and blind students in remote setting, where questions were asked and answered.

c. Strategic Plan Goal 3: 3rd Grade Reading Level

Ms. Toner shared an update on Early Literacy. Ms. Toner described her team's plans for the coming year in an online learning environment. No discussion occurred.

d. C&I Policy Committee Work Plan

Directors and staff discussed the work plan and adjustments that have occurred since last month's meeting. No questions were asked.

5. Board Policies and Procedures

a. Quarterly Report: Board Policy No. 2200, Equitable Access to Programs and Services

Ms. Mirabueno reported on program and service changes. The annual report will be presented to the committee in January 2021. No discussion occurred.

Adjourn

This meeting adjourned at 6:56pm.

Minutes submitted by:

The Office of Chief Academic Officer Dr. Diane DeBacker



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, Exec Dir 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 _____.

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.

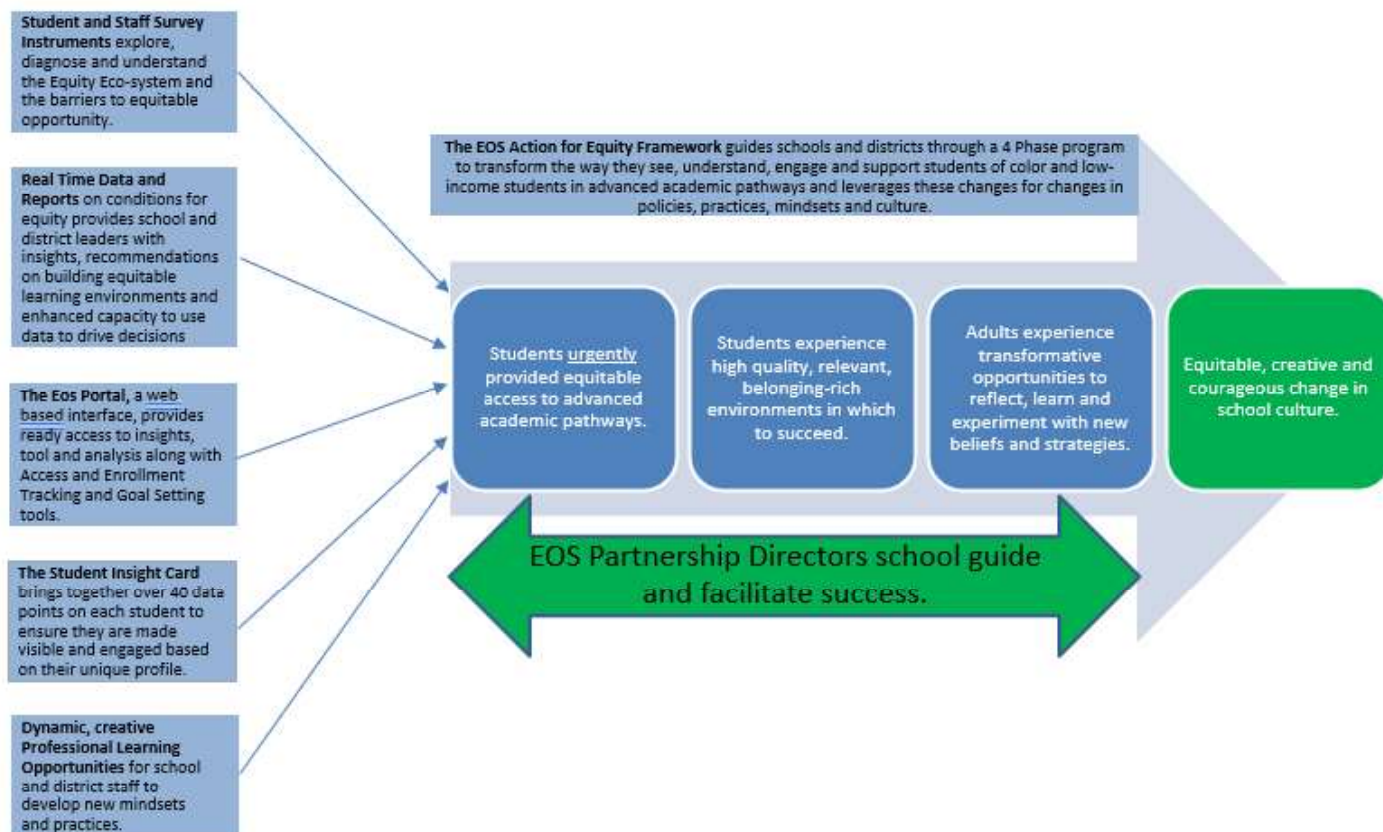
Data Driven Insights

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



1

fall

SCHOOL SITE

- Identify Survey Lead
- Create Equity Team

DISTRICT OFFICE

- Identify District Data Lead

TOOL RECEIVED:

PORTAL ACCESS & ORIENTATION

2

fall

SCHOOL SITE

- Complete *Survey Plan*

DISTRICT OFFICE

- Complete *Partnership Plan*
- Submit fall data

TOOLS RECEIVED:

STUDENT/STAFF SURVEY & FALL OPPORTUNITY CHART

3

fall

SCHOOL SITE

- Complete Student/Staff Survey

DISTRICT OFFICE

- Submit test scores & student photos

TOOL RECEIVED:

EQUITY PATHWAYS REPORT

4

winter

SCHOOL SITE

- Complete *Advocacy & Outreach Plan*

DISTRICT OFFICE

- N/A

TOOLS RECEIVED:

OUTREACH LIST & STUDENT INSIGHT CARDS

5

winter

SCHOOL SITE

- N/A

DISTRICT OFFICE

- Complete *Course Request Upload Plan*
- Upload course request data

TOOLS RECEIVED:

COURSE REQUESTS CHART & ENROLLMENT CAPACITY ANALYSIS

6

spring

SCHOOL SITE

- Fully implement *Advocacy & Outreach Plan*

DISTRICT OFFICE

- N/A

TOOL RECEIVED:

SUPPORT & BELONGING REPORT

7

spring

SCHOOL SITE

- Submit *Belonging-Rich Supports Planning Template*

DISTRICT OFFICE

- Submit spring final grades
- Submit AP/IB exam scores

TOOL RECEIVED:

END OF THE YEAR OUTCOMES REVIEW

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)



Outreach

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

GPA's 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

History Max: 600

289

Science Max: 600

336



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.

— DR. SASHA RABKIN —

MISSION DRIVEN, SOCIAL INNOVATION EXECUTIVE

CONTACT

 206-853-7274

 rabkinsasha@gmail.com

PROFILE

Sasha is a proven leader, capable of laying out the vision and strategy necessary to achieve significant social impact through innovation. Sasha brings over 20 years of experience in public education, social justice and community and has led initiatives at the local, state, and national level. His entire career has been in service to communities of color and his keen insights, capacity to communicate, ability to inspire and comfort in ambiguity make him a unique and valued leader. Sasha believes deeply in the capacity for systems level change and knows this comes from unified, active efforts of people working for a common purpose.

SKILLS

- Vision and Strategy
- Public Speaking and Presentation
- Strategic Investment
- Program Development and Management
- Relationship Development

EDUCATION

Doctorate, Education
Leadership and Change,
Fielding Graduate University
2011-2013

BA, Government, University of
Redlands
1992-1996

EXPERIENCE

Chief Strategy Officer, Equal Opportunity Schools

August 2019-Present

Designed, established, and led the first ever Strategy Department at Equal Opportunity Schools and in our first year successfully raised \$4.5 million dollars in Philanthropic Investment plus an additional \$1 million in earned revenue. Developed and led our Strategic Response Initiative during COVID-19, as well as our first ever Equity and Excellence Symposium.

Chief Program Officer/Senior Director, Partnerships, Equal Opportunity Schools

August 2014-August 2019

Developed a cutting-edge revenue program model and grew reach from 42 schools to 375 schools in 5 years, supporting the enrollment of over 42,000 students of color and low-income students into advanced academic pathways. Generated over \$26 million in earned revenue from schools and districts. Incubated, developed, and launched the redesign of the program model to a multi-stage engagement and supported an 85% annual renewal rate of current clients. Led expansion into large districts and states including New York City, Chicago, Seattle, Charlotte, and others.

Director, School and Family Programs, Institute for Community Leadership

September 2002-July 2013

Grew leadership intervention programs from 10 to 65 schools and districts. Implemented and supervised partnership development with schools and school districts, community partners, municipal agencies and colleges and universities to sustain programming to reach over 5000 students and families each year.

Manager, Learn and Serve Initiative, Office of Superintendent of Public Instruction.

September 1998-September 2002

Managed first ever Federal Service-Learning Grant program for OSPI. Built student voice and leadership focus for Superintendent and represented the Superintendent at youth events across the state.

KIA C. FRANKLIN

(650) 544 7588 | kiacharon@gmail.com

SUMMARY

Non-profit executive with a passion for equity coaching, community collaboration, and policy advocacy. My professional mission is to use my skills to advance an agenda for educational equity and social justice.

EXPERIENCE

EQUAL OPPORTUNITY SCHOOLS

2013-Present

CHIEF PROGRAM OFFICER (08.2019-PRESENT)

Provide coaching and strategic direction to the Partnership and Reporting/Analytics teams toward the achievement of organizational and departmental goals, the growth of a robust data infrastructure, and the evolution of the program model. Responsible for staffing and performance management, budget management and cultivating relationships with school districts and educational equity organizations.

SENIOR DIRECTOR, PARTNERSHIP (06.2017- 08.2019)

Design and implement structures to support 24 experienced education professionals. Serve on organizational senior leadership team. Assist with goal-setting and strategy amidst rapid growth. Manage and cultivate relationships with funders, organizational partners, and equity-minded district leaders in hundreds of schools across the country.

PARTNERSHIP DIRECTOR (08.2013-06.2017)

Use consultative, collaborative, data-informed project management strategies to help school leaders increase underrepresented students' access to advanced coursework. Led internal continuous improvement efforts to codify coaching best practices.

TAF (Formerly Technology Access Foundation)

2011 – 2013

COLLEGE & FAMILY ENGAGEMENT PROGRAM MANAGER

Designed and implemented college readiness scope and sequence for students in grades 6-12 at TAF Academy. Established and co-taught college prep curriculum. Coordinated family engagement strategies. Cultivated partnerships with Federal Way Public School District, partner organizations, and colleges/universities to support student success.

URBAN LEAGUE OF METROPOLITAN SEATTLE

2009 - 2011

SUPPLEMENTAL EDUCATION SERVICES PROGRAM MANAGER

Managed team of instructors and support staff in after-school program for over sixty K-8th grade students in 10 Seattle public and independent schools. Engaged Seattle Public School district, parents, teachers and community groups and tracked Title I policy trends.

DRUM MAJOR INSTITUTE FOR PUBLIC POLICY

2007 - 2009

SENIOR FELLOW FOR CIVIL JUSTICE

Produced policy advocacy research reports, memos, and opinion editorials pertaining to the civil justice system. Analyzed legislation pertinent to consumer and civil rights. Delivered speeches and presentations to various organizations and academic audiences. Answered press inquiries and interviewed for radio, podcast, and print journalism pieces.

EDUCATION & CERTIFICATIONS

**GEORGETOWN UNIVERSITY
LAW CENTER** **JURIS DOCTORATE**
Street Law Clinic
Critical Race Theory Journal, Founding Member
2007

STANFORD UNIVERSITY **BACHELOR OF ART**
African & African-American Studies, Political Science (Honors)
2003

WASHINGTON STATE BAR Bar Member Since 2011 (Inactive Since 2019)

SELECTED LEADERSHIP & COMMUNITY INVOLVEMENT

CHOOSE180 Treasurer, Board of Directors
February 2019 to Present


URBAN LEAGUE OF METROPOLITAN SEATTLE Member, Board of Directors
September 2012 to Present

THE LINKS, INC. Member, Greater Seattle Chapter
May 2017 to Present

LEADERSHIP TOMORROW Program Graduate, Class of 2014

Jennifer Ward

23712 13th Pl. S, #1004 

206.234.7643 

jennifernicholeward@gmail.com 

linkedin.com/in/jennifernward 

An advocate, educator and change maker committed to changing systems that oppress, disregard and reject economically disadvantaged and/or communities of color. Over 15 years of experience in direct and executive-level service with demonstrated abilities in strategic planning, program development, staff coaching and community collaboration.

Summary of skills and abilities:

- Relentless passion for racial equity and educational reform efforts
- Impeccable attention to detail, time management and organization
- Ability to work independently and a self-starter attitude
- Proficiency in most Microsoft Office applications; growing mastery of Tableau
- Intellectual curiosity and strong, proactive communication skills

Experience

2015 – PRESENT

Sr. Director, Partnerships | Equal Opportunity Schools, Seattle

Equal Opportunity Schools (EOS) is a non-profit organization that works with district and school leaders across the country to change academic outcomes for Black, brown and low-income students and advances district racial equity goals. I have held three different positions in my five years at EOS – Partnership Director (3 years), Regional Director (1 year), and Senior Director (my current role). Critical responsibilities and achievements include:

- Applying knowledge of data and technology to advance and accelerate the mission of EOS, in collaboration and alignment with district goals and objectives.
- Sourcing, scoping, and managing execution of partnerships to support programmatic outcomes.
- Supporting district and school leaders in overcoming challenges or barriers to outcomes (i.e. lack of funding, limited data capacity, multiple initiatives, etc.).
- Leveraging data visualizations and storytelling to challenge adult mindsets around deficit-thinking and change policies and practices that produce inequitable outcomes.
- Developing a program delivery strategy for our largest district partner, New York City, including collaboration with EOS analysts to curate expanded data solutions for size and scope fit, while also aligning with multiple district initiatives.
- Coaching and collaboration with different types of stakeholders – district staff, school administration, academic deans, counselors, etc. – to be equity champions within their school/district buildings, helping them tell their own stories of issues and impact and helping them with collective narrative development.

- Cultivating existing relationships to drive progress towards EOS goals and objectives, in addition to working with our Partnership Development team to identify and onboard new partners.
- Leading my department through difficult yet transformative culture change, to address toxic inter-cultural behaviors and help us mirror the strategies and tactics we teach.
- Co-leading a cross-organizational effort to further clarify our organizational identity, theory of action and success metrics.
- Managing a portfolio of up to 50 schools across the country, including New York City, Oregon, Arizona, and Ohio.
- Facilitating hundreds of workshops and professional learning experiences for educators across the country.
- Doubling our school count in New York City within three years, resulting in a 1-million-dollar contract, the largest in EOS history.
- Closing racial and socio-economic participation gaps in all 12 of the schools in my portfolio in my first year of employment.

2008 – PRESENT

Retreat Instructor | Rainier Scholars, Seattle

Rainier Scholars is a non-profit organization that combines rigorous academics and leadership development with personalized support for scholars of color and their families from 6th grade through college graduation. They are committed to eliminating barriers to educational opportunities and growing new generations of diverse college graduates, career professionals and community leaders. Related responsibilities include:

- Facilitating curriculum centered on leadership principles with an equity lens, and teaching students how to address the root and not the surface of problems.
- Co-writing curriculum on topics such as: modern day footprints of slavery, housing and health inequality, disproportionate effects of criminal records and voting disenfranchisement.

2003 – 2015

Program Director | Rainier Scholars, Seattle

I have held several positions including Academic Counselor (3 years), Assistant Program Director (3 years), and Program Director (6 years). Related responsibilities include:

- Management and oversight all program areas for 7-9th grades, including programming to be responsive to the needs of our scholars. Examples include a tinkering elective (for students to play around with gadgets), computer science course, "Understanding the Teenage Brain" parent workshop, among others.
- Managing relationships with internal and external partners and consultants, including staff social workers, clinical psychologists, other program directors, school-based staff, and community partners.
- Liaising between families and schools and working directly with parents on how to become stronger educational advocates for their children, including teaching them how to navigate school-based online grading platforms.
- Supervision of six staff and the creation of internal systems instrumental in allowing our team to easily document and communicate the academic and social-emotional progress of each student served.

Education

2012 - 2014

M.Ed., Educational Leadership & Policy Studies | University of Washington, Seattle

2000 - 2003

B.S., Human-Centered Design & Engineering | University of Washington, Seattle

Community Service

2019 – 2020

Graduate, Class of 2020 | Leadership Tomorrow, Seattle

Leadership Tomorrow is devoted to cultivating civic leaders who think systemically, operate collaboratively, and drive solutions that move us forward to a more resilient and equitable community. During the 10-month Flagship Program, a cohort of leaders from the private, public, and nonprofit sectors learn about the seven elements of a healthy community and how they are interconnected, with specific emphasis on how systems of inequity, particularly racial inequity, must be addressed to achieve a healthy and resilient community.

2017 – 2018

Mentor | Choices Program, Kent

Choices is a mentoring program founded by a former Kentwood High School parent and recently retired police detective. Through this program, school counselors identify students who have either slipped through the cracks or are in danger of doing so, and these students are matched with a community volunteer. Mentors and mentees meet weekly to discuss grades, home life, and anything else that might impede upon their academic success.

2015 – 2016

Mentor | The Service Board, Seattle

The Service Board helps teens conquer personal and cultural challenges through public service and outdoor adventure. Adult mentors and students alike come from a broad range of academic, racial, cultural and economic backgrounds to engage in a demanding six-month program. Program participants meet twice per week with weekend activities rotating between intensive service-learning projects and snowboarding.

2010 – 2016

Mentor | 4C Coalition Mentoring Program, Seattle

4C Coalition recruits, trains and supports people from the community as mentors for court-involved youth (ages 13-17) in response to the high number of young people dealing with issues like substance abuse, emotional/mental despair, crime, and poverty. Mentors act as a role model and support for the youth as s/he navigates the court system, drug court and re-entry into the community.

References available upon request

Jonathan M Houston Sr.

3357 Appaloosa Way NE • Bremerton, WA, 98310 • 206-751-0930 • jmh2o@live.com

Personal Profile

Bank of America Scholarships, Eberhater Scholarship, Zesbaugh Scholarships, Ronald McNair Scholarships
Created a detailed theory that uses mathematics to justify participatory relationships to promote empowerment and used this theory to design a community empowerment education curriculum

Education

- University of Washington – Seattle, WA; Bachelor's Degree - 2012
 - Howard University – Washington, DC; No Degree - 2001-2004
-

Experience

Educational Leader: Partnership Director/ Racial Equity Team Chair (*Employment*) Equal Opportunity Schools, 2017-present

Engage district and building leaders to use data to close opportunity gaps while addressing undoing systemic institutional racism; Help guide work of Racial Equity Team; Continuous Improvement Team

Educational Leader: McKinney-Vento/ Race and Equity/ Paraeducator/ Leadership (*Employment*) Tukwila School District, 2013-2017

Identify track and support students experiencing homelessness. Conduct professional development, apply for grants, create partnerships, attend workshops, promote awareness, manage budget, improve system processes and practices, address race and equity and family engagement work

International We Love U Foundation, 2012-present (*Volunteer*)

Contact media, community and government leaders, research, plan and coordinate events, create and edit documents, participate in volunteer service

Fundraiser Recruiter (*Employment*)

Muscular Dystrophy Association, 2011

Make outbound calls to recruit fundraisers, 38% retention, helped raise more than \$16,000

College Prep Assistant (*Work Study*)

College Success Foundation, 2010-2011

File maintenance, data entry, mentoring, tutoring, track students and mentors

Mentor/Tutor (*Community Service*)

Urban League Scholars Program at Garfield High School, 2009-2010

Mentored 4 seniors to help them get accepted into college, helped tutored freshmen

Community Resource Coordinator (*Internship*)

Snohomish Carnegie Foundation, 2009

Helped plan and coordinate film festival, create video archive, data entry into database software

Team Supervisor (*Employment/Internship*)

Yesler Terrace 2014 Project, 2009

Facilitate discussions, coordinated presentations and meetings, helped 8 teenagers plan a charette

Americorp Member (*Work Study/Service Learning*)

Jumpstart Seattle at the University of Washington, 2008-2009

Tutored and mentored low-income children from age 3-5 to promote literacy achievements

Founder and President (*Registered Student Organization [RSO]/Internship*)

Duwamish Awareness Week Group Supporters (DAWGS) @ the UW, 2007-2008

Drafted RSO constitution, contacted government officials, volunteered and promoted 2nd Annual Duwamish Gala, acted as a liaison between the Duwamish Tribe and University of Washington, brought attention to lack of recognition of the Duwamish Tribe, brought public attention via local newspapers

Activities

Presented research at numerous conferences and symposiums in 2003, 2009 and 2010

I am deeply committed to racial and economic equity and transformation, and to the critical work of ensuring that historically marginalized people and communities have access to the resources and opportunities necessary to determine the course of their lives.

SUMMARY OF QUALIFICATIONS

- Extensive experience working with ethnically, socio-economically, linguistically and ability-diverse students, staff and faculty and colleagues
- Exceptional ability to build relationships among students, colleagues and stakeholders
- Skilled program developer; 5+ experience with the design and development of cross-departmental initiatives
- Excellent interpersonal communicator with superior analytical and organizational skills
- Strong writer, editor, presenter and collaborator
- Deep commitment to educational access, equity and transformation as a means to achieving racial and economic justice
- Technology: experienced with the latest Microsoft Windows platform, the Microsoft Office Suite (Word, Excel, PowerPoint, Publisher, Outlook), Google Apps; comfortable with content management systems such as Squarespace and WordPress

EDUCATION

Master of Education, Multicultural Education, June 2005

University of Washington, Seattle, WA

Coursework included the study of multicultural education and K-16 curriculum with an emphasis on social justice: Teaching African American Students and Culture; Educating Native American Youth; Bi-Racial and Multi-Racial Identity in the 21st Century; Educating Ethnic Minority Youth; Human Learning and Educational Development; Multicultural Education and School Reform

Bachelor of Arts, English with an emphasis in writing, rhetoric and culture, June 1999

University of Puget Sound, Tacoma, WA

Independent Liberal Arts Colleges Abroad (ILACA), September 1998 - December 1999

London, England

RELATED WORK EXPERIENCE

Partnership Director

Equal Opportunity Schools, Seattle, WA

August 2016 – Present

- Partner with 14 comprehensive, public high schools in Michigan, South Carolina, Texas and Washington to desegregate their Advanced Placement (AP) and International Baccalaureate (IB) programs
- Design and lead professional development on racial justice, equity, power and anti-racism with teachers, school administrators and superintendents
- Support schools in their efforts to center the most marginalized students - Black students, indigenous and native students, gay and/or trans students and students with disabilities - in their decision-making, student support practices, curricular choices and hiring practices
- Intentionally use data-driven research and scholarship to support schools and districts in building and sustaining equity at the highest levels of secondary education

Managing Director

Kitebridge, Inc. Tacoma, Tacoma, WA

July 2015 – February 2016 (Laid off as a result of company bankruptcy)

- Provided vision, strategic direction and leadership for firm's third branch; mentored and supervised seven counselors
- Co-advised cohort of six high school students from China and South Korea
- Employed developmental advising model accounting for students' values, interests, strengths and academic and leadership development; assisted students with vocational discernment, self-discovery and academic reflection

Founder & Owner**empower! College Advising Services, Tacoma, WA**

September 2014 – Present

- Provide highly individualized independent college advising, mentoring and support to high school juniors and seniors, current college students and postgraduates
- Employ advising model that accounts for students' values, interests and strengths and promotes self-discovery through the college search
- Work closely with students' families on college fit, cost, location and the overall impact of college-going on the family
- Design all business and promotional materials, including student surveys, social media sites and [website](#)

Associate Director, College Advising**Seattle Academy of Arts & Sciences, Seattle, WA**

August 2013 – August 2014

- Provided highly individualized college advising to cohort of 100+ juniors and seniors on all stages of the college application process
- Worked closely with students' families on college fit, cost, location and the overall impact of college-going on the family
- Provided each student with a well-researched letter of recommendation that highlights personal qualities, individual academic strengths and co-curricular and community involvement
- Visited over 30 colleges and universities in the United States and British Columbia, many with invite-only tour programs

Coordinator, Student Advancement**Highline Public Schools, Burien, WA**

August 2011 – March 2013 (Position eliminated during division restructuring)

- Worked closely with district stakeholders – students, families, teachers, principals, administrators – to support the district's work in ensuring a pathway to college for all students
- Managed all college-going programs for the district, including the Advanced Placement (AP) Programs, Advancement Via Individual Determination (AVID), and the High School & Beyond Plan (HSBP)
- Managed six schools and 500 students as AVID district director
- Coordinated working group of counselors and teachers responsible for the development of the and implementation of the HSBP; provided vision and focus for ensuring that the HSBP was a meaningful, intentional planning tool for students
- Managed two elementary schools and 6 teachers as the director of the Challenge Program, the district's highly capable program
- Coordinated district's summer credit retrieval program for 200 juniors and seniors, including logistics, the application process and teacher preparation

Director, Premajor Studies Program**Seattle University, Seattle, WA**

July 2005 – July 2011

- Directed the university's largest specialized academic advising program for up to 300 exploratory students
- Provided vision, strategic direction and leadership for the program; mentored and supervised two advisors
- Advised cohort of 100 first- and second-year students who have not decided on a major and/or vocational pathway; assisted students with academic and leadership action plans for declaring a major by the end of their sophomore year
- Employed developmental advising model accounting for students' values, interests, strengths and academic and leadership development; assisted students with vocational discernment, self-discovery and academic reflection
- Provided advising to non-Premajor students interested in changing their major, adding a minor or enhancing their current field of study
- Co-designed new living learning community, "Discovery," for freshman and sophomores
- Liaised with faculty and partners across institutional divisions; represent program to prospective students and families
- Served as the university liaison for the College Success Foundation; when needed, provide academic support to all CSF scholars who attend the university
- Served as the academic specialist for the Seattle University Fostering Scholars Program
- Served on the Seattle University Advising Council – charged with developing the infrastructure and implementation of an institutional advising system

Work Study & WorkSource Specialist, Women's Programs & WorkFirst Services**Seattle Central College, Seattle, WA**

September 2002 – September 2003

- Coordinated customized job skills training program for refugee students within WorkFirst Services
- Matched students with appropriate work study site; developed specific training components in order to maximize student's ability to gain/improve English communication skills
- Assisted students with job search and placement after completion of program
- Worked closely with DSHS and Employment Security staff to identify effective educational and vocational pathways for students and clients
- Provided vocational advising and advocacy for clients pursuing professional-technical coursework at local community colleges
- Researched and co-designed presentation on career choices in health care – presented monthly at the Rainier WorkSource Center

Site Coordinator**Tacoma GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs) Project, Tacoma, WA**

January 2000 – September 2002

- Coordinated weekly college preparatory and advising program at Stewart Middle School
- Managed high school community service portion of program; matched students with appropriate community/volunteer service site and mentor
- Advised 7-12th grade students on the importance of post-secondary education; assisted them with academic action plans, organizational skills, applying for college and choosing course of study
- Managed \$56,000 scholar stipend budget
- Worked closely with local community organizations, colleges/universities and school-based staff to develop effective partnerships and developed mentoring opportunities for program alumni
- Trained and supervised high school students in mentoring/tutoring
- Conducted financial aid and study skills workshops for students and parents
- Co-managed program's two multi-faceted offices; maintained mailing lists, monthly calendars and technology

ADDITIONAL WORK EXPERIENCE**Community Organizer****Association of Community Organizations for Reform Now (ACORN), Oakland, CA**

August – October 1999

- Organized neighborhood improvement projects with residents of under-resourced and politically underrepresented neighborhoods of Oakland
- Participated in canvassing drives
- Conducted phone banking

PROFESSIONAL LEADERSHIP & AFFILIATIONS

Upcoming: Metropolitan Council for Educational Opportunity (METCO) Directors' Association Annual Educators Conference, December 6, 2019

Panelist, "The Historical & Present Impact of Social Justice on Education," Rochester Community Schools, 2019

Panelist, "Lived & Interpretive Complexities," Race & Pedagogy Initiative Planning Summit, University of Puget Sound, 2015

Keynote Speaker, One More Scholarship Fundraiser & Dinner, University of Puget Sound, 2015

SERVICE & HONORS

Board Member, The Amandla Project

Mentor, Palmer Scholars

References

Colleen Montoya-Barbano
Director, Fostering Scholars Program
Seattle University
901 12th Avenue
PO Box 222000
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206.296.5310
montoyac@seattleu.edu

Kia Franklin
Chief Program Officer
Equal Opportunity Schools
130 Nickerson Street, Suite 200
Seattle, WA 98109
650.544.7588
kia@eoschools.org

Robin Carter
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Rochester Community Schools
501 West University Drive
Rochester, MI 48307
248.726.3180
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Shanai Lechtenberg
Director, Advising & Student Engagement for the College of Engineering
University of Washington
317 Loew
Seattle, WA 98195
206.221.7638
lechts@uw.edu

Student and family/parent references available upon request.

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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.

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- 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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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.



SCHOOL BOARD ACTION REPORT

DATE: October 12th, 2020
FROM: Ms. Denise Juneau, Superintendent
LEAD STAFF: Dr. Diane DeBacker, Chief Academic Officer,
dmdebacker@seattleschools.org, (206) 252-0180;
Dr. Caleb Perkins, Director of Career and College Readiness,
cbperkins@seattleschools.org, (206) 252-0062

For Introduction: November 18, 2020

For Action: December 2, 2020

1. TITLE

Annual approval of programs or schools using the alternative learning experience (ALE) model and review of Policy No. 2255, Alternative Learning Experience Schools or Programs

2. PURPOSE

This Board Action Report details the alternative learning experience programs at Cascade Parent Partnership Program, Interagency Academy School, Nova High School, and Middle College School. In accordance with Board Policy No. 2255 and to meet the requirements of Washington Administrative Code (WAC) Section 392-121-182, each school or program that is using the alternative learning experience model must be approved by the Board and must have their plan and annual report reviewed annually in order to receive state funding. School Boards must also review the district policy authorizing alternative learning experiences.

3. RECOMMENDED MOTION

I move that the Board approve the Alternative Learning Experience of the Cascade Parent Partnership Program, Interagency Academy School, Nova High School, and Middle College School in the form of the plans and annual reports for each school attached to the Board Action Report, with such minor additions, deletions and modifications as the Superintendent deems necessary, and directs the Superintendent to implement such plans; and pursuant to the School Board review conducted, agree to make no changes to Policy No. 2255, Alternative Learning Experience Schools or Programs.

4. BACKGROUND INFORMATION

- a. **Background:** As indicated in School Board Policy No. 2255, Alternative Learning Experience Schools or Programs, an annual School Board review and approval of the programs or schools using the alternative learning experience model is a regulatory requirement of WAC 392-121-182. WAC 392-121-182 also requires the School Board to annually review these schools' plans and the written policies authorizing alternative learning experiences.

The regulation contains several requirements that the programs or schools must meet, including:

- A written student learning plan for each student;
- Direct personal contact for each student with a certificated teacher each week;
- Evaluation of the progress of each student at least once a month, with a determination that the student is making satisfactory progress, or development of an intervention plan for the student;
- Documentation of the number of students enrolled;
- Identification of the overall ratio of certificated staff to students;
- A description of how the program supports the district's overall goals and objectives for student academic achievement;
- Programs that are accessible to all students;
- Providing students all curricula and course materials listed in the student learning plan;
- Curricula and course materials must be consistent in quality to those available for the district's overall student population;
- Providing parents with a description of the differences between home-based instruction and the program selected;
- Instituting reliable methods to verify the student is doing his or her own work;
- On-line programs that are accredited by the Northwest Accreditation Commission or other approved programs, if used;
- Satisfying the requirements of Office of Superintendent of Public Instruction's (OSPI) requirements for courses of student learning;
- Satisfying the requirements of the State Board of Education for any classes offering credit;
- Assessing each student at least annually using the state assessment; and
- Maintaining documentation of the policy, annual reports, the student learning plans, evidence of direct student contact and other requirements.

The attached plan for each ALE meets the requirements to satisfy these provisions.

Under WAC 392-121-107, an Alternative Learning Experience (ALE) may be counted as a course of study for the purpose of student enrollment counts. An ALE is an individualized course of study that is provided in accordance with a written ALE plan. All programs utilizing the ALE model must comply with procedures which are set forth in WAC 392-121-182. Any District school that is an ALE program or school provider must annually report their program to the School Board for review.

- b. **Alternatives:** Do not approve the ALE programs in these schools. This is not recommended because of the negative fiscal impact to the District of failing to get state funding for these programs.
- c. **Research:** Prior year approval of ALE programs was reviewed, as were the current plans and annual reports of each of the ALE programs.

5. **FISCAL IMPACT/REVENUE SOURCE**

The revenue source for this motion is state ALE enrollment funding. Fiscal impact to this action will be the receipt of \$7,846,404 in state funds based on 2020-21 Budget Preparation values.

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

Principals will continue to engage with their community regarding their programs and by providing the Alternative Learning Experience service described in their plans & reports. Upon approval of this motion, the District will report to OSPI the fact that the plans have been approved so that the district can continue to receive funding for these programs.

7. **EQUITY ANALYSIS**

The following is a summary of the analysis done in compiling this report using the four steps of the District's Racial Equity Analysis Tool as part of School Board Policy No. 0030.

STEP 1: Set Outcomes, Identify and Engage Stakeholders

In consultation with the SPS Racial Equity Analysis Tool, we recognize that an explicit focus on racial equity is critical to the collective effort to improve education outcomes for students of color. Therefore, in each ALE Annual Report, we intentionally assess the efforts each school is making in addressing racial disparities in educational outcomes. Below are demographics for each ALE school from the Atlas Data Center for 2020-21 data and from the Washington State Report Card for the 19-20 data:

Table 1. Students of Color Furthest from Educational Justice (SOCFFEJ) and African American Males (AAM) by ALE SY 2020-21

Student Group	CPP* #	CPP %	IA** #	IA %	Nova #	Nova %	MCHS*** #	MCHS %
SOCFFEJ	31	16.3%	243	73.9%	51	22.6%	35	41.2%
AAM	11	5.8%	78	24.7%	10	4.4%	11	12.9%

*Cascade Parent Partnership

**Interagency Academy

***Middle College High School

Table 2. 2019-20 Enrollment Summary for SPS ALE Schools

Cascade Parent Partnership Program

Student Group	# of Students	% of Total
Female	74	41.3%
Gender X	<10	<1%
Male	104	58.1%
Asian	<10	<6%
Black/ African American	17	9.5%
Hispanic/ Latino of any race(s)	21	11.7%
Two or More Races	41	22.9%
White	91	50.8%

Nova High School

Student Group	# of Students	% of Total
Female	113	53.3%
Gender X	<10	<2%
Male	95	44.8%
American Indian/ Alaskan Native	<10	<1%
Asian	<10	<4%
Black/ African American	18	8.5%
Hispanic/ Latino of any race(s)	25	11.8%
Two or More Races	16	7.5%
White	145	68.4%

Interagency Programs

Student Group	# of Students	% of Total
Female	148	38.4%
Gender X	<10	<1%
Male	236	61.3%
American Indian/ Alaskan Native	10	2.6%
Asian	17	4.4%
Black/ African American	159	41.3%
Hispanic/ Latino of any race(s)	106	27.5%
Native Hawaiian/Other Pacific Islander	<10	<2%
Two or More Races	42	10.9%
White	47	12.2%

Middle College High School

Student Group	# of Students	% of Total
Female	45	62.5%
Gender X	-	-
Male	27	37.5%
American Indian/ Alaskan Native	-	-
Asian	<10	<13%
Black/ African American	11	15.3%
Hispanic/ Latino of any race(s)	<10	<10%

Native Hawaiian/Other Pacific Islander	<10	<2%
Two or More Races	<10	<7%
White	34	53.06%

STEP 2: Engage Stakeholders in Analyzing Data

Information and data from SPS students who participate in an ALE program is collected in PowerSchool at the school level and reported annually to CEDARS. This data is used to create annual reports that detail how the ALE program supports the district's overall goals and the results of their annual school improvement plan. At the beginning of the school year, each annual report is compiled by the ALE principals and submitted to SPS leadership and the Board for review.

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

As a whole, MCHS is an opportunity gap closing program that supports students who are interested in attending college and need more support to reach their goals. MCHS provides enhanced dual enrollment opportunity for students who are resilient and typically underrepresented in college. MCHS focuses on core academic support, social justice education, social-emotional learning in a small, nurturing environment, and supporting transferrable college credits through Running Start with the support of MCHS staff. MCHS offers small class sizes, daily circles, rigorous instruction, and strong partnerships with colleges and universities in Seattle so students can be on campus and truly visualize themselves as scholars, if they hadn't previously. Ethnic Studies is also embedded into the coursework. The staff at each of MCHS's sites are part of ongoing anti-racist professional development and their Racial Equity Team guides that work in partnership with the district central office team. Each student has an individual advisor that supports their learning and also partners with other staff, such as the counselor and college and career specialist, to work with each student. MCHS relies on personalized instruction to ensure students have what they need to satisfy their social-emotional and academic needs.

Nova is rooted in a philosophy of social and racial justice that fully supports the District's overall goals of success for all students. Additionally, according to the most recent Healthy Youth Survey, approximately 80% of Nova students identify as LGBTQIA+. Nova has confirmed these numbers with local surveys which also showed over 40% of Nova's population identifying as transgender and/or nonbinary. A feature of Nova's school population that often gets overlooked is that many of its students of color are also LGBTQIA+ and experience multiple intersectional impacts. Nova continues to work to create wrap-around supports for students who are intersectionally impacted by multiple systems of oppression and historically have experienced significant barriers to access and safety in their lives. System impacted students find access to support, resources and safety in our school that are robust, individualized, culturally competent and managed by our unique coordinating system.

Academically, students also cocreate their pathway through Nova's curriculum, which decenters dominant narratives and incorporates the celebration of students' complex intersectional identities. Over the last year, Nova has continued to expand and deepen their curricular work, especially related to ethnic studies and racial justice. Staff continues to define, reflect and improve classes based on an abolitionist education lens. Nova has also implemented senior

culminating social justice inquiry projects, which include research, action and education components that directly tie into both our curricular work and students' personal interests.

By combining wrap-around individualized supports with liberatory curriculum and democratic engagement, Nova is working to apply the learning they are constantly engaged in as staff and students to dismantle racist ideas and policies and work toward the goal of abolitionist education. As teachers, students, families, community partners and administrators they are engaged in this inquiry project together and continue to freedom dream, innovate and reflect cyclically.

Many students and their families of color have chosen to enroll at Cascade Parent Partnership, seeking stronger parent involvement and an authentic ability to foster positive, individualized and supported learning opportunities within parent partnership. Cascade also reaches non-traditional students, preparing them academically before their integration into the school system, typically at 9th grade. Seventy percent of Cascade families report that they would not return to the Seattle School District if the Cascade ALE model was not available.

Interagency Academy primarily exists to serve students who have not found success in other high schools, including many students who face complex trauma and daunting barriers to success – poverty, domestic violence, homelessness, early parenthood, substance abuse, mental health issues and other challenges. All Interagency students (who are not incarcerated) have the opportunity to participate in five job readiness training programs (Culinary, BikeWorks, Garden, Sawhorse Construction, and Screen Printing) which serves as tools for engagement and credit earning.

Interagency continues to implement the Kingmakers program to support African American male students which includes a course that takes a deep dive into African American history and culture and is led by African American facilitators. Kingmakers is modeled after the Oakland Unified School District's Office of African American Male Achievement (AAMA) program and is specifically designed for Black male students (called Kings) taught by Black male educators.

STEP 4: Evaluate Success Indicators and/or Mitigation Plans

As SPS works toward closing the educational opportunity gap between students of color and white students, we're focused on improving communication and interactions with students requiring or interested in pursuing an ALE in an effort to ensure every student has an education plan that fits their individual needs. Currently, the College and Career Ready (CCR) department is to proactively identify students who are credit deficient and at-risk of dropping out and introduce them to our ALE programs as an additional pathway.

CCR staff is seeking input from program administrators, school leadership, SPS staff, and organizations like Reconnect to Opportunity and Learning Center Seattle in hopes of building a comprehensive process to connect students to healthy, supportive, and socio-emotionally responsive alternative learning environments with a specific focus on African-American male students. This year, District CCR staff, Interagency administrators, and Learning Center Seattle staff have met regularly to collaborate on strengthening the Open Doors youth reengagement programs within the District especially as the District moved to provide resources for students during remote learning.

8. STUDENT BENEFIT

Students in Seattle Public Schools benefit from having access to programs that enable them to earn their high school diploma in a setting that differs from that of a comprehensive high school. These Alternative Learning Experiences in Seattle Public Schools provide a personalized approach to learning for participating students and enable these students to make progress towards graduation through a variety of credit-earning opportunities.

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. 2255, Alternative Learning Experience Schools or Programs, provides the Board shall approve this item
- ☐ Other: _____

10. POLICY IMPLICATION

This action is being proposed pursuant to School Board Policy No. 2255, Alternative Learning Experience Schools or Programs, which reflects the requirements of WAC 392-121-182. Staff is not recommending changes to the current Policy No. 2255, as no new alternative programs or schools are being proposed.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Curriculum & Instruction Policy Committee meeting on November 10th, 2020. The Committee reviewed the motion and _____.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the District will report to OSPI the fact that the plans have been approved so that we can continue to receive funding for these programs.

13. ATTACHMENTS

- Alternative Learning Experience Requirements Reports (for reference)
 - Cascade Parent Partnership Program
 - Interagency Academy School
 - Nova High School

- Middle College School
- Alternative Learning Experience Annual Reports to the School Board (for reference)
 - Cascade Parent Partnership Program
 - Interagency Academy School
 - Nova High School
 - Middle College School
- Policy No. 2255, Alternative Learning Experience Schools or Programs (for reference)

Alternative Learning Experience Requirements
WAC 392-121-182/School Board Policy No. 2255
Essential Questions
School Year 2020-21

Cascade Parent Partnership

TOPIC	QUESTION	RESPONSE
1. Introduction		
Students	Have your students been properly enrolled? For example, have all non-resident students been properly enrolled via central enrollment? Are part-time students properly enrolled?	Yes. Non-resident student enrollment paperwork is forwarded to and processed by the Enrollment Office. Our data registrar completes the enrollment and adjusts FTE as needed.
	Are students' courses included in the Student Information System with the appropriate ALE Course Types?	Yes, CEDARS course codes are used within our Student Information System
Curriculum	Does the ALE make use of digital and/or on-line curricula? Explain	Some of our Math students access ALEKS online and/or ixl.com curriculum with Cascade oversight as a supplement to onsite classes, used for computational fluency.
Stakeholder Participation	Does the ALE include participation by students and families in the design and implementation of a student's learning experience? Explain.	Parents and students meet weekly with a certificated teacher and monthly with a certificated counselor. While the State has removed the HQT oversight requirement, we believe this provides our students and their families the support that is needed. Each month, the HQT completes progress with each family and oversees monthly outcomes, academic goals and review progress towards grade level proficiency. Cascade finds value in

		pairing highly qualified teachers with parent educators when reviewing off-site progress.
2. Compliance with Board Policy C04.00		
Written Policies	Has the program adopted written policies in accordance with Board Policy C04.00?	Yes. All parents read and sign the “Statement of Understanding.” This document is kept on file and updated yearly.
Setting	Is the ALE provided in whole or part, outside the regular classroom setting?	Each student has a unique Written Student Learning Plan (WSLP). The majority of students, 80%, complete the majority of learning hours on campus through the participation in onsite classes. Some individual classes are overseen by the HQT in conjunction with family and community facilitators.
Staffing Ratio	Is the overall ratio of certificated instructional staff to full-time equivalent students enrolled in ALE courses and programs, including those that rely primarily on digital curriculum, identified and approved by the school district board of directors in a public meeting?	Yes. Our staffing ratio is 50+ students to each Highly Qualified Teacher.
Student Learning Plans	<ul style="list-style-type: none"> • Does each student have a written student learning plan that meets the following requirements? <ul style="list-style-type: none"> ○ Meets the student’s individual educational needs? ○ Is developed in partnership with the student, the student’s parents, and other interested parties? ○ Recognizes that school staff has the primary responsibility and accountability for the plan? 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>

	<ul style="list-style-type: none"> ○ Is supervised and monitored, with evaluation and assessment of student progress? 	
	<ul style="list-style-type: none"> • Does the individual student plan include at minimum the following information: <ul style="list-style-type: none"> ○ A beginning and ending date for the learning experience? ○ An estimate of the average number of hours per week that the student will engage in learning activities to meet the requirements of the student-learning plan? ○ A description of how weekly contact time will be fulfilled? ○ A description of specific learning goals and performance objectives of the ALE? ○ A description of instructional materials essential to successful completion of the learning plan? ○ A description of timelines and methods for evaluating student progress toward the learning goals and performance objectives specified in the learning plan 	<p>Yes</p> <p>Yes</p> <p>Yes, full time is 27.75 hrs of learning/week, part-time is any hrs less than 27.75</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>

	<ul style="list-style-type: none"> • Does the student's individual ALE plan identify whether the ALE meets one or more of the EALRs or any other academic goals, objectives, and learning requirements by the district and state graduation requirements? 	Yes
	<ul style="list-style-type: none"> ○ If the student is a kindergartner and enrolled for more than 0.5 FTE, does the WSLP meet all the WaKids requirements? ○ A description of curriculum activities that assist students in: (I) Developing initial skills in the academic areas of reading, mathematics, and writing; (II) Developing a variety of communication skills; Providing experiences in science, social studies, arts, health, physical education, and a world language other than English; (IV) Acquiring large and small motor skills; (V) Acquiring social and emotional skills including successful participation in learning activities as an individual and as part of a group; and (VI) Learning through hands-on experiences. ○ A description of learning environments that are developmentally appropriate and promote creativity. 	<p>Yes</p> <p>Yes</p> <p>Yes</p>
	<ul style="list-style-type: none"> • Does the ALE plan specify whether the experience meets state and district graduation requirements? The student learning plan requirement may be met through the use of <i>course syllabi</i>, so long as all elements required by Board Policy C04.00 are listed including <i>course type</i> and CEDARS code for each course. 	Yes

Student Progress Reporting	<ul style="list-style-type: none"> • Does the ALE describe how student performance will be supervised, monitored, assessed, evaluated, and recorded by school staff? 	Yes
	<ul style="list-style-type: none"> • Does each course on the student's WSLP name the certificated teacher and include the ALE Course Type? 	Yes
	<ul style="list-style-type: none"> • Is each student's educational progress reviewed at least monthly, with the results being communicated to parents for grades K-8 or to the student for grades 9-12? 	Yes
Direct Personal Contact with Instructor	<p>Does the ALE require each student to have direct personal contact with instructional staff at least weekly, until the student completes the course objectives or the requirements of the learning plan?</p> <p>Purposes:</p> <ul style="list-style-type: none"> • Instruction • Review of assignments • Testing • Reporting of student progress • Other learning activities <p>Contact shall meet two-way weekly contact requirements of either direct personal contact, in-person instructional contact, or synchronous digital instructional contact, and document appropriately. Contact with a parent cannot be substituted for contact with the student.</p>	<p>Yes</p> <p>Yes, bi-synchronous, two way communication during monthly face to face meetings, even during distance learning</p>
Monthly Review of Student Progress	<ul style="list-style-type: none"> • Is each student's educational progress REVIEWED at least once per month? 	Yes
	<ul style="list-style-type: none"> • Is the progress review based on the learning goals and performance objectives defined in the written student learning plan? 	Yes

	<ul style="list-style-type: none"> • Is the progress review conducted by school staff and does it include direct personal contact with the student? 	Yes
	<ul style="list-style-type: none"> • Are the results of the review communicated to the student and, where possible, to the student's parent(s) or guardian? 	Yes
Determination of Satisfactory Progress	<ul style="list-style-type: none"> • Is the progress review's determination of whether the student is making satisfactory progress based on completing the learning activities and reaching the learning goals and objectives defined in the written plan? 	Yes
Intervention Plan	<ul style="list-style-type: none"> • If the student fails to make satisfactory progress, or if the student fails to follow the written student learning plan, is an intervention plan developed and implemented within 5 days of the first determination of unsatisfactory progress? 	Yes
	<ul style="list-style-type: none"> • Is the plan developed by school staff in conjunction with the student? 	Yes
Continued Lack of Progress	<p>If the student, after no more than <u>three subsequent evaluation periods</u>, is still not making satisfactory progress, is a NEW plan designed to more appropriately meet the student's educational needs developed and implemented by school staff in conjunction with the student? Or, has the student been guided toward another educational program?</p>	After three months of unsatisfactory overall progress, our instructional team and the family meet to discuss options, including a new WSLP and/or possibilities at a new Seattle Public Schools setting.

	district of residence's accountability measurements?	
Annual School Board Review	<p>Has the principal or program manager completed the annual report to the Board?</p> <ul style="list-style-type: none"> ○ Documentation of ALE student headcount and FTE enrollment claimed for basic education funding 	Yes
	<ul style="list-style-type: none"> ○ Description of how certificated and classified staff are assigned program management and instructional responsibilities that maximize student learning, including the ratio of certificated staff to FTE students 	Yes
	<ul style="list-style-type: none"> ○ Description of how written student learning plans are developed and student performance supervised and evaluated, by certificated staff 	Yes
	<ul style="list-style-type: none"> ○ Description of how the ALE program supports the district's overall goals and objectives for student academic achievement 	Yes. In addition, we complete the mandated Continuous School Improvement Plan (CSIP), aligning to district initiatives.
	<ul style="list-style-type: none"> ○ Results of any self-evaluation of these learning experiences in a manner designed to objectively measure their effectiveness, 	Yes

	including the impact of the experiences on student learning and achievement. The self-evaluation shall follow a continuous improvement model.	
3. ALE Implementation Standards		
Open to All	Is the program accessible to all students, including those with disabilities? Explain.	Yes, as a K-8 Option School with Continuous Enrollment, we process new enrollment year round and offer Resource Model support to students with IEP, serve 504s, provide Speech, OT and EL services, as appropriate.
Difference between ALE and Home-Based Instruction	<ul style="list-style-type: none"> If a student is a part-time home-schooled student, has the parent completed a Declaration of Intent to Provide Homebased Instruction and filed that with the District? 	Yes and we are the Superintendent Designee to Home- Based Instruction (HBI) so Declarations are maintained annually on-site for the district.
	• Prior to enrolling a student, has the program provided the parent/guardian a description of the difference between home-based instruction and participation in an ALE program?	
	<ul style="list-style-type: none"> Do parents sign and attest to the difference between home-based instruction and ALE each year? 	Yes
Fidelity of Implementation	Does the program institute reliable methods to verify that a student is doing his or her own work? For example, proctored exams or projects, web cams or other technologies.	Yes, the certificated teachers and learning plan counselors work closely with these students to ensure the work is original.
On-Line Learning	Is the primary purpose of the program to provide learning experiences using digital or on-line means?	No, Cascade only uses online course as a supplement to the comprehensive academic package.

	<ul style="list-style-type: none"> ○ If so, is this program accredited through the state or regional accreditation program? ○ Is the program an OSPI-approved learning provider? <p><u>Note:</u> If any students have more than 1/2 of their course online, then the program will need OSPI approval as an online school or online affiliate.</p>	
Substantially Similar	<ul style="list-style-type: none"> • If the program is purchasing or contracting for instruction, experiences, services, or activities, are all purchased or contracted expenditures including lessons, trips, services, or other activities substantially similar? 	Yes
	<ul style="list-style-type: none"> • Does the program have a process for reviewing any expenditures to ensure they meet substantially similar requirements? 	Yes
	<ul style="list-style-type: none"> • The program does not issue stipends to families to purchase educational materials including providing parents with a budget that they can direct toward different activities or curriculum. 	Yes, we do not issue stipends to families.
Full-Day Kindergarten	<ul style="list-style-type: none"> • If the ALE is providing full-day kindergarten, does it meet the following requirements: <ul style="list-style-type: none"> ○ Multiple, weekly, in-person and on-site observations of students by a certificated teacher each week during the eight-week WaKIDS assessment window? ○ At least a one thousand annual hour instructional program? 	<p>Yes</p> <p>Yes</p>

	<ul style="list-style-type: none"> Does the ALE report the following annually to the superintendent of public instruction: <ul style="list-style-type: none"> The number of students enrolled in full-day kindergarten at any time during the school year? The number of students enrolled in full-day kindergarten who participated in the WaKIDS assessment prior to the assessment deadline? 	<p>Yes</p> <p>Yes</p> <p>Yes</p>
4. Enrollment Reporting		
First Enrollment Count Date	On the first enrollment count date on or after the start date specified in the written student learning plan, the program is to note the estimated average weekly hours of learning activity in the written student learning plan. Is this being done?	Yes
CEDARS reporting	Have the students been reported in CEDARS, designated as ALE enrollment, and <i>have their courses been listed by course type</i> in the CEDARS-linked student information system?	Yes
Subsequent Monthly Count Dates	<ul style="list-style-type: none"> If the student's progress review indicates <u>satisfactory</u> progress, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity identified in the written student learning plan. Is this being done? 	Yes
	<ul style="list-style-type: none"> If the student's progress review indicates <u>a lack of satisfactory</u> progress, <i>and an intervention plan has been completed</i>, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity described in the student's written student learning plan. Is this being done? 	Yes, if a student is not making satisfactory progress, we implement a probationary period as described above.

Documented Hours	Do the documented hours of ALE students include: • Classroom instruction provided by school staff?	Yes, at a minimum of one class taught by a certificated teacher per week.
	• The hours of learning activity that are conducted and supervised by the parent/guardian, or other person, as designated by the written plan?	Yes
	• Other learning activities? On subsequent monthly count dates, if a student's progress review indicates a lack of satisfactory progress, and an Intervention Plan has been developed and signed, the student's full-time equivalent is the student FTE based on the estimated average weekly hours of learning activity identified in the written student learning plan?	Yes, we require students to keep hourly logs when not making satisfactory progress. This progress is overseen through the intervention plan and related team meetings.
Part-Time Students	Does part-time ALE students' enrollment generate the pro-rata share of full-time funding?	Part-time students taking one class generate a .2 FTE; those taking two classes generate a .4 FTE; those taking 3 classes generate a .6 FTE; etc.
Students Absent for 20 Consecutive School Days	Does the program's enrollment count exclude students who have formally dropped out, transferred to another school, been expelled or students who have not had direct personal contact with school staff for 20 consecutive school days?	Yes, Cascade drops students after 20 consecutive days of no contact. The family is consulted and a new plan with new school placement is created.
Out-of-District Students	Have all non-resident students gone through enrollment services to insure proper non-resident enrollment?	Yes
5. ALE Audit Documentation		
Required Documentation	Districts which receive state funding for alternative learning experiences shall maintain the following written documentation available for audit: 1. School board policy for alternative learning experiences 2. Annual ALE reports to the school district board of directors	Yes, as of October 17, 2007 Yes

	3. Annual reports to the superintendent of public instruction	Yes
	4. Written student learning plans, including documentation of required weekly direct personal contact	Yes
	5. Student progress reviews, evaluations, and assessments	Yes
	6. Student enrollment detail substantiating FTE enrollment reported to the state, including estimated hours of participation in educational activities, and any actual documentation of hours of learning for those students failing to make satisfactory progress	Yes
	7. Signed parent enrollment disclosure documents.	

*Update for SY 2020-21

Alternative Learning Experience Requirements
WAC 392-121-182/ School Board Policy No. 2255
Essential Questions
School Year 2020-21

Interagency Academy

TOPIC	QUESTION	RESPONSE
1. Introduction		
Students	Have your students been properly enrolled? For example, have all non-resident students been properly enrolled via central enrollment? Are part-time students properly enrolled?	Yes, all students have been properly enrolled.
	Are students' courses included in the Student Information System with the appropriate ALE Course Types?	Yes.
Curriculum	Does the ALE make use of digital and/or on-line curricula? Explain	We make use of it as part of our program, but our teachers are the teachers of record. Digital curricula gives us flexibility in helping students retrieve credit.
Stakeholder Participation	Does the ALE include participation by students and families in the design and implementation of a student's learning experience? Explain.	Yes, we engage families in the development of the Student Learning Plan during the intake week. We continue to engage them every time we revise.
2. Compliance with Board Policy C04.00		
Written Policies	Has the program adopted written policies in accordance with Board Policy C04.00?	Yes.
Setting	Is the ALE provided in whole or part, outside the regular classroom setting?	Inside the classroom, or remotely, as we are currently remote because of COVID.
Staffing Ratio	Is the overall ratio of certificated instructional staff to full-time equivalent students enrolled in ALE courses and programs, including those that rely primarily on digital curriculum, identified and approved	Yes.

	by the school district board of directors in a public meeting?	
Student Learning Plans	<ul style="list-style-type: none"> • Does each student have a written student learning plan that meets the following requirements? <ul style="list-style-type: none"> ○ Meets the student's individual educational needs? ○ Is developed in partnership with the student, the student's parents, and other interested parties? ○ Recognizes that school staff has the primary responsibility and accountability for the plan? ○ Is supervised and monitored, with evaluation and assessment of student progress? 	Yes.
	<ul style="list-style-type: none"> • Does the individual student plan include at minimum the following information: <ul style="list-style-type: none"> ○ A beginning and ending date for the learning experience? ○ An estimate of the average number of hours per week that the student will engage in learning activities to meet the requirements of the student-learning plan? ○ A description of how weekly contact time will be fulfilled? ○ A description of specific learning goals and performance objectives of the ALE? ○ A description of instructional materials essential to successful completion of the learning plan? ○ A description of timelines and methods for evaluating student progress toward the learning goals and performance objectives specified in the learning plan 	Yes.

	<ul style="list-style-type: none"> • Does the student's individual ALE plan identify whether the ALE meets one or more of the EALRs or any other academic goals, objectives, and learning requirements by the district and state graduation requirements? 	Yes.
	<ul style="list-style-type: none"> ○ If the student is a kindergartner and enrolled for more than 0.5 FTE, does the WSLP meet all the WaKids requirements? ○ A description of curriculum activities that assist students in: (I) Developing initial skills in the academic areas of reading, mathematics, and writing; (II) Developing a variety of communication skills; Providing experiences in science, social studies, arts, health, physical education, and a world language other than English; (IV) Acquiring large and small motor skills; (V) Acquiring social and emotional skills including successful participation in learning activities as an individual and as part of a group; and (VI) Learning through hands-on experiences. ○ A description of learning environments that are developmentally appropriate and promote creativity. 	No kindergarten students are enrolled.
	<ul style="list-style-type: none"> • Does the ALE plan specify whether the experience meets state and district graduation requirements? The student learning plan requirement may be met through the use of <i>course syllabi</i>, so long as all elements required by Board Policy C04.00 are listed including <i>course type</i> and CEDARS code for each course. 	Yes.

Student Progress Reporting	<ul style="list-style-type: none"> • Does the ALE describe how student performance will be supervised, monitored, assessed, evaluated, and recorded by school staff? 	Yes.
	<ul style="list-style-type: none"> • Does each course on the student's WSLP name the certificated teacher and include the ALE Course Type? 	Yes.
	<ul style="list-style-type: none"> • Is each student's educational progress reviewed at least monthly, with the results being communicated to parents for grades K-8 or to the student for grades 9-12? 	Yes.
Direct Personal Contact with Instructor	<p>Does the ALE require each student to have direct personal contact with instructional staff at least weekly, until the student completes the course objectives or the requirements of the learning plan?</p> <p>Purposes:</p> <ul style="list-style-type: none"> • Instruction • Review of assignments • Testing • Reporting of student progress • Other learning activities <p>Contact shall meet two-way weekly contact requirements of either direct personal contact, in-person instructional contact, or synchronous digital instructional contact, and document appropriately. Contact with a parent cannot be substituted for contact with the student.</p>	Yes.
Monthly Review of Student Progress	<ul style="list-style-type: none"> • Is each student's educational progress REVIEWED at least once per month? 	Yes.
	<ul style="list-style-type: none"> • Is the progress review based on the learning goals and performance objectives defined in the written student learning plan? 	Yes.

	<ul style="list-style-type: none"> • Is the progress review conducted by school staff and does it include direct personal contact with the student? 	Yes.
	<ul style="list-style-type: none"> • Are the results of the review communicated to the student and, where possible, to the student's parent(s) or guardian? 	Yes.
Determination of Satisfactory Progress	<ul style="list-style-type: none"> • Is the progress review's determination of whether the student is making satisfactory progress based on completing the learning activities and reaching the learning goals and objectives defined in the written plan? 	Yes.
Intervention Plan	<ul style="list-style-type: none"> • If the student fails to make satisfactory progress, or if the student fails to follow the written student learning plan, is an intervention plan developed and implemented within 5 days of the first determination of unsatisfactory progress? 	Yes.
	<ul style="list-style-type: none"> • Is the plan developed by school staff in conjunction with the student? 	Yes, as much as possible.
Continued Lack of Progress	If the student, after no more than <u>three subsequent evaluation periods</u> , is still not making satisfactory progress, is a NEW plan designed to more appropriately meet the student's educational needs developed and implemented by school staff in conjunction with the student? Or, has the student been guided toward another educational program?	Yes.

Annual Student Assessment	<ul style="list-style-type: none"> • Is the educational progress of <u>full-time</u> ALE students assessed at least annually, using the state's assessment for the student's grade level and using any other assessments required by the district? <ul style="list-style-type: none"> ○ For schools offering full-day kindergarten, is the WaKIDS administered to each student at the beginning of the school year? ○ Is the WaKIDS assessment administered by a Washington State certificated teacher who has successfully completed the WaKIDS 101 training? 	<p>Yes.</p> <p>We do not offer kindergarten.</p>
	<ul style="list-style-type: none"> • Is the educational progress of <u>part-time</u> ALE students assessed at least annually, as above? (except for private school or home-schooled students enrolled less than 0.8 FTE as per appropriate WACs) 	<p>All our students are full time ALE students.</p>
	<ul style="list-style-type: none"> • Is the educational progress of <u>out-of-district</u> ALE students assessed at the district of residence, subject to that district's assessment schedule and has the nonresident enrolling district established a written agreement for conducting the state assessment? <p>If so,</p> <ul style="list-style-type: none"> ○ Does the ALE of the enrolling district assume the responsibility for all necessary coordination with the district of residence and with the student to fulfill this requirement? ○ Does the ALE receive completed test booklets from the residency district, in order to be able to include them in the enrolling district's accountability measurements and not in the 	<p>Yes.</p>

	district of residence's accountability measurements?	
Annual School Board Review	<p>Has the principal or program manager completed the annual report to the Board?</p> <ul style="list-style-type: none"> ○ Documentation of ALE student headcount and FTE enrollment claimed for basic education funding 	Yes.
	<ul style="list-style-type: none"> ○ Description of how certificated and classified staff are assigned program management and instructional responsibilities that maximize student learning, including the ratio of certificated staff to FTE students 	We assign certificated staff based on the needs of our students.
	<ul style="list-style-type: none"> ○ Description of how written student learning plans are developed and student performance supervised and evaluated, by certificated staff 	New students create Student Learning Plans during our week-long intake process. Returning students create Student Learning Plans in advisory. All Student Learning Plans are supervised and evaluated by their advisors
	<ul style="list-style-type: none"> ○ Description of how the ALE program supports the district's overall goals and objectives for student academic achievement 	Our ALE program aims to provide high-quality instruction and learning experiences for students of color who are furthest from educational justice by creating safe and

		welcoming environments, supporting credit retrieval to move students closer to on-time graduation, and preparing them for college and careers. Our CSIP includes dedicated time for our diverse staff and leadership to improve their culturally responsive professional practice through professional development, collaboration, and data analysis. Our CSIP also includes multiple strategies for increasing inclusive and authentic engagement.
	<ul style="list-style-type: none"> Results of any self-evaluation of these learning experiences in a manner designed to objectively measure their effectiveness, including the impact of the experiences on student learning and achievement. The self-evaluation shall follow a continuous improvement model. 	The CSIP focuses on supporting students who have been impacted by trauma reach their academic, social and personal goals. we self-evaluate by reviewing our attendance, credit attainment, and graduation data.
3. ALE Implementation Standards		
Open to All	Is the program accessible to all students, including those with disabilities? Explain.	Yes, our program is accessible to most students with learning and/or physical disabilities through our individualized student learning plans.
Difference between ALE and Home-Based Instruction	<ul style="list-style-type: none"> If a student is a part-time home-schooled student, has the parent completed a Declaration of Intent to Provide Homebased Instruction and filed that with the District? 	No home school students, full or part-time only.

	<ul style="list-style-type: none"> • Prior to enrolling a student, has the program provided the parent/guardian a description of the difference between home-based instruction and participation in an ALE program? * 	
	<ul style="list-style-type: none"> • Do parents sign and attest to the difference between home-based instruction and ALE each year? 	
Fidelity of Implementation	Does the program institute reliable methods to verify that a student is doing his or her own work? For example, proctored exams or projects, web cams or other technologies.	Yes.
On-Line Learning	<p>Is the primary purpose of the program to provide learning experiences using digital or on-line means?</p> <ul style="list-style-type: none"> ○ If so, is this program accredited through the state or regional accreditation program? ○ Is the program an OSPI-approved learning provider? <p><u>Note:</u> If any students have more than 1/2 of their course online, then the program will need OSPI approval as an online school or online affiliate.</p>	No.
Substantially Similar	<ul style="list-style-type: none"> • If the program is purchasing or contracting for instruction, experiences, services, or activities, are all purchased or contracted expenditures including lessons, trips, services, or other activities substantially similar? 	Yes.
	<ul style="list-style-type: none"> • Does the program have a process for reviewing any expenditures to ensure they meet substantially similar requirements? 	Yes.
	<ul style="list-style-type: none"> • The program does not issue stipends to families to purchase educational materials including providing parents with a budget that they can direct toward different activities or curriculum. 	We do not issue stipends to families.

Full-Day Kindergarten	<ul style="list-style-type: none"> • If the ALE is providing full-day kindergarten, does it meet the following requirements: <ul style="list-style-type: none"> ◦ Multiple, weekly, in-person and on-site observations of students by a certificated teacher each week during the eight-week WaKIDS assessment window? ◦ At least a one thousand annual hour instructional program? 	No Kindergarten students are enrolled.
	<ul style="list-style-type: none"> • Does the ALE report the following annually to the superintendent of public instruction: <ul style="list-style-type: none"> ◦ The number of students enrolled in full-day kindergarten at any time during the school year? ◦ The number of students enrolled in full-day kindergarten who participated in the WaKIDS assessment prior to the assessment deadline? 	No Kindergarten students are enrolled.
4. Enrollment Reporting		
First Enrollment Count Date	On the first enrollment count date on or after the start date specified in the written student learning plan, the program is to note the estimated average weekly hours of learning activity in the written student learning plan. Is this being done?	Yes.
CEDARS reporting	Have the students been reported in CEDARS, designated as ALE enrollment, and <i>have their courses been listed by course type</i> in the CEDARS-linked student information system?	Yes.

Subsequent Monthly Count Dates	<ul style="list-style-type: none"> • If the student's progress review indicates <u>satisfactory</u> progress, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity identified in the written student learning plan. Is this being done? 	Yes.
	<ul style="list-style-type: none"> • If the student's progress review indicates <u>a lack of satisfactory</u> progress, and an intervention plan has been completed, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity described in the student's written student learning plan. Is this being done? 	Yes.
Documented Hours	<p>Do the documented hours of ALE students include:</p> <ul style="list-style-type: none"> • Classroom instruction provided by school staff? 	Yes.
	<ul style="list-style-type: none"> • The hours of learning activity that are conducted and supervised by the parent/guardian, or other person, as designated by the written plan? 	Not applicable.
	<ul style="list-style-type: none"> • Other learning activities? On subsequent monthly count dates, if a student's progress review indicates a lack of satisfactory progress, and an Intervention Plan has been developed and signed, the student's full-time equivalent is the student FTE based on the estimated average weekly hours of learning activity identified in the written student learning plan? 	Yes.
Part-Time Students	Does part-time ALE students' enrollment generate the pro-rata share of full-time funding?	Yes.
Students Absent for 20 Consecutive School Days	Does the program's enrollment count exclude students who have formally dropped out, transferred to another school, been expelled or students who have not had direct personal	Yes.

	contact with school staff for 20 consecutive school days?	
Out-of-District Students	Have all non-resident students gone through enrollment services to insure proper non-resident enrollment?	Yes.
5. ALE Audit Documentation		
Required Documentation	<p>Districts which receive state funding for alternative learning experiences shall maintain the following written documentation available for audit:</p> <ol style="list-style-type: none"> 1. School board policy for alternative learning experiences 2. Annual ALE reports to the school district board of directors 3. Annual reports to the superintendent of public instruction 4. Written student learning plans, including documentation of required weekly direct personal contact 5. Student progress reviews, evaluations, and assessments 6. Student enrollment detail substantiating FTE enrollment reported to the state, including estimated hours of participation in educational activities, and any actual documentation of hours of learning for those students failing to make satisfactory progress 7. Signed parent enrollment disclosure documents. 	Interagency complies with all the required documentation standards.

*Update for SY 2020-21

Alternative Learning Experience Requirements
WAC 392-121-182/ School Board Policy No. 2255
Essential Questions
School Year 2020-21

Middle College High School

TOPIC	QUESTION	RESPONSE
1. Introduction		
Students	Have your students been properly enrolled? For example, have all non-resident students been properly enrolled via central enrollment? Are part-time students properly enrolled?	We have no ALE e-learning site students this year. All are enrolled to the 3 main sites at MCHS through PowerSchool.
	Are students' courses included in the Student Information System with the appropriate ALE Course Types?	We are providing SPS courses from the main course catalog.
Curriculum	Does the ALE make use of digital and/or on-line curricula? Explain	We use Apex as a credit retrieval program or for courses we cannot offer due to our small size. We use Aleks as an intervention for math courses for students with IEPs or those that are behind grade level.
Stakeholder Participation	Does the ALE include participation by students and families in the design and implementation of a student's learning experience? Explain.	We do not have ALE e-learning students this year. In general, all students have an advisor that does family connection meetings and create an individual intervention plan as needed.
2. Compliance with Board Policy C04.00		
Written Policies	Has the program adopted written policies in accordance with Board Policy C04.00?	Yes. All parents of students in e-learning read and sign the "Statement of Understanding." This document is kept on file and updated yearly.

Setting	Is the ALE provided in whole or part, outside the regular classroom setting?	All students will be remote learning this year until further notice due to Covid 19.
Staffing Ratio	Is the overall ratio of certificated instructional staff to full-time equivalent students enrolled in ALE courses and programs, including those that rely primarily on digital curriculum, identified and approved by the school district board of directors in a public meeting?	Yes
Student Learning Plans	<ul style="list-style-type: none"> • Does each student have a written student learning plan that meets the following requirements? <ul style="list-style-type: none"> ○ Meets the student's individual educational needs? ○ Is developed in partnership with the student, the student's parents, and other interested parties? ○ Recognizes that school staff has the primary responsibility and accountability for the plan? ○ Is supervised and monitored, with evaluation and assessment of student progress? 	Yes, when students are in e-learning they do have a learning plan. We have no students enrolled in e-learning site.
	<ul style="list-style-type: none"> • Does the individual student plan include at minimum the following information: <ul style="list-style-type: none"> ○ A beginning and ending date for the learning experience? ○ An estimate of the average number of hours per week that the student will engage in learning activities to meet the requirements of the student-learning plan? ○ A description of how weekly contact time will be fulfilled? ○ A description of specific learning goals and performance objectives of the ALE? 	Yes, we have an e-learning contract and plan for each student but we do not have any students enrolled in e-learning this year.

	<ul style="list-style-type: none"> ○ A description of instructional materials essential to successful completion of the learning plan? ○ A description of timelines and methods for evaluating student progress toward the learning goals and performance objectives specified in the learning plan 	
	<ul style="list-style-type: none"> • Does the student's individual ALE plan identify whether the ALE meets one or more of the EALRs or any other academic goals, objectives, and learning requirements by the district and state graduation requirements? 	Yes. E-Learning Academy students will have a graduation checklist that lists state and district graduation requirements. The checklist will be updated each semester.
	<ul style="list-style-type: none"> ○ If the student is a kindergartner and enrolled for more than 0.5 FTE, does the WSLP meet all the WaKids requirements? ○ A description of curriculum activities that assist students in: (I) Developing initial skills in the academic areas of reading, mathematics, and writing; (II) Developing a variety of communication skills; Providing experiences in science, social studies, arts, health, physical education, and a world language other than English; (IV) Acquiring large and small motor skills; (V) Acquiring social and emotional skills including successful participation in learning activities as an individual and as part of a group; 	

	<p>and (VI) Learning through hands-on experiences.</p> <ul style="list-style-type: none"> o A description of learning environments that are developmentally appropriate and promote creativity. 	
	<ul style="list-style-type: none"> • Does the ALE plan specify whether the experience meets state and district graduation requirements? The student learning plan requirement may be met through the use of <i>course syllabi</i>, so long as all elements required by Board Policy C04.00 are listed including <i>course type</i> and CEDARS code for each course. 	Yes, we meet all requirements of state and district.
Student Progress Reporting	<ul style="list-style-type: none"> • Does the ALE describe how student performance will be supervised, monitored, assessed, evaluated, and recorded by school staff? 	All Students all have individual advisors and meet with them weekly 1:1 to track progress and address any concerns.
	<ul style="list-style-type: none"> • Does each course on the student's WSLP name the certificated teacher and include the ALE Course Type? 	Yes
	<ul style="list-style-type: none"> • Is each student's educational progress reviewed at least monthly, with the results being communicated to parents for grades K-8 or to the student for grades 9-12? 	Yes
Direct Personal Contact with Instructor	Does the ALE require each student to have direct personal contact with instructional staff at least weekly, until the student completes the course objectives or the requirements of the learning plan?	Yes

	<p>Purposes:</p> <ul style="list-style-type: none"> • Instruction • Review of assignments • Testing • Reporting of student progress • Other learning activities <p>Contact shall meet two-way weekly contact requirements of either direct personal contact, in-person instructional contact, or synchronous digital instructional contact, and document appropriately. Contact with a parent cannot be substituted for contact with the student.</p>	
Monthly Review of Student Progress	<ul style="list-style-type: none"> • Is each student's educational progress REVIEWED at least once per month? 	It is reviewed weekly by MTSS team.
	<ul style="list-style-type: none"> • Is the progress review based on the learning goals and performance objectives defined in the written student learning plan? 	Yes, for e-learning students.
	<ul style="list-style-type: none"> • Is the progress review conducted by school staff and does it include direct personal contact with the student? 	Yes
	<ul style="list-style-type: none"> • Are the results of the review communicated to the student and, where possible, to the student's parent(s) or guardian? 	Yes
Determination of Satisfactory Progress	<ul style="list-style-type: none"> • Is the progress review's determination of whether the student is making satisfactory progress based on completing the learning activities and reaching the learning goals and objectives defined in the written plan? 	Yes
Intervention Plan	<ul style="list-style-type: none"> • If the student fails to make satisfactory progress, or if the student fails to follow the written student learning plan, is an intervention plan developed and implemented within 5 days of the first determination of unsatisfactory progress? 	Yes

	<ul style="list-style-type: none"> • Is the plan developed by school staff in conjunction with the student? 	Yes
Continued Lack of Progress	<p>If the student, after no more than <u>three subsequent evaluation periods</u>, is still not making satisfactory progress, is a NEW plan designed to more appropriately meet the student's educational needs developed and implemented by school staff in conjunction with the student? Or, has the student been guided toward another educational program?</p>	Yes
Annual Student Assessment	<ul style="list-style-type: none"> • Is the educational progress of <u>full-time</u> ALE students assessed at least annually, using the state's assessment for the student's grade level and using any other assessments required by the district? <ul style="list-style-type: none"> ○ For schools offering full-day kindergarten, is the WaKIDS administered to each student at the beginning of the school year? ○ Is the WaKIDS assessment administered by a Washington State certificated teacher who has successfully completed the WaKIDS 101 training? 	We do not have any full time e-learning students.
	<ul style="list-style-type: none"> • Is the educational progress of <u>part-time</u> ALE students assessed at least annually, as above? (except for private school or home-schooled students enrolled less than 0.8 FTE as per appropriate WACs) 	We do not have any part time e-learning students.

	<ul style="list-style-type: none"> • Is the educational progress of <u>out-of-district</u> ALE students assessed at the district of residence, subject to that district's assessment schedule and has the nonresident enrolling district established a written agreement for conducting the state assessment? <p>If so,</p> <ul style="list-style-type: none"> ○ Does the ALE of the enrolling district assume the responsibility for all necessary coordination with the district of residence and with the student to fulfill this requirement? ○ Does the ALE receive completed test booklets from the residency district, in order to be able to include them in the enrolling district's accountability measurements and not in the district of residence's accountability measurements? 	
Annual School Board Review	<p>Has the principal or program manager completed the annual report to the Board?</p> <ul style="list-style-type: none"> ○ Documentation of ALE student headcount and FTE enrollment claimed for basic education funding 	Yes
	<ul style="list-style-type: none"> ○ Description of how certificated and classified staff are assigned program management and instructional responsibilities that maximize student learning, including the ratio of certificated staff to FTE students 	yes
	<ul style="list-style-type: none"> ○ Description of how written student learning plans are developed and student performance supervised and evaluated, by certificated staff 	yes

	<ul style="list-style-type: none"> ○ Description of how the ALE program supports the district's overall goals and objectives for student academic achievement 	yes
	<ul style="list-style-type: none"> ○ Results of any self-evaluation of these learning experiences in a manner designed to objectively measure their effectiveness, including the impact of the experiences on student learning and achievement. The self-evaluation shall follow a continuous improvement model. 	yes
3. ALE Implementation Standards		
Open to All	Is the program accessible to all students, including those with disabilities? Explain.	yes
Difference between ALE and Home-Based Instruction	<ul style="list-style-type: none"> • If a student is a part-time home-schooled student, has the parent completed a Declaration of Intent to Provide Homebased Instruction and filed that with the District? 	Yes
	<ul style="list-style-type: none"> • Prior to enrolling a student, has the program provided the parent/guardian a description of the difference between home-based instruction and participation in an ALE program? * 	
	<ul style="list-style-type: none"> • Do parents sign and attest to the difference between home-based instruction and ALE each year? 	yes
Fidelity of Implementation	Does the program institute reliable methods to verify that a student is doing his or her own work? For example, proctored exams or projects, web cams or other technologies.	
On-Line Learning	<p>Is the primary purpose of the program to provide learning experiences using digital or on-line means?</p> <ul style="list-style-type: none"> ○ If so, is this program accredited through the state or regional accreditation program? 	Yes our e-learning is our only ALE program.

	<ul style="list-style-type: none"> ○ Is the program an OSPI-approved learning provider? <p><u>Note:</u> If any students have more than 1/2 of their course online, then the program will need OSPI approval as an online school or online affiliate.</p>	
Substantially Similar	<ul style="list-style-type: none"> • If the program is purchasing or contracting for instruction, experiences, services, or activities, are all purchased or contracted expenditures including lessons, trips, services, or other activities substantially similar? 	Yes, we use Apex for all students.
	<ul style="list-style-type: none"> • Does the program have a process for reviewing any expenditures to ensure they meet substantially similar requirements? 	yes
	<ul style="list-style-type: none"> • The program does not issue stipends to families to purchase educational materials including providing parents with a budget that they can direct toward different activities or curriculum. 	No
Full-Day Kindergarten	<ul style="list-style-type: none"> • If the ALE is providing full-day kindergarten, does it meet the following requirements: <ul style="list-style-type: none"> ○ Multiple, weekly, in-person and on-site observations of students by a certificated teacher each week during the eight-week WaKIDS assessment window? ○ At least a one thousand annual hour instructional program? 	N/A

	<ul style="list-style-type: none"> • Does the ALE report the following annually to the superintendent of public instruction: <ul style="list-style-type: none"> ○ The number of students enrolled in full-day kindergarten at any time during the school year? ○ The number of students enrolled in full-day kindergarten who participated in the WaKIDS assessment prior to the assessment deadline? 	N/A
4. Enrollment Reporting		
First Enrollment Count Date	On the first enrollment count date on or after the start date specified in the written student learning plan, the program is to note the estimated average weekly hours of learning activity in the written student learning plan. Is this being done?	Yes
CEDARS reporting	Have the students been reported in CEDARS, designated as ALE enrollment, and <i>have their courses been listed by course type</i> in the CEDARS-linked student information system?	We have no students enrolled in e-learning this year.
Subsequent Monthly Count Dates	<ul style="list-style-type: none"> • If the student's progress review indicates <u>satisfactory</u> progress, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity identified in the written student learning plan. Is this being done? 	Yes
	<ul style="list-style-type: none"> • If the student's progress review indicates <u>a lack of satisfactory</u> progress, <i>and an intervention plan has been completed</i>, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity described in the student's written student learning plan. Is this being done? 	yes

Documented Hours	Do the documented hours of ALE students include: • Classroom instruction provided by school staff?	yes
	• The hours of learning activity that are conducted and supervised by the parent/guardian, or other person, as designated by the written plan?	yes
	• Other learning activities? On subsequent monthly count dates, if a student's progress review indicates a lack of satisfactory progress, and an Intervention Plan has been developed and signed, the student's full-time equivalent is the student FTE based on the estimated average weekly hours of learning activity identified in the written student learning plan?	yes
Part-Time Students	Does part-time ALE students' enrollment generate the pro-rata share of full-time funding?	Yes, but we have no part time e-learning students.
Students Absent for 20 Consecutive School Days	Does the program's enrollment count exclude students who have formally dropped out, transferred to another school, been expelled or students who have not had direct personal contact with school staff for 20 consecutive school days?	yes
Out-of-District Students	Have all non-resident students gone through enrollment services to insure proper non-resident enrollment?	yes
5. ALE Audit Documentation		
Required Documentation	Districts which receive state funding for alternative learning experiences shall maintain the following written documentation available for audit: 1. School board policy for alternative learning experiences 2. Annual ALE reports to the school district board of directors 3. Annual reports to the superintendent of public instruction	Yes to all

	<p>4. Written student learning plans, including documentation of required weekly direct personal contact</p> <p>5. Student progress reviews, evaluations, and assessments</p> <p>6. Student enrollment detail substantiating FTE enrollment reported to the state, including estimated hours of participation in educational activities, and any actual documentation of hours of learning for those students failing to make satisfactory progress</p> <p>7. Signed parent enrollment disclosure documents.</p>	

*Update for SY 2020-21

Alternative Learning Experience Requirements
WAC 392-121-182/ School Board Policy No. 2255
Essential Questions
School Year 2020-21

Nova High School

TOPIC	QUESTION	RESPONSE
1. Introduction		
Students	Have your students been properly enrolled? For example, have all non-resident students been properly enrolled via central enrollment? Are part-time students properly enrolled?	Yes. All students are enrolled at the District level prior to being assigned.
	Are students' courses included in the Student Information System with the appropriate ALE Course Types?	Yes.
Curriculum	Does the ALE make use of digital and/or on-line curricula? Explain	No digital or on-line curricula are utilized.
Stakeholder Participation	Does the ALE include participation by students and families in the design and implementation of a student's learning experience? Explain.	Yes. Students work with their teacher/advisor to develop their Written Student Learning Plan (WSLP). The WSLP is shared and reviewed at a meeting with the student, family, and advisor. The WSLP is updated monthly.
2. Compliance with Board Policy C04.00		
Written Policies	Has the program adopted written policies in accordance with Board Policy C04.00?	Yes.
Setting	Is the ALE provided in whole or part, outside the regular classroom setting?	No.
Staffing Ratio	Is the overall ratio of certificated instructional staff to full-time equivalent students enrolled in ALE courses and programs, including those that rely primarily on digital curriculum, identified and approved by the school district board of directors in a public meeting?	Yes.

Student Learning Plans	<ul style="list-style-type: none"> • Does each student have a written student learning plan that meets the following requirements? <ul style="list-style-type: none"> ○ Meets the student’s individual educational needs? ○ Is developed in partnership with the student, the student’s parents, and other interested parties? ○ Recognizes that school staff has the primary responsibility and accountability for the plan? ○ Is supervised and monitored, with evaluation and assessment of student progress? 	Yes. All 4 criteria are met with the Written Student Learning Plan (WSLP).
	<ul style="list-style-type: none"> • Does the individual student plan include at minimum the following information: <ul style="list-style-type: none"> ○ A beginning and ending date for the learning experience? ○ An estimate of the average number of hours per week that the student will engage in learning activities to meet the requirements of the student-learning plan? ○ A description of how weekly contact time will be fulfilled? ○ A description of specific learning goals and performance objectives of the ALE? ○ A description of instructional materials essential to successful completion of the learning plan? ○ A description of timelines and methods for evaluating student progress toward the learning goals and performance objectives specified in the learning plan 	Yes. Our internal ALE database includes all of the required information for all student learning activities.

	<ul style="list-style-type: none"> • Does the student's individual ALE plan identify whether the ALE meets one or more of the EALRs or any other academic goals, objectives, and learning requirements by the district and state graduation requirements? 	Yes. All information related to state/national standards as well as course objectives, and learning requirements are listed in the ALE database.
	<ul style="list-style-type: none"> ○ If the student is a kindergartner and enrolled for more than 0.5 FTE, does the WSLP meet all the WaKids requirements? ○ A description of curriculum activities that assist students in: (I) Developing initial skills in the academic areas of reading, mathematics, and writing; (II) Developing a variety of communication skills; Providing experiences in science, social studies, arts, health, physical education, and a world language other than English; (IV) Acquiring large and small motor skills; (V) Acquiring social and emotional skills including successful participation in learning activities as an individual and as part of a group; and (VI) Learning through hands-on experiences. ○ A description of learning environments that are developmentally appropriate and promote creativity. 	N/A
	<ul style="list-style-type: none"> • Does the ALE plan specify whether the experience meets state and district graduation requirements? The student learning plan requirement may be met through the use of <i>course syllabi</i>, so long as all elements required by Board Policy C04.00 are listed including <i>course type</i> and CEDARS code for each course. 	Yes.

Student Progress Reporting	<ul style="list-style-type: none"> • Does the ALE describe how student performance will be supervised, monitored, assessed, evaluated, and recorded by school staff? 	Yes.
	<ul style="list-style-type: none"> • Does each course on the student's WSLP name the certificated teacher and include the ALE Course Type? 	Yes.
	<ul style="list-style-type: none"> • Is each student's educational progress reviewed at least monthly, with the results being communicated to parents for grades K-8 or to the student for grades 9-12? 	Yes. The WSLP is updated monthly. All students meet monthly with their teacher/advisor to review progress and update the WSLP if and as needed.
Direct Personal Contact with Instructor	<p>Does the ALE require each student to have direct personal contact with instructional staff at least weekly, until the student completes the course objectives or the requirements of the learning plan?</p> <p>Purposes:</p> <ul style="list-style-type: none"> • Instruction • Review of assignments • Testing • Reporting of student progress • Other learning activities <p>Contact shall meet two-way weekly contact requirements of either direct personal contact, in-person instructional contact, or synchronous digital instructional contact, and document appropriately. Contact with a parent cannot be substituted for contact with the student.</p>	Yes. Weekly contact is achieved in advisory groups, courses, one-on-one meetings, student/staff committees, as well as the monthly teacher/advisor meetings.
Monthly Review of Student Progress	<ul style="list-style-type: none"> • Is each student's educational progress REVIEWED at least once per month? 	Yes.
	<ul style="list-style-type: none"> • Is the progress review based on the learning goals and performance objectives defined in the written student learning plan? 	Yes.

	<ul style="list-style-type: none"> • Is the progress review conducted by school staff and does it include direct personal contact with the student? 	Yes.
	<ul style="list-style-type: none"> • Are the results of the review communicated to the student and, where possible, to the student's parent(s) or guardian? 	Yes. Every student has a teacher/advisor who is responsible for this communication.
Determination of Satisfactory Progress	<ul style="list-style-type: none"> • Is the progress review's determination of whether the student is making satisfactory progress based on completing the learning activities and reaching the learning goals and objectives defined in the written plan? 	Yes.
Intervention Plan	<ul style="list-style-type: none"> • If the student fails to make satisfactory progress, or if the student fails to follow the written student learning plan, is an intervention plan developed and implemented within 5 days of the first determination of unsatisfactory progress? 	Yes.
	<ul style="list-style-type: none"> • Is the plan developed by school staff in conjunction with the student? 	Yes. Implementation begins with a meeting between the student and advisor who jointly develop the plan according to WA State ALE guidelines. It is a progressive support process set up for students that includes additional weekly meetings, the formation of a support committee for the student, the creation of interventions and accountabilities, parent/family meetings, and support for transfer to another program if all the interventions are unsuccessful.
Continued Lack of Progress	If the student, after no more than <u>three subsequent evaluation periods</u> , is still not making	Yes.

	satisfactory progress, is a <i>NEW</i> plan designed to more appropriately meet the student's educational needs developed and implemented by school staff in conjunction with the student? Or, has the student been guided toward another educational program?	
Annual Student Assessment	<ul style="list-style-type: none"> • Is the educational progress of <u>full-time</u> ALE students assessed at least annually, using the state's assessment for the student's grade level and using any other assessments required by the district? <ul style="list-style-type: none"> ○ For schools offering full-day kindergarten, is the WaKIDS administered to each student at the beginning of the school year? ○ Is the WaKIDS assessment administered by a Washington State certificated teacher who has successfully completed the WaKIDS 101 training? 	Yes.
	<ul style="list-style-type: none"> • Is the educational progress of <u>part-time</u> ALE students assessed at least annually, as above? (except for private school or home-schooled students enrolled less than 0.8 FTE as per appropriate WACs) 	N/A.
	<ul style="list-style-type: none"> • Is the educational progress of <u>out-of-district</u> ALE students assessed at the district of residence, subject to that district's assessment schedule and has the nonresident enrolling district established a written agreement for conducting the state assessment? <p>If so,</p> <ul style="list-style-type: none"> ○ Does the ALE of the enrolling district assume the responsibility for all necessary coordination with the district of residence and 	N/A.

	<p>with the student to fulfill this requirement?</p> <ul style="list-style-type: none"> ○ Does the ALE receive completed test booklets from the residency district, in order to be able to include them in the enrolling district's accountability measurements and not in the district of residence's accountability measurements? 	
Annual School Board Review	<p>Has the principal or program manager completed the annual report to the Board?</p> <ul style="list-style-type: none"> ○ Documentation of ALE student headcount and FTE enrollment claimed for basic education funding 	Yes.
	<ul style="list-style-type: none"> ○ Description of how certificated and classified staff are assigned program management and instructional responsibilities that maximize student learning, including the ratio of certificated staff to FTE students 	Yes.
	<ul style="list-style-type: none"> ○ Description of how written student learning plans are developed and student performance supervised and evaluated, by certificated staff 	Yes.
	<ul style="list-style-type: none"> ○ Description of how the ALE program supports the district's overall goals and objectives for student academic achievement 	Yes.
	<ul style="list-style-type: none"> ○ Results of any self-evaluation of these learning experiences in a manner designed to objectively measure their effectiveness, including the impact of the 	Yes.

	experiences on student learning and achievement. The self-evaluation shall follow a continuous improvement model.	
3. ALE Implementation Standards		
Open to All	Is the program accessible to all students, including those with disabilities? Explain.	Yes. Any/All students enrolled in SPS may choose to attend Nova. There are no extra eligibility requirements to enroll. Nova is located in the, fully accessible, Horace Mann building.
Difference between ALE and Home-Based Instruction	<ul style="list-style-type: none"> • If a student is a part-time home-schooled student, has the parent completed a Declaration of Intent to Provide Homebased Instruction and filed that with the District? 	N/A
	<ul style="list-style-type: none"> • Prior to enrolling a student, has the program provided the parent/guardian a description of the difference between home-based instruction and participation in an ALE program? * 	
	<ul style="list-style-type: none"> • Do parents sign and attest to the difference between home-based instruction and ALE each year? 	Yes.
Fidelity of Implementation	Does the program institute reliable methods to verify that a student is doing his or her own work? For example, proctored exams or projects, web cams or other technologies.	Yes.
On-Line Learning	<p>Is the primary purpose of the program to provide learning experiences using digital or on-line means?</p> <ul style="list-style-type: none"> ○ If so, is this program accredited through the state or regional accreditation program? ○ Is the program an OSPI-approved learning provider? <p><u>Note:</u> If any students have more than 1/2 of their course online, then the program will need OSPI approval as an online school or online affiliate.</p>	No.

Substantially Similar	<ul style="list-style-type: none"> • If the program is purchasing or contracting for instruction, experiences, services, or activities, are all purchased or contracted expenditures including lessons, trips, services, or other activities substantially similar? 	N/A
	<ul style="list-style-type: none"> • Does the program have a process for reviewing any expenditures to ensure they meet substantially similar requirements? 	N/A
	<ul style="list-style-type: none"> • The program does not issue stipends to families to purchase educational materials including providing parents with a budget that they can direct toward different activities or curriculum. 	N/A
Full-Day Kindergarten	<ul style="list-style-type: none"> • If the ALE is providing full-day kindergarten, does it meet the following requirements: <ul style="list-style-type: none"> ◦ Multiple, weekly, in-person and on-site observations of students by a certificated teacher each week during the eight-week WaKIDS assessment window? ◦ At least a one thousand annual hour instructional program? 	N/A
	<ul style="list-style-type: none"> • Does the ALE report the following annually to the superintendent of public instruction: <ul style="list-style-type: none"> ◦ The number of students enrolled in full-day kindergarten at any time during the school year? ◦ The number of students enrolled in full-day kindergarten who participated in the WaKIDS assessment prior to the assessment deadline? 	N/A
4. Enrollment Reporting		
First Enrollment Count Date	On the first enrollment count date on or after the start date specified in the	Yes.

	written student learning plan, the program is to note the estimated average weekly hours of learning activity in the written student learning plan. Is this being done?	
CEDARS reporting	Have the students been reported in CEDARS, designated as ALE enrollment, and <i>have their courses been listed by course type</i> in the CEDARS-linked student information system?	Yes.
Subsequent Monthly Count Dates	<ul style="list-style-type: none"> • If the student's progress review indicates <u>satisfactory</u> progress, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity identified in the written student learning plan. Is this being done? 	Yes.
	<ul style="list-style-type: none"> • If the student's progress review indicates <u>a lack of satisfactory</u> progress, <i>and an intervention plan has been completed</i>, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity described in the student's written student learning plan. Is this being done? 	Yes.
Documented Hours	<p>Do the documented hours of ALE students include:</p> <ul style="list-style-type: none"> • Classroom instruction provided by school staff? 	Yes.
	<ul style="list-style-type: none"> • The hours of learning activity that are conducted and supervised by the parent/guardian, or other person, as designated by the written plan? 	Yes.
	<ul style="list-style-type: none"> • Other learning activities? <p>On subsequent monthly count dates, if a student's progress review indicates a lack of satisfactory progress, and an Intervention Plan has been developed and signed, the student's full-time equivalent is the</p>	Yes.

	student FTE based on the estimated average weekly hours of learning activity identified in the written student learning plan?	
Part-Time Students	Does part-time ALE students' enrollment generate the pro-rata share of full-time funding?	N/A
Students Absent for 20 Consecutive School Days	Does the program's enrollment count exclude students who have formally dropped out, transferred to another school, been expelled or students who have not had direct personal contact with school staff for 20 consecutive school days?	Yes.
Out-of-District Students	Have all non-resident students gone through enrollment services to insure proper non-resident enrollment?	Yes.
5. ALE Audit Documentation		
Required Documentation	<p>Districts which receive state funding for alternative learning experiences shall maintain the following written documentation available for audit:</p> <ol style="list-style-type: none"> 1. School board policy for alternative learning experiences 2. Annual ALE reports to the school district board of directors 3. Annual reports to the superintendent of public instruction 4. Written student learning plans, including documentation of required weekly direct personal contact 5. Student progress reviews, evaluations, and assessments 6. Student enrollment detail substantiating FTE enrollment reported to the state, including estimated hours of participation in educational activities, and any actual documentation of hours of learning for those students failing to make satisfactory progress 	<p>Yes.</p> <p>All listed documentation is maintained and available.</p>

	7. Signed parent enrollment disclosure documents.	

*Update for SY 2020-21



Alternative Learning Experience Schools or Programs

Policy No. 2255

Annual Report to the School Board 2020-2021

School Name: Cascade Parent Partnership

The Chief Academic Officer shall report annually to the district Board of Directors at a regularly scheduled Board meeting the following information for each alternative learning experience school or program.

1. The alternative learning experience student head count:

The projected student headcount for Cascade Parent Partnership on October 1, 2020 is 190.

2. Full-time equivalent enrollment claimed for basic education funding:

The projected full-time equivalent enrollment claimed for basic education funding for Cascade Parent Partnership will be 188.08 on October 1, 2020.

3. Overall ratio of certificated instructional staff to full-time equivalent students enrolled in each alternative learning experience program:

The overall ratio of certificated instructional staff to full-time equivalent students enrolled at Cascade Parent Partnership is 1 teacher to 50 students (Teacher FTE 3.8).

*Please also note that Cascade chooses to buy up 0.4 FTE to accompany the 1.4FTE in directed Counselor FTE to fulfill Written Student Learning Plan (WSLP) requirements, remaining compliant with OSPI.

4. A description of how the program supports the District's overall goals and objectives for student academic achievement:

Cascade Parent Partnership works to close the achievement gap daily and serves many students with needs that the traditional model has difficulty addressing. Cascade students represent a very high proportion of students with learning differences that include: Anxiety related issues; autism; sensory integration issues; and other health differences that make learning in a traditional model challenging. Many students and their families of color have chosen to enroll at Cascade, seeking stronger parent involvement and an authentic ability to foster positive, individualized and supported learning opportunities within parent partnership. Cascade also reaches non-traditional students, preparing them academically before their integration into the school system, typically at 9th grade. Seventy percent of Cascade families report that they would not return to the Seattle School District if the Cascade ALE model was not available. Also due to COVID-19, we have seen an influx of students and families that have openly shared that they want to keep their students enrolled in SPS however the current plan for remote learning in the traditional, comprehensive elementary and/or middle school is not working for their children.

5. The results of the annual school improvement plan:

- Student Reading and Math:
2019-20 assessment data is incomplete. SBA, Spring F&P and STAR 360 testing were cancelled, due to COVID-19. Without final spring 2020 data, I offer instead school CSIP goal statements and mid-year data.
- 2019-20 Goal statements: By May 2020, 14 of 17 (82%) of 3rd grade students enrolled in certificated English Language Arts or Integrated Science/ELA classes will demonstrate a year's growth in reading, as measured by STAR 360 Reading and Fountas and Pinnell scores.
- Baseline data: STAR 11 of 13 (84%) at/above standard (Sept 2019), F&P 9 of 16 (56%) at/above standard (Oct 2019)
- Mid Year data: Winter 2019-20 formative check-in (Of the 17 3rd grade students, 14 are taking ELA on-site. Of the 17 3rd grade students, 15 are trending towards grade level proficiency, as demonstrated by completion of F&P, STAR 360 Reading and/or teacher-generated classroom-based assessments.
- STAR 360 Reading used as a screener, administered at the start and end of each semester
- LAP Reading support in the form of 1on1 tutoring (1hr/week) and Homework Central (morning study hall)
- 3rd grade reading: F&P @ Level N, O, P

Student	IEP Reading	ELL	ELA On-site	STAR Reading Fall	F&P Fall	Avg. Form. Assess	STAR Reading Winter	STAR Reading Spring	F&P Spring	Levels growth
A	N	N	Y	6.4	U	4	6.8			+0.4
B	N	N	Y	n/a	M	3	4.6			n/a
C	N	N	Y	4.4	Q	3	4.6			+0.2
D	N	Y	N	4.4	R	3	4.9			+0.5
E	N	N	Y	3.8	R	4	4.7			+0.9
F	N	N	Y	3.0	n/a	2	3.6			+0.6
G	N	N	Y	3.8	O	3	4.7			+0.9
H	N	N	Y	3.9	M	2	4.9			+1.0
I	N	N	Y	n/a	K	2	3.8			n/a
J	N	N	Y	4.8	M	3	n/a			n/a
K	N	N	N	4.5	T	4	n/a			n/a
L	N	N	Y	n/a	P	3	n/a			n/a
M	Y	N	N	2.7	K	1*	1.5			-1.2
N	N	N	Y	PP	K	2	2.1			+2.1
O	N	N	Y	3.9	N	4	6.1			+2.2
P	N	N	Y	5.4	R	3	5.9			+0.5
Q	N	N	Y	n/a	M	3	4.7			n/a

- School Climate: Most students feel that they have an awareness of their social emotional well-being, however, healthy community and classroom environment are 75% or lower, as evidenced through the Spring 2020 Student Climate Surveys.

Student Climate Surveys:

Social Emotional Learning: Grades 3-5: 77% (+7%), 6-8: 75% (-5%)

Healthy Community: 75% (+9%), 6-8: 62% (-4%)

Belonging: Grades 3-5: 73% (-8%), Grades 6-8: 88% **(+13%)**
Classroom environment: Grades 3-5: 72% **(+15%)**, 6-8: 50% (-8%)

School Community Highlights:

- Virtual, monthly Families of Students served through Special Education meetings, which continued through the summer and resulted in Parent-created PPT for staff review on Virtual Learning Recommendations
 - Virtual twice a month “Coffee and Conversations” meetings between school principal and school community to increase access and provide better transparency in school decision making.
 - Virtual Schedule Creation Team comprised of school admin., teachers, counselors and parents created the Fall 2020 class schedule
 - On-going collection of student and parent feedback on virtual learning, including an upcoming Fall Student Town Hall
 - Sustained relationship with community partners; Aegis Senior Living
- Additional positive outcomes as result of school’s CSIP:
- Weekly PLC time for planning and preparation in Math, English Language Arts and Universal design in lesson and unit planning.
 - Monthly student progress meetings to discuss and review the authenticity and accurateness of monthly progress provided by teachers to students and their families.
 - Targeted intervention using Tier 2 strategies in Reading and Mathematics demonstrating below grade level performance.



Alternative Learning Experience Schools or Programs

Policy No. 2255

Annual Report to the School Board 2020-21

School Name: Interagency Academy

The Assistant Superintendent for Teaching & Learning shall report annually to the district Board of Directors at a regularly scheduled Board meeting the following information for each alternative learning experience school or program.

1. The alternative learning experience student head count:

As of September 28, 2020:

Alder – 21
Beacon – 27
Casa – 2
Columbia School – 0
Intake – 27
Interagency Queen Anne - 24
King County Jail – 10
Opportunity Skyway - 49
Southeast – 45
Southwest – 38
University District Youth Center – 37
Youth Education Project - 49
Open Doors – 64

2. Full-time equivalent enrollment claimed for basic education funding:

393

3. Overall ratio of certificated instructional staff to full-time equivalent students enrolled in each alternative learning experience program:

The overall ratio of certificated instructional staff to full time equivalent students enrolled in the Interagency Academy program is 1 teacher to 9.33 students (Teacher FTE 42.1) on September 28, 2020, however, the ratio changes quickly as we add new students each week. Over the course of the 2018-2019 school year, Interagency served 801 students.

4. A description of how the program supports the District's overall goals and objectives for student academic achievement:

Note: Please specify how your program supports the district's goals of ensuring racial equity in our educational system by addressing the needs of students of color who are furthest from educational justice.

Interagency Academy serves students who have not found success in other high schools, including many students who face complex trauma and daunting barriers to success – poverty, domestic violence, homelessness, early parenthood, substance abuse, mental health issues and other challenges.

Our 13 programs focus on:

- targeted instruction in math, reading and writing,
- a variety of online credit retrieval options (supported by certificated teachers on site) that enable students to make up pieces of much needed courses,
- ALE courses to meet individual needs and interests, and,
- job readiness training programs that meet students where they are.

By creating these unique campuses with intensive social emotional supports, we are able to empower students to accelerate progress toward graduation and preparation for college, career, and life.

5. The results of the annual school improvement plan:

During the 2019-2020 school year, Interagency made progress on CSIP by:

- Weekly PLC planning and professional development in math, literacy, online learning, student support and intervention, truancy and health/wellness.
- Targeted intervention classes in reading and math at all campuses for students achieving significantly below grade level.

Student supports we have in place targeted the unique needs of our students:

- Truancy reduction and planning
- Drug/Alcohol intervention, education, recovery
- Counseling and mental health support
- Health care through our Teen Health Center
- Probation transition support
- Career readiness and specific training programs through partnerships with FareStart, YouthCare, Sawhorse Revolution, UPower, BikeWorks, and Sanctuary Arts.
- Case Management for basic needs barriers – homelessness, childcare, food, etc.
- Daily advisory program for all students, with separate advisories for students with fewer than 5 credits (9th graders), students within range of graduation this year, and students in 10th and 11th grade. Advisory focuses on supporting students in monitoring progress toward goals and developing skills necessary for success.

We continue to focus on providing excellent instruction, providing behavior supports so all students can attend and participate, and developing and maintaining small, safe, personal learning communities.



Alternative Learning Experience Schools or Programs

Policy No. 2255

Annual Report to the School Board 2020-21

School Name: Middle College High School

The Assistant Superintendent for Teaching & Learning shall report annually to the district Board of Directors at a regularly scheduled Board meeting the following information for each alternative learning experience school or program.

1. The alternative learning experience student head count:

The student headcount for Middle College High School overall program (meaning all 4 sites) on October 1, 2020 is projected to be 88 students. Now, 0 students are currently enrolled in the E-Learning academy within Middle College and with this year being entirely remote, we do not foresee any students in our e-learning program, which is the only ALE supported program as our other sites are funded under basic education funding.

2. Full-time equivalent enrollment claimed for basic education funding:

The full-time equivalent enrollment claimed for basic education funding for Middle College High School's program is 88 students this school year (so far). No students this year or last were funded through ALE.

3. Overall ratio of certificated instructional staff to full-time equivalent students enrolled in each alternative learning experience program:

The overall ratio of certificated instructional staff to full-time equivalent students enrolled Middle College High School is 1 teacher to 10 students (includes general education, LAP support, CTE and special education teacher FTE). Our staffing allocation is at 11.3 FTE general education and .8 FTE Sped. for all 4 sites. The goal is to maintain 4 teachers at UW, SU, and Northgate to support content specific classes for deeper learning. The ratio will increase up to 20:1 as enrollment grows through our service model at two of our sites. At the Northgate site/John Marshall site, ratio is 10:1. For the past few years, the e-learning Academy only has up to 5 students at a time and is assigned to 1 certificated teacher to monitor progress (and is housed within Northgate site, meaning students check in with those teachers and do intervention plans at that site). This year we will support students in the Northgate site for grade 10-12 and no students will be assigned to the e-learning site.

4. A description of how the program supports the District's overall goals and objectives for student academic achievement:

Middle College High School directly aligns with the Elimination of the Opportunity Gap and our commitment to racial equity. We provide dual enrollment opportunity for students, who come from our large comprehensive schools, are resilient and typically underrepresented in college. We focus on core academic support, social justice education, social emotional learning in a small nurturing environment and supporting transferrable college credits through running start. We create pathways for students to successfully transition into 2-year, four-year, Technical Schools and/or Certification programs. We focus on SPS performance indicators, 4 (we honor 5 year) graduation rates, college courses and exams, and post-secondary enrollment.

We are recruiting students furthest from educational justice to join the small, cohort model and be supported while gaining skills to do well in Running Start classes in 11th and 12th grades. At all three sites the goal is that ALL students will be successful in at least one Running Start course and leave high school some college credit, if not their completed AA.

5. The results of the annual school improvement plan:

- We graduated 16 students last year. We also increased our enrollment of 9th and 10th graders and recruited for a new 9th grade cohort for 2020-21 school year. Our recruitment was cut short due to the Covid 19 pandemic closure, but we still have a cohort of students for 9th grade of 25 students.
- We refined/continued systems that included, 1:1 teacher mentorship weekly, monthly progress reports and intervention plans for students who were not making adequate monthly progress and following MTSS system. We created and refined a PBIS structure with staff and student expectations.
- We built and strengthened partnerships with our college and university partners. We created an advisory board of Deans/Presidents of UW/SU/Seattle Colleges so we can continue to work together to grow our enrollment and opportunities with these partners. We recruited and successfully enrolled 40 9th grade students to enter our (non-ALE) program at UW/SU sites for 2019-2020 school year and retained 36 for their 10th grade year for 2020-21 year and added new 9th cohort of 25 students.
- Building Leadership Team spent time creating systems to support professional development, decision making matrix, budgeting and monitoring the CSIP. This work included revising our Mission and Vision to support the re-envisioning of Middle College High School to align with the National Model of Middle and Early Colleges. We had a team of teachers attend several dual enrollment/ Middle College Consortium conferences and Middle College visits to gain insight and training around developing successful Middle College systems.
 - Mission
 - We are a diverse community whose mission is to empower resilient and promising learners to reach their highest potential and become critically

conscious leaders of change through a transformative and liberatory education.

- Vision

- Middle College High School will create equitable opportunities for a successful post-secondary education by empowering students through social justice practices and transforming educational systems.



Alternative Learning Experience Schools or Programs

Policy No. 2255

Annual Report to the School Board 2020-2021

School Name: Nova High School

The Assistant Superintendent for Teaching & Learning shall report annually to the district Board of Directors at a regularly scheduled Board meeting the following information for each alternative learning experience school or program.

1. The alternative learning experience student head count:

The student headcount for Nova High School program on Sept 24th, 2020 is 224.

2. Full-time equivalent enrollment claimed for basic education funding:

The full-time equivalent enrollment claimed for basic education funding for Nova High School's program was 224.

3. Overall ratio of certificated instructional staff to full-time equivalent students enrolled in each alternative learning experience program:

The overall ratio of certificated instructional staff to full-time equivalent students enrolled Nova High School was 1 teacher to 24 for general education certified staff and 1 to 16 student ratio for student to general and special education certified staff. 27.9% of our students have IEPs.

4. A description of how the program supports the District's overall goals and objectives for student academic achievement:

Note: Please specify how your program supports the district's goals of ensuring racial equity in our educational system by addressing the needs of students of color who are furthest from educational justice.

Nova serves students who choose to come to Nova as 9th grade students, as well as transfer students. Approximately 70% of our new students transfer in from SPS comprehensive high schools. Their primary reasons for transferring are that the large comprehensive high schools did not work for them. Their reasons include safety, lack of flexibility in scheduling, curriculum and classes they view as not challenging or relevant, lack of individualization, anxiety, depression, and other mental and emotional health issues. 9th grade students come for similar reasons as

manifested in middle school and they want a different school experience based on their learning styles and interests. Our overall goal is that students are ready for life, career, and vocational choices when they graduate Nova. As an ALE school we create individual written student learning plans for every student which are updated monthly. Our teaching and learning system is competency, inquiry, project, and problem-based and works to engage all students. Nova is rooted in a philosophy of social and racial justice that fully supports our District's overall goals of success for all students. Additionally, according to the most recent Healthy Youth Survey approximately 80% of our students identify as LGBTQIA+ and we have confirmed these numbers with local surveys which also showed over 40% of our population identifying as transgender and/or nonbinary. Nova houses a higher vulnerable population of students, as the Healthy Youth Survey also notes that Nova students registered much higher percentages in the following categories compared to SPS overall. On average Nova students are 20% higher in having been victimized by sexual abuse, 38% higher in suffering from depression, and 30% higher in contemplation of suicide. Nova students compared to SPS overall reported that Nova "tries to stop bullying" 100% among 10th grade students and 97% among 12th grade as compared to 43% and 57% for SPS overall. A feature of our school population that often gets overlooked is that many of our students of color are also LGBTQIA+ and experience multiple intersectional impacts, and Nova continues to work to create wrap around supports for students who are intersectionally impacted by multiple systems of oppression. Our students historically have experienced significant barriers to access and safety in their lives. System-impacted students find access to support, resources and safety in our school that are robust, individualized, culturally competent and managed by our unique coordinating system.

4. The results of the annual school improvement plan:

As identified in our 2020-2021 CSIP, we continue focus on building tenacity and resilience. Our last three years of student climate surveys rate Nova high regarding safety, belonging and identity, healthy community, positive and supportive learning environment, creativity, and critical thinking compared to other high schools. Nova students reported responses regarding perseverance and completion of work that were at district average. Overall, students report they feel supported and challenged by teachers and staff and enjoy their classes, yet they also report they don't always finish their work.

We continue to also focus on a disparity among students in their experience of belonging and ownership. White students feel connected to the concept of Nova, but students of color feel connected to specific adults and peers and the deeper philosophy of our school, but don't express the same language of belonging and ownership that white students express. White students have greater representation on governing committees and are more likely to go to administration to advocate for their needs. White students had the "choice" to opt out of certain classes focusing on Ethnic Studies and issues of race and privilege, which is now a Nova requirement for all students.

Four years ago, the Nova student/staff people of color committee created a series of focus groups and surveys for students of color at Nova. At that time, students of color identified the following areas that needed improvement: lack of ethnic studies classes, microaggressions toward students of color, specific focus on trauma informed care for students of color, students of color

experiencing mental health issues not taken as seriously as white students, need for a quicker response to racial issues that arise, and education for white students so they can learn to sit with discomfort and understand racial equity impacts everyone. This feedback drives all our work for school improvement.

We worked with a community restorative justice facilitator who met with and surveyed our current students of color. In a more recent survey, we saw significant growth in many of these areas as a result of requiring all students to participate in ethnic studies, incorporating racial justice conference days of learning, Black Lives Matter in Schools week, and a staff focus on critical and dominate narrative across all content areas. Improvement was noted in areas such as: there are more ethnic studies classes, Nova “makes space for students of color” and students of color believe they have the ability to express their views without negative judgement, Nova provides a welcoming and inclusive environment for all students, the Nova culture makes it “easier to get an education,” and Nova is “accepting of all gender identities.” The primary challenge that was raised was our inability to make much progress in deepening our understanding and providing resources that target generational trauma impacting students of color and mental health supports for students of color.

The creation of the wellness center to focus specifically on supporting POC youth, LGBTQIA+ youth and specifically LGBTQIA+ POC youth is starting to address access to culturally competent behavioral and physical health needs, as is continued professional development around these issues as a full staff. We also found a recovery counselor whose intersectional identity and experiences make him much more approachable and able to provide culturally competent supports because of direct feedback from students of color.

Nova for nine continuous years, has shown there has been no disparity in credits earned by 9th grade students between white students and students of color. In our non-graded, competency-based system, students earn credit based on meeting and/or exceeding the course competencies through showing and applying their learning. The equivalent grade in a graded school would be a grade of B or above. The minimum grade point average for all students earning credit would be a 3.0 or higher. Nova is moving farther away from competency being directly tied to classes and credit and will be using a competency-based transcript to track student growth. Credits will be earned when specific benchmarks are demonstrated. We are building a method to continue to measure growth and credit earned to ensure there continues to be no disparity between white students, students of color and specifically students farthest from educational justice. This data is progress monitoring tool to ensure that this new system of competency tracking is not reproducing historic inequities.

Additionally, Nova has the following highly successful systems, which support our work with students and our focus on curriculum and instruction:

- A robust advisory system, whereby every student is involved with an advisory group with a student/teacher ratio of 23:1. The group meets weekly and the student and their advisor meet one-on-one regularly and with their families at least once per year. During Covid closures, these advisors had weekly phone calls and check in to support technology access, health and well-being and to get support directly to students in a time of crisis.

We connected with all our students and families during smart start and have equal or better attendance in our classes and committees currently. We think this is directly related to the relationship building that happens through our advisory.

- PLC and staff professional development time is built into our schedule. This includes SIT meetings and curricular group meetings, as well as teacher work groups on issues such as racial justice, curricular design, and academic supports.

Nova has a strong support system aligned with MTSS. Nova has been an established trauma informed school with a growth mindset toward academics, discipline, social emotional development, democratic participation and community engagement for the past decade.

Our universal model of supports includes the following supports as part of our ALE infrastructure:

- A teacher advisor who creates a learning plan with personal and academic goals and modifies the plan as needed throughout the year, a weekly meeting with that teacher in a group advisory, at least one monthly individual meeting with their teacher advisor, and at least one yearly family meeting with their teacher advisor and facilitated by the student.
- Teachers provide a monthly status report on all classes, teacher advisors share this information about class status and increase interventions and supports if needed, and students have a graduation worksheet that charts their progress toward graduation as they finish credits. Additionally, students with IEPs have at least two support adults, students have choice over their schedule, what committees to participate in, how they will meet their service requirements and how they will demonstrate competencies.
- The student's teacher advisor is their advocate and social emotional educator when conflicts with other students or staff members occur and if any school norms or district rules are broken. Our discipline policy is based on transformative and redemptive justice principles and embraces a needs assessment and growth mindset when enacted; mediation and restorative circles are always available to resolve conflict between any of our students and members our community and the greater community.
- Nova students have access to basic needs support like clothing, food, school supplies etc. in our building and we connect students to necessary resources in and out of the building for mental health supports, medical necessities, gender health, drug and alcohol evaluations and counseling.

Superintendent Procedure 2255SP **Alternative Learning Experience Schools or Programs**



Approved by: s/José Banda Date: 8/26/13

José Banda, Superintendent

Every student enrolled in an alternative learning experience (ALE) school or program must have an individualized written learning plan designed to meet the student's individual educational needs.

The written student learning plan may be developed in partnership with the student, the student's parents or guardian, and other interested parties, with recognition that school staff has the primary responsibility and accountability for the plan, including supervision and monitoring, and evaluation and assessment of the student's progress. The written student learning plan shall include, but not be limited to, the following elements:

1. Whether the Alternative Learning Experience meets one or more of the state essential academic learning requirements or any other academic goals, objectives, and learning requirements defined by the school district. For a high school Alternative Learning Experience, the plan shall specify whether the experience meets state and district graduation requirements;
2. A beginning and ending date for the learning experience;
3. An estimate of the average number of hours per week that the student will engage in learning activities to meet the requirements of the student learning plans;
4. A description of how weekly contact requirements will be fulfilled;
5. A description of the specific learning goals and performance objectives of the Alternative Learning Experience. This requirement may be met through the use of course syllabi or other similarly detailed descriptions of learning requirements. The description shall clearly identify the requirements a student must meet to successfully complete the course or program;
6. Identification of instructional materials essential to successful completion of the learning plan; and
7. A description of the timelines and methods for evaluating student progress toward the learning goals and performance objectives specified in the learning plan.

Students participating in alternative learning experiences shall be evaluated as follows:

1. Each student's progress shall be evaluated monthly based on the learning goals and performance objectives defined in the written student learning plan.
2. The progress review will be conducted by certificated instructional staff and include direct personal contact (as defined by district policy) with the student.

The results of the review will be shared with the student and the student's parent or guardian.

3. Certificated instructional staff will determine whether the student is making satisfactory progress in meeting the written student learning plan.
4. If the student fails to make satisfactory progress, an intervention plan shall be developed and implemented. The intervention plan will be developed by certificated instructional staff in collaboration with the students and for students in K-8, the student's parent or guardian.
5. If after three consecutive evaluations, the student is not making progress, a new plan designed to meet the student's needs shall be developed and implemented.

Approved: December 2011

Revised: August 2013

Cross Reference: Policy No. 2255



SCHOOL BOARD ACTION REPORT

DATE: October 22, 2020
FROM: Denise Juneau, Superintendent
LEAD STAFF: JoLynn Berge, Chief Financial Officer

For Introduction: November 18, 2020
For Action: December 2, 2020

1. TITLE

Approve hotspots for students to support remote learning through school year 2020-21.

2. PURPOSE

Approve the purchase and related service of hotspots to support remote learning through school year 2020-21.

3. RECOMMENDED MOTION

I move that the Board of Directors authorize the Superintendent to approve the purchase and service costs for internet hotspots from various vendors for the 2020-2021 school year as follows:

Mobile Beacon in the amount of \$273,113 and Verizon in the amount of \$294,900, plus any applicable WA state sales tax.

4. BACKGROUND INFORMATION

- a. COVID-19 has brought about a significant change in the way we are delivering education to students. Students are now learning from home, necessitating access to the internet. Many of our free and reduced lunch (FRL) students did not have internet at home when remote learning began, resulting in an equity challenge, previously known as the “homework gap”. SPS bridged that gap in 2019-2020 with Comcast Internet Essentials, Wave, and hotspots from Verizon and Mobile Beacon, reseller for Sprint. (Vendor amounts for 2019-20 were under the \$250,000 threshold for Board approval). In 2020-2021, SPS is leveraging hotspots from Verizon, Sprint and T-Mobile, as well as additional OSPI/state funded Comcast accounts. Hotspots from Verizon and Mobile Beacon will exceed \$250,000 for school year 2020-21, and are therefore presented in the BAR for Board approval. Additional information regarding 2019-20 purchases, while not meeting the \$250,000 threshold for Board approval, is nevertheless provided in the BAR to provide transparency.

Priority was originally given to homeless students, students furthest from educational justice, special education students, EL students and graduating seniors. However, all students who have requested a hotspot have been provided one. We know many family circumstances have changed, and even if a student is not FRL in our records there may be a need.

The state has begun to offer “free” internet essentials via Comcast; to the extent possible, SPS will transition students and families to those services. Unfortunately, the state will not allow families to whom we provided service prior to August 2020 to qualify for those services.

The T-Mobile amount of \$61,800 is to participate in its Project 10Million, <https://www.t-mobile.com/business/education/project-10-million> . This program is only for verified FRL students, and only allows one hotspot per family. It has been our experience that hotspots will support no more than two students. When there are more than two SPS students in a family we provide additional hotspots.

We are working to access the state program, and programs like T-Mobile's as they come online. But we have found that some service providers have stronger signals in some locations in the district. As a result, we have a variety of program and hotspot offerings to have options for families and students.

Vendor/Year	Amount	Number of Hotspots
Mobile Beacon/Sprint 2019-2020	\$ 193,870	
Verizon 2019-2020	\$ 197,991	
Total 2019-2020	\$ 391,861	2,244
Tmobile 2020-2021	\$ 61,800	412
Approval in the BAR requested for:		
Mobile Beacon/Sprint	\$ 273,113	
Verizon 2020-2021	\$ 294,900	
Total Approval requested in BAR for 2020-2021	\$ 568,013	2,460
Total for all hotspots March 2020- Aug 2021	\$ 1,021,674	5,116

b. Alternatives

1. Don't provide hotspots to students and/or limit the number of hotspots provided to families with more than two SPS students.
2. Only provide hotspots to FRL students.

c. Research

<https://www.edsurge.com/news/2020-06-16-covid-19-has-widened-the-homework-gap-into-a-full-fledged-learning-gap>

“COVID-19 did not create the digital divide for students”, added Robin Lake, the panel moderator and the director of the Center on Reinventing Public Education (CRPE), which is based out of the University of Washington and has been tracking school districts’ transitions to distance learning. But the pandemic did force us to “stare [the problem] right in the eye.”

5. **FISCAL IMPACT/REVENUE SOURCE**

Fiscal impact to this action is estimated at \$568,013. The revenue source for this motion is BTA IV - \$565,264 and Comcast donation - \$2,749.

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 has sent communication about hotspot availability and deployment plans via the School Leaders Communicator and News Brief along with the Resource Center informational flyers. These communication channels will continue to be utilized to disseminate updates and useful information. We also partnered with the Seattle Housing Authority to hand out hotspots at their back to school events.

7. **EQUITY ANALYSIS**

Our students furthest from education justice were the most affected by the lack of internet access at home.

<https://www.pewresearch.org/fact-tank/2018/10/26/nearly-one-in-five-teens-cant-always-finish-their-homework-because-of-the-digital-divide/>

Before COVID-19, Pew Research found that 25 percent of black teens had been unable to do their homework because of barriers to internet access at home, and 21 percent had used public Wi-Fi to do homework for the same reasons. After COVID-19, many of those public wifi locations became unavailable (libraries, coffee shops, etc). Providing hotspots to students helps reduce barriers to accessing remote learning.

8. **STUDENT BENEFIT**

The provided internet hotspots provide basic access to teaching and learning, while learning is occurring online and from home. Without this access, many of our most at-risk students may be without access to their classes and teachers.

From the prior research, school-age children in lower-income households are especially likely to lack broadband access. Roughly one-third of households with children ages 6 to 17 and whose annual income falls below \$30,000 a year do not have a high-speed internet connection at home.

These broadband disparities are particularly pronounced for black and Hispanic households with school-age children – especially those with low household incomes. See prior research links.

9. WHY BOARD ACTION IS NECESSARY

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

10. POLICY IMPLICATION

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 Audit and Finance Committee meeting on November 9, 2020. The Committee reviewed the motion and moved it forward for _____.

12. TIMELINE FOR IMPLEMENTATION

Hotspot deployment continues as needed.

13. ATTACHMENTS

- None



SCHOOL BOARD ACTION REPORT

DATE: September 18, 2020
FROM: Directors Liza Rankin, Chandra Hampson, Brandon Hersey
For Introduction: Wednesday, October 21, 2020
For Action: Wednesday, November 4, 2020

1. TITLE

Approval of Community Schools and Outdoor Education Task Force

2. PURPOSE

This action creates a Board Task force to study the feasibility of, and make recommendations related to, the implementation of community schools and outdoor education in Seattle Public Schools. The work of the Task Force will be centered in the Strategic Plan, *Seattle Excellence*, and in the principles of being an anti-racist organization with a specific focus on the interests of students furthest from educational justice. The Community Schools and Outdoor Education Task Force will convene from October 2020 through June 2021 to begin a process of collaboration with state and local government agencies to explore development of curriculum focused on outdoor-based activities, on applicable health and safety measures, and on the ability of Seattle Public Schools to use public outdoor spaces for educational purposes.

3. RECOMMENDED MOTION

I move that the School Board authorize the formation of the Community Schools and Outdoor Education Task Force.

4. BACKGROUND INFORMATION

- a. **Background.** Seattle Public Schools opened the 2020-2021 school year on September 4, 2020, in remote learning for students, with exceptions for students receiving special education services in alignment with Individualized Education Programs and 504 plans, due to the novel coronavirus (COVID-19). The Seattle Public Schools Board of Education approved Resolution No. 2020/21-4 on August 12, 2020, which called for the formation of a task force to study the feasibility of, and make recommendations related to, the implementation of community schools and outdoor education in Seattle Public Schools.

As stated in Resolution No. 2020/21-4, “. . . the COVID-19 pandemic, and the ongoing health and safety constraints associated with public school opening and operations, present our country and public education systems with an unprecedented challenge, creating an opportunity to reimagine education and re-center education on students, particularly on students furthest from educational justice.” As such, the Board desires to appoint a task force comprised of students, family members, educators (including outdoor education providers), Seattle Public Schools staff, community-based organizations, labor partners, and educational foundations to study the concept of community schools and outdoor education and make recommendations to the Board in the spring of 2021.

Informing the work of the Community Schools and Outdoor Education Task Force will be findings from outdoor/community education pilots conducted during the 2020-2021 school year.

- b. **Alternatives.** Do not form the Community Schools and Outdoor Education Task Force. This is not recommended since it [the Task Force] was called for and approved in Resolution 2020/21-4 on August 12, 2020, by the Seattle Board of Education.
- c. **Research.** This unique time in history provides the perfect opportunity for public education to explore the possibilities of teaching and learning outside the traditional brick-and-mortar school buildings. Seattle Public Schools encompasses 100+ school buildings and hundreds of acres of land. Education can take place in any location and need not be confined to four walls of a classroom. While Seattle Public Schools started the 2020-2021 school year remotely, the Collective Bargaining Agreement or the Memorandum of Agreement between the district and the Seattle Education Association allows for educators to opt-in to conducting classes outdoors as long as the health and safety protocols as outlined by King County and the Department of Health for COVID-19 are followed.

According to the North American Association for Environmental Education, outdoor education is demonstrated to have substantial benefits for student wellbeing, and a systematic review of published research of regular compulsory school- and curriculum-based outdoor education programs found that they promote students' social, academic, physical and psychological development (<https://naaee.org/eepr/resources/ee guidance-reopening-schools>).

In their response to the impact of COVID-19 on youth, the King County Play Equity Coalition stated that physical activity and play are conduits for community centered healing and learning; the benefits of movement for youth are well-studied and can be deeply healing, promote resiliency and mitigate the effects of trauma; and physical activity can enhance students' readiness to learn, attention, and behavior, and serve as a protective mechanism against illness and infection (<https://kcplayequity.org/covid19>).

Furthermore, Resolution 2020/21-4 also called for community schools and partnerships with community-based organizations, businesses, the City of Seattle Department of Parks and Recreation, and King County parks. By collaborating with these entities, Seattle Public Schools can expand and enhance opportunities for our youth during this time.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will include staff time necessary to manage and facilitate the Community Schools and Outdoor Education Task Force. The revenue source for this motion is ???????

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: The Board, as was indicated by the presenters at our work session utilized Tier 2/3 involvement with the board. In addition to organizations like Schools Out Washington, SESEC and childcare providers such as Boys and Girls Club and Launch, we engaged and incorporated specific language in the resolution inclusive of the outdoor education task force in collaboration with King County Play Equity Coalition, Washington Chapter of the American Academy of Pediatrics, many Teachers, Duwamish River Cleanup, Legislative Delegation members, King County Public Health, OSPI, family support specialists, NAACP Youth Coalition and many others. This was a collective effort of all of their voices and the voices who gave their time as part of the Reopening Engagement and the resulting values played a major role in the development.

☒ Not applicable

☐ Tier 1: Inform

☐ Tier 2: Consult/Involve

☐ Tier 3: Collaborate

7. **EQUITY ANALYSIS**

Policy 0030, Ensuring Educational and Racial Equity, will inform the work of the Community Schools and Outdoor Education Task Force. The work of the Task Force will be centered in the Strategic Plan, *Seattle Excellence*, and in the principles of being an anti-racist organization with a specific focus on the interests of students furthest from educational justice. Task Force membership will reflect the diversity of our school community including geographic, racial, and gender diversity. The resolution and task force must be equity centered. (We should complete the tool). Specific financial support for Title I Schools/high poverty school needing curricular and logistical support was highlighted in the resolution as were other strong racial equity components such as affinity groups. This will be an important focal point of the Task force in its work and the member representation as stated. When this resolution was circulated there were concerns raised by community about outdoor learning spaces and the relative safety for children who may have trauma that would cause them to feel less safe in an open space. This will also require strong utilization of tools such as the Joint Use Agreement to create student-only spaces that feel secure by wide margins, as one example. Additionally, accessibility was a consideration in this work as well and should remain central to the discussion for students with disabilities.

8. **STUDENT BENEFIT**

The work of the Community Schools and Outdoor Education Task Force has tremendous potential to benefit students in Seattle Public Schools. Depending on the recommendations of the Task Force, students could potentially have a more diverse range of options for meeting local

and state education requirements. Rather than spending 6.5 hours in a physical classroom, students could have opportunities throughout their 13 years of formal elementary and secondary education to learn from and within the urban setting of Seattle with its access to beautiful and diverse natural areas and locale. Combined with the dedicated and innovative Seattle Public School educators, students would additionally benefit from the numerous community-based organizations working in collaboration with our schools on outdoor education. **There is additional language we can pull from the resolution here.**

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: Approval of the Community Schools and Outdoor Education Task Force is required by Resolution 2020/21-4.

10. POLICY IMPLICATION

Board Policy 4110, Family and Community Advisory and Oversight Committees (approved September 7, 2011), states, “It is the policy of the Seattle School Board to encourage participation by members of the community to advise the Superintendent and Board in school district decision-making processes. It is Board policy to facilitate engagement of those families and community members who have not historically been active or represented in decision-making by the district on Advisory and Oversight Committees. Families and community members can provide the Board and staff with valuable expertise, critical thinking and new perspectives, and can help alert the Superintendent and Board to issues of importance to the community. The process for selecting committee members must be inclusive, fair, consistent and transparent. The result must demonstrate equity as committee members should reflect the diversity of our students and families.”

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the _____ Committee meeting on _____. The Committee reviewed the motion and _____.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, staff will be assigned to begin recruiting for and the convening of the Community Schools and Outdoor Education Task Force. Recommendations from the Task Force will be presented to the Seattle Public Schools Board of Education in spring 2021 for implementation by Summer/Fall 2021-22.

13. ATTACHMENTS

- Seattle School District #1, Board Resolution, Resolution No. 2020/21-4, approved on August 12, 2020
- Policy 4110, Family and Community Advisory and Oversight Committees, dated September 7, 2011
- Collective Bargaining Agreement
- Memorandum of Agreement . . .

DRAFT

ARTICLE I: NAME

Place-Based Education: Outdoor and Community Learning Task Force

APPOINTING AUTHORITY:

School Board

ARTICLE II: PURPOSE

The Seattle School Board is forming this task force as indicated in the board's [Reopening Plan for 20-21](#) to develop and make recommendations regarding educational opportunities in Seattle Public Schools beyond the walls of our school buildings. In the short-term, this Task Force will review existing and developing educator-led outdoor learning pilots, learn from successes and challenges, and support additional participation in pilot projects across the district during the COVID-19 crisis. Longer-term, the Task Force will make recommendations to support outdoor and community-based learning opportunities as a standard feature of education in Seattle Public Schools, available to every student at every school, centered in the Seattle Public Schools Strategic Plan and specifically focused on the interests of students furthest from educational justice.

SCOPE OF WORK

Successful implementation of a Place-Based Education program will require broad stakeholder engagement to ensure that recommendations support equitable access and relevance for students and strengthen family and community engagement in our educational structures.

Task Force work scope will include:

1. Participating in orientation, including implicit bias training
2. Ongoing compiling and reviewing data and reports from outdoor learning pilots in SPS and educational and community-based partnerships for relevant content and information.
3. Analysis and interpretation of studies and data relating to community schools and outdoor learning in districts across the country.
4. Identifying and hosting listening sessions with representative stakeholder groups, including students, educators, families, community-based organizations, outdoor education professionals.
5. Identifying key partnerships with local experts, organizations, suppliers of equipment/gear
6. Developing suggested curricular requirements, identifying existing curriculum, consulting with state and local officials on academic requirements and how to adapt to meet through outdoor and community learning.
7. Organizing information obtained from stakeholders and conducting a qualitative analysis that represents the interests of the Seattle Schools community at large.

8. Identifying areas of implicit bias that should be mitigated and/or eliminated from within the outdoor pilot effort, including, but not limited to: systemic racism, structural racism, resource distribution, access to opportunity, and privilege (white, economic).
9. Preparing a final report and recommendations that includes qualitative analysis and other supporting data elements related to the outdoor pilots, and model programs for elementary, middle, and high schools which are fully accessible for students with disabilities and lead with affirming student identity and place.

POLICY CONSIDERATIONS

Guiding policy documents for this work include:

Policy 0010 – Instructional Philosophy

Policy 0030 – Ensuring Racial Equity

Policy 4110 – Family and Community Advisory and Oversight Committees

Superintendent Procedure 4110SP – Family and Community Advisory and Oversight Committees

More to add

ARTICLE III: MEMBERSHIP SELECTION PROCESS OF COMMITTEE MEMBERS:

Members will be selected and appointed in accordance with School Board Policy 4110: Family & Community Advisory and Oversight Committees, and Procedure 4110SP. The District shall provide public notice to individuals and organizations that may reasonably be interested in serving on the Task Force. A standardized application will be posted on the district website with specific application due date and appointee notification date. Nominations to be reviewed by a panel consisting of the 3 co-authors of the School Board Substitute Resolution, 2 staff members designated by the Chief Academic Officer, plus 2 community members jointly agreed by the School Board and staff designees. The review panel will work in accordance with a specific rubric to recommend appointees and alternates for the Task Force. The review panel will appoint members that are representative of Seattle Public Schools' and the City of Seattle's diversity, to ensure there is a balance of perspectives and backgrounds. Financial and other potential conflicts of interests of potential members will be considered when selecting members.

NUMBER AND TYPE OF MEMBERS

The task force will be comprised of 18 members. Membership will be posted on the District website. The task force will be comprised of interested parties and stakeholders including educators, leaders of community-based organizations, outdoor education professionals, and parents/guardians of SPS students. Applicants should have experience and/or expertise with community partnerships, curriculum development, outdoor education, family engagement, collaborative work, whole child health. Membership will have geographic, racial and gender diversity reflective of the student population of Seattle Public Schools.

ARTICLE IV: RESPONSIBILITIES EXPECTED SCHEDULE AND TIMELINE

The Task Force will convene _____ 2020, and conclude work by _____, 20___. Meeting dates and times will be determined in collaboration with the selected members and district staff. Task force members shall prepare for meetings by reviewing provided materials in advance of scheduled meetings, and attend and participate in scheduled meetings. Missing three consecutive meetings results in an automatic opt-out of committee participation.

ARTICLE V: ROLES OF TASK FORCE MEMBERS AND STAFF

The Task Force will operate fully on the work of its members, with administrative support from district staff. School District resources may be used for the following activities at the discretion of the Chief Academic Officer or Superintendent's designee:

- Scheduling meetings
- Distributing agendas, handouts and posting on website
- Producing interactive meetings with activities that elicit ideation & collaboration
- Compiling reports, data and information identified by Task Force for review
- Coordinating representative stakeholder groups for meeting participation
- Preparing and distributing minutes and posting on website

TO: SSC&I Policy Committee
FROM: Audrey Roach, Wyeth Jessee, Diane DeBacker
DATE: November 5, 2020
SUBJECT: Use of Formative Assessments During Remote Learning

The purpose of this special attention item at the November 10 SSC&I Policy Committee is to discuss the use of formative assessments during remote learning. Current Policy 2080 states, “The Board of Directors of Seattle Public Schools, in alignment with Policy No. 0010, Instructional Philosophy, believes that assessments are a critical component of our education system to inform instruction through the identification of student strengths, assessment of learning growth, and diagnosis of barriers and areas of support.”

We have heard from school leaders and our partners at the City of Seattle’s Department of Education and Early Learning (DEEL) the need for formative student assessments to inform instruction and respond to the accountability requirements of the CSIPs and the city investments in our 30 levy schools.

Staff is fully aware of the discussion that took place at the July 8 Board meeting regarding the use of the Measures of Academic Progress (MAP) when the Board approved expansion of such to grade 8. General consensus among the Board at that time was that MAP would not be administered during remote learning. However, during our 2x2s with Board Directors, we have since heard from school leaders the desire to administer MAP in order to:

- Determine a current data point that is normed, reliable, and can be triangulated with other data points;
- Inform instruction, tiered supports, and next steps in instruction;
- Strengthen family connections by providing feedback to parents/guardians on student progress in both math and reading;
- Identify students ready for acceleration (especially in regions that lack accelerated programs);
- Work with feeder schools in supporting students by using shared data and data practices; and
- Determine if students met learning standards and expected growth.

Additionally, results of formative assessments, such as MAP, are used for accountability purposes for school’s CSIPs and as an indicator of student growth required by schools receiving levy funds. We have traditionally used both MAP results and the results of the Smarter Balanced Assessments (SBA) for these purposes. However, the SBAs were suspended in the spring of 2020 due to the pandemic and depending on what happens in the spring of 2021, there is the possibility of another suspension either by OSPI and/or the US Department of Education.

In the current learning environment, there are limited options of benchmark assessments. Currently, SBA interims is the only common benchmark available to all schools and grade levels for math and ELA. These interims are free and available at any time for leaders and teachers to use. SBA interims are:

- Short (12-15 questions) and low stakes;
- Aligned to and assess ELA and math learning standards;
- Able to measure student progress throughout the year in grades 3-8 and high school; and
- Administered on the same platform as the state summative assessment so all [supports and accommodations](#) are available to students.

Interim assessment results are linked directly to next steps ([Interim Connections Playlist](#)) to support student-learning and as a resource tiered supports, including extension (to determine above-grade level instruction and activities). Additional resources in the [Tools for Teachers](#) suite and a bank of [SBA-released items](#) and are also available to teachers to support classroom-based formative assessment practices.

To: Student Services, Curriculum, Assessment and Instruction Committee

From: Audrey Roach, Assessment Development Program Manager

amroach@seattleschools.org

Date: November 10, 2020

RE: 2020-21 College Board Contract- PSAT & SAT

Dear Committee Members,

I plan to come to the November 10th Student Services, Curriculum, Assessment and Instruction Committee meeting to provide information about the 2020-21 College Board contract.

I will provide the committee with:

- the cost of the 2020-21 College Board contract,
- the services and resources provided to SPS within the contract,
- updates on the administration of the 2020-21 school day PSAT and SAT,
- SPS' fiscal responsibility

I look forward to addressing your questions.

Thank you,

Audrey Roach, Assessment Development Program Manager

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: College Board	WA State Business License (UBI#): 602889427
Doing Business As (DBA):	Email: contractsmanagement@collegeboard.org
Address: 250 Vesey St.	Telephone: 212-713-8000
City, State and Zip: New York, NY 10281	Fax:
Accounting Use: Vendor # 205314	PO# 7500018350

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):

PSAT/NMSQT for Sophomores and Juniors and SAT School Day for Juniors and Seniors in accordance with Attachment C, the contractor's College Readiness and Success Contract #CB-00027621, made as of September 1, 2020 attached hereto and incorporated herein.

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:

Contractor shall perform duties outlined in Attachment C, the contractor's College Readiness and Success Contract #CB-00027621, made as of September 1, 2020 attached hereto and incorporated herein.

SEATTLE PUBLIC SCHOOLS

Personal Services Contract

C. Site/Location of Services:**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: 6/30/2021

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 \$ ~~249,930~~ . 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 \$249,930, 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

SEATTLE PUBLIC SCHOOLS

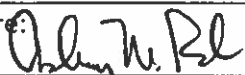
Personal Services Contract

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: CAI	Mail Stop: 32-156	Phone: 252-0974
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Print Name: Audrey Roach	Title: Assessment Development Program Manager
Signature: 	Date: 7/1/2020

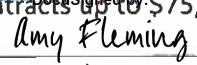
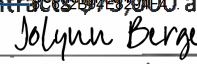
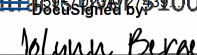
CODING

FISCAL YEAR	FUND	FUND CENTER/COST CENTER	COMMITMENT ITEM
2020-21	1000	42001271F0	7340

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Print Name: Diane DeBacker	Title: Chief Academic Officer
Signature:  DocuSigned by: Diane M. DeBacker C4D9973FA8F34B6...	Date: 10/14/2020

FINAL SEATTLE PUBLIC SCHOOLS APPROVAL

Contracts up to \$75,000: 	Date: 10/14/2020	Accounting Director Amy Fleming
Contracts \$75,000 and Over: 	Date: 10/14/2020	Chief Financial Officer JoLynn Berge
Contracts over \$100,000: 	Date: 10/14/2020	Deputy Superintendent JoLynn Berge

C59F7D23A727439...

FOR ACCOUNTING USE ONLY	
Funds Encumbered \$249,930.00	Date
Grant Accounting Review:	Contracts Accounting Review: 10/13/2020 MN

SEATTLE PUBLIC SCHOOLS

Personal Services Contract

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 (Revised per agreement)
- Attachment B (if applicable) – Contractor Proposal
- Attachment C (if applicable) – College Readiness and Success Contract #CB-00025188
- Any other provision, term or material incorporated herein by reference or otherwise incorporated.

V. APPROVAL

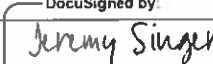
This contract shall be subject to the written approval of the Superintendent's authorized representative and shall not be binding until so approved. The contract may be altered, amended or waived only by a written amendment executed by both parties.

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 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): Jeremy Singer	FEDERAL TAX I.D. OR SOCIAL SECURITY NO.: 13-1623965
SIGNATURE:  <small>DocuSigned by: 8E2EF27F2DE045D</small>	TITLE OF CONTRACTOR AND DATE SIGNED: President

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

SEATTLE PUBLIC SCHOOLS

Personal Services Contract

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

SEATTLE PUBLIC SCHOOLS

Personal Services Contract

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, 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. Notwithstanding the above, District agrees and acknowledges that all intellectual property provided under or pertaining to the Agreement, including, but not limited to, any College Board publications, College Board website(s), CD-ROMs, videos, examinations, and all items contained therein, including all copies thereof, all data and score reports and any parts thereof, all copyrights, trademarks, trade secrets, patents, and other similar proprietary rights are the sole and exclusive property of the College Board. Nothing in this Contract should be interpreted to indicate that the College Board is passing its proprietary rights in and to the College Board Intellectual Property to the District except as specifically provided under a particular Schedule.

DS
JS

DS
RB

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.

SEATTLE PUBLIC SCHOOLS

Personal Services Contract

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.

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JSDS
RB

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.

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. Notwithstanding the above, District acknowledges that Contractor subcontracts a portion

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SEATTLE PUBLIC SCHOOLS

Personal Services Contract

of its work and services under this contract to Educational Testing Services (ETS), Alorica Inc., Conduent Inc., formerly known as Xerox, and Pearson.

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.

Last updated: January 2019



**COLLEGE BOARD'S
COLLEGE READINESS AND SUCCESS CONTRACT #: CB-00027621**

THIS AGREEMENT, including all appendices, exhibits, and schedules attached hereto (this "Agreement"), is made as of this **September 1, 2020** ("Effective Date"), by and between Seattle Public Schools ("Client") and the College Board (the "College Board").

WHEREAS, the College Board shall make available, and Client may order the following College Board exams, products, and services related to the College Board's College Readiness and Success System.

NOW, THEREFORE, in consideration of the foregoing, the mutual covenants and undertakings contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties, intending to be legally bound, hereby agree to the following:

1.0 Services & Deliverables. The College Board shall furnish Client with the exams, products, licenses, services and/or deliverables (collectively, "Deliverables") in accordance with the applicable schedules, which outline the Deliverables hereunder ("Schedule"); and attached hereto and incorporated herein by this reference. If Client has additional orders after the Effective Date of this Agreement, and during the Term (as defined in Section 2.1), the parties agree such Deliverables shall be added by an addendum signed by both parties.

2.0 Term & Termination.

2.1 Term. This Agreement shall be for a term beginning as of September 1, 2020 and, unless sooner terminated as provided herein, will expire on June 30, 2021 ("Initial Term"). Client may renew this Agreement in twelve (12) month increments ("Renewal Term"), upon notice to the College Board of its intent to renew within thirty (30) days prior to the expiration date of this Agreement. During any Renewal Term, this Agreement shall be subject to the College Board's then-current fees and policies at the time of renewal. The Initial Term and each subsequent Renewal Term shall be collectively referred to as the "Term." If, during the Term, Client decides to have the College Board support Client's administration of a digital College Board assessment, the College Board reserves the right to attach an additional schedule specific to such administration, containing operational policies and any additional terms and conditions.

2.2 Termination. If either party breaches any of the provisions of this Agreement (including but not limited to Client's failure to make any payment when due), either party shall have the right to give the other party written notice to cure such breach within thirty (30) days and, if such breach is not cured within a thirty (30) day period, either party shall have the right to terminate this Agreement, without waiver of any other remedy, whether legal or equitable; provided, however, if Client breaches the Representations and Warranties or Ownership of Intellectual Property, or both, then the College Board shall have the right to terminate this Agreement immediately.

2.2.1 Rights After Termination. If any Schedule is terminated for any reason, all rights granted to Client hereunder with respect to the Deliverables under that Schedule shall cease, and Client shall: (a) immediately cease all use of the applicable Deliverables and purge any and all software, content, and materials from Client's computer systems, storage media and files, and all copies thereof, as applicable, and (b) promptly return or destroy, at College Board's direction, content and materials, and all copies thereof, and all other confidential information of College Board then in Client's possession or under Client's control. Upon termination of this Agreement, the College Board shall terminate Client's access to any systems to which Client has access under this Agreement.

2.2.2 Partial Payment Upon Termination. Client will compensate the College Board for all services performed, products furnished, and licenses granted, including any costs associated with the initial deployment of resources in preparation for providing the Deliverables under this Agreement, through the effective date of any termination in accordance with invoices issued or to be issued by the College Board.

2.2.3 Availability of Deliverables. In addition to its other rights hereunder, the College Board may cease making certain Deliverables commercially available at any time by providing Client sixty (60) days written notice. In such event, the College Board will cease furnishing such Deliverable(s) under this Agreement and the Agreement shall continue in full force and effect, except for provisions specifically affecting such Deliverable(s). The College Board will refund Client any fees paid for the unused portion of such Deliverable(s).

3.0 Fees and Payment. Client shall pay those fees set forth in each Schedule for the Deliverables furnished during the 2020-2021 implementation year. Unless otherwise indicated in a Schedule, payment terms are Net 30.



4.0 Taxes. Client agrees to pay any sales, use, value added or other taxes or import duties (other than the College Board's corporate income taxes) based on, or due as a result of, any fees paid to the College Board under this Agreement, unless Client is exempt from such taxes as the result of Client's corporate or government status and Client has furnished the College Board with a valid tax exemption certificate.

5.0 Representations and Warranties.

5.1 Authority. Client represents and warrants that it is empowered under applicable state laws to enter into and perform this Agreement and it has caused this Agreement to be duly authorized, executed, and delivered.

5.2 College Board Services Warranty. The College Board represents and warrants that it shall perform its obligations under this Agreement in a professional, workmanlike manner.

5.3 College Board Disclaimer of Implied Warranties. EXCEPT AS PROVIDED ABOVE, THE COLLEGE BOARD MAKES NO WARRANTIES WHATSOEVER AND PROVIDES THE SERVICES AND DELIVERABLES, AS APPLICABLE, ON AN "AS IS" AND "AS AVAILABLE" BASIS. THE COLLEGE BOARD HEREBY DISCLAIMS ALL OTHER WARRANTIES, WHETHER EXPRESS, IMPLIED, OR STATUTORY, INCLUDING, WITHOUT LIMITATION, ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT OF THIRD PARTY RIGHTS. THE COLLEGE BOARD DOES NOT WARRANT THE OPERATION OF THE DELIVERABLES TO BE UNINTERRUPTED OR ERROR-FREE OR THAT ALL DEFICIENCIES OR ERRORS ARE CAPABLE OF BEING CORRECTED. FURTHERMORE, THE COLLEGE BOARD DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS REGARDING THE USE OF THE DELIVERABLES OR THE RESULTS OBTAINED THEREFROM OR THAT THE DELIVERABLES WILL SATISFY CLIENT'S REQUIREMENTS.

6.0 Limitation of Liability. TO THE EXTENT PERMITTED BY LAW, AND NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, THE TOTAL LIABILITY, IN THE AGGREGATE, OF THE COLLEGE BOARD AND ITS OFFICERS, TRUSTEES, PARTNERS, EMPLOYEES, AGENTS AND THE COLLEGE BOARD'S SUBCONTRACTORS AND CONSULTANTS, AND ANY OF THEM, TO CLIENT AND ANYONE CLAIMING BY, THROUGH OR UNDER CLIENT, FOR ANY AND ALL CLAIMS, LOSSES, COSTS, OR DAMAGES WHATSOEVER ARISING OUT OF, RESULTING FROM OR IN ANY WAY RELATED TO THIS AGREEMENT OR THE WORK PERFORMED BY THE COLLEGE BOARD PURSUANT TO THIS AGREEMENT FROM ANY CAUSE OR CAUSES, INCLUDED BUT NOT LIMITED TO THE NEGLIGENCE, PROFESSIONAL ERRORS OR OMISSIONS, STRICT LIABILITY OR BREACH OF CONTRACT OR WARRANTY EXPRESS OR IMPLIED OF THE COLLEGE BOARD OR THE COLLEGE BOARD'S OFFICERS, TRUSTEES, PARTNERS, EMPLOYEES, AGENTS, SUBCONTRACTORS OR CONSULTANTS OR ANY OF THEM, SHALL NOT EXCEED THE ACTUAL AMOUNT PAID TO THE COLLEGE BOARD UNDER THIS AGREEMENT FOR THE SPECIFIC DELIVERABLE SUBJECT TO THE DAMAGES CLAIM.

IN NO EVENT SHALL EITHER PARTY, THEIR AFFILIATES OR THEIR SUBCONTRACTORS BE LIABLE FOR ANY SPECIAL, INCIDENTAL, INDIRECT, CONSEQUENTIAL, EXEMPLARY, OR PUNITIVE DAMAGES (INCLUDING, BUT NOT LIMITED TO, ANY DAMAGES FOR LOSS OF PROFITS OR SAVINGS, LOSS OF USE, BUSINESS INTERRUPTION OR THE LIKE), EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

7.0 Indemnification. To the extent permitted by law and notwithstanding any other provision of this Agreement, Client agrees to indemnify, hold harmless, and defend the College Board from and against any and all liabilities, demands, claims, fines, penalties, damages, forfeitures, and suits, together with reasonable attorneys' and witnesses' fees and other costs and expenses of defense and settlement, which the College Board may incur, become responsible for or pay out as a result of death or bodily injury or threat thereof to any person, destruction of or damage to any property, any violation of local state or federal laws, regulations, or orders, or any other damages claimed by third parties (collectively, "Damages") provided, however, that Client shall not be obligated to indemnify the College Board to the extent such Damages are caused directly by the gross negligence or willful misconduct of the College Board.

8.0 Ownership of Intellectual Property. Client agrees and acknowledges that all intellectual property provided under or pertaining to the Agreement, including, but not limited to, any College Board publications, College Board website(s), CD-ROMs, videos, examinations, and all items contained therein, including all copies thereof, all data and score reports and any parts thereof, all copyrights, trademarks, trade secrets, patents, and other similar proprietary rights are the sole and exclusive property of the College Board. Nothing in this Agreement should be interpreted to indicate that the College Board is passing its proprietary rights in and to the College Board Intellectual Property to the Client except as specifically provided under a particular Schedule.

9.0 Miscellaneous.



9.1 Cooperation. Client shall cooperate fully with College Board, its agents, consultants, and subcontractors and provide all assistance as reasonably necessary for the College Board to furnish the Deliverables as applicable, including but not limited to: (a) fulfilling its obligations under the applicable Schedule and (b) other assistance reasonably required by College Board to fulfill its obligations under this Agreement.

9.2 Force Majeure. No party will be responsible to the other, and such shall not be grounds to terminate this Agreement, for disruptions in usage of the Deliverables caused by acts of God, acts of terrorism, government action, curtailment of transportation facilities, Client's failure to cooperate as described in Section 9.1 (Cooperation), labor strikes, governmental authority, or all other events beyond the reasonable control of the party claiming rights under this Section (a "Force Majeure Event"); provided that the College Board shall have a duty to reasonably mitigate, or cause to be mitigated, any such disruptions (or parts thereof). The College Board's obligation to furnish the Deliverables shall be suspended (or reduced, as applicable) during the period and to the extent that provision of the Deliverables is disrupted by the Force Majeure Event, without such suspension or disruption constituting a material breach of its obligations under this Agreement.

9.3 Governing Law and Choice of Forum. This Agreement shall be construed in accordance with the terms and conditions set forth in this Agreement and the law of the State of Washington without regard to choice or conflict of laws principles that would cause the application of any other laws. Any dispute or controversy arising out of or relating to this Agreement or otherwise shall be determined by a court of competent jurisdiction in Washington State (or the Federal Court otherwise having territorial jurisdiction over such County and subject matter jurisdiction over the dispute), and not elsewhere, subject only to the authority of the Court in question to order changes of venue; provided, however, that prior to the instigation of any such action (other than an action for equitable relief) a meeting shall be held at a mutually agreed upon location, attended by individuals with decision-making authority to attempt in good faith to negotiate a resolution of the dispute. If within forty-five (45) days after such meeting the parties have not succeeded in resolving the dispute, either party may proceed at law, or in equity, in a court of competent jurisdiction. Client agrees not to demand a trial by jury in any action, proceeding or counterclaim.

9.4 Notices. All notices or other communications hereunder shall be deemed to have been duly given and made if in writing and if served by personal delivery upon the party for whom it is intended on the day so delivered, if delivered by registered or certified mail, return receipt requested, or by courier service on the date of its receipt by the intended party (as indicated by the records of such of the U.S. Postal Service or the courier service), or if sent by e-mail, or if not a business day, the next succeeding business day, provided that the email sender retains confirmation of a "read-receipt" which acknowledges recipient's opening of such email, or if not available, promptly confirms by telephone confirmation thereof, to the person at the address set forth below, or such other address as may be designated in writing hereafter, in the same manner, by such person:

To College Board:
K-12 Contract Management

The College Board
250 Vesey Street
New York, NY 10281
Tel: (212) 713-8000
Contractsmanagement@collegeboard.org

With a copy to
Legal Department

The College Board
250 Vesey Street
New York, NY 10281
Tel: (212) 713-8000
Legalnotice@collegeboard.org

To Client:

Stephen Nielson
Deputy Superintendent
Seattle Public Schools
2445 3rd Avenue South
Seattle, WA 98134
Tel: (206) 252-0169
Email: snielson@seattleschools.org

9.5 Publicity. Each party agrees to promptly inform the other party of all media inquiries prior to responding thereto and to permit the other party to review and approve prior to release any press releases regarding the products, services, and deliverables provided for under this Agreement.

9.6 Relationship of the Parties. The relationship of the Client and the College Board is that of independent contractors. Neither party nor their employees are partners, agents, employees, or joint ventures of the other party. Neither party shall have any authority to bind the other party to any obligation by contract or otherwise. The College Board, its employees, and agents shall not be considered employees of the Client while performing these services and will not be entitled to fringe benefits normally accruing to employees of the Client. Client and the College Board recognize and agree that the College Board is an independent contractor.

If the Client is using federal funds to pay for all or a portion of the Services and Deliverables furnished by the College Board under this Agreement, Client acknowledges and agrees that the College Board shall not be categorized as a "subrecipient" receiving a federal award as defined by OMB Circular Subpart A.210(c) of Circular No. A-133. The College Board shall be defined as a "vendor" that provides good and services within normal business operations, provides similar goods or services to other purchasers and operates in a competitive environment. Client acknowledges and agrees that the substance of the relationship with the College Board is that of a vendor not a subrecipient.



9.7 Third-Party Rights. Nothing contained in this Agreement, express or implied, establishes or creates, or is intended or will be construed to establish or create, any right in or remedy of, or any duty or obligation to, any third party.

9.8 Survival. It is agreed that certain obligations of the parties under this Agreement, which, by their nature would continue beyond the termination, cancellation, or expiration of this Agreement, shall survive termination, cancellation, or expiration of this Agreement, including without limitation, payment, ownership of intellectual property, representations and warranties, limitation of liability, confidential and proprietary information, indemnification, term and termination, and Section 9 (Miscellaneous) herein.

9.9 Amendment; Waiver. Any provision of this Agreement may be amended or waived if, and only if, such amendment or waiver is in writing and signed, in the case of an amendment, by the parties, or in the case of a waiver, by the party against whom the waiver is to be effective. No failure or delay by any party in exercising any right, power, or privilege hereunder shall operate as a waiver thereof nor shall any single or partial exercise thereof or the exercise of any other right, power, or privilege. Except as otherwise provided herein, the rights and remedies herein provided shall be cumulative and not exclusive of any rights or remedies provided by law.

9.10 Severability. The provisions of this Agreement shall be deemed severable and the invalidity or unenforceability of any provision shall not affect the validity or enforceability of the other provisions hereof. If any provision of this Agreement, or the application thereof to any person or entity or any circumstance, is invalid or unenforceable, (a) a suitable and equitable provision shall be substituted therefor in order to carry out so far as may be valid and enforceable provision and (b) the remainder of this Agreement and the application of such provision to other persons, entities, or circumstances shall not be affected by such invalidity or unenforceability, nor shall such invalidity or unenforceability affect the validity or enforceability of such provision, or the application thereof, in any other jurisdiction.

9.11 Order of Precedence. In the event of conflict between the terms and conditions of any Schedule and the Agreement the terms and conditions of the Schedule shall prevail. The parties acknowledge and agree that each shall construe the terms, covenants, and conditions set forth in this Agreement, including each Schedule hereto, as consistent with one another insofar as possible, so as to give effect to the fullest extent possible to each particular clause. Client shall remit any required Client-issued purchasing documents such as a contract or purchase order prior to the scheduled delivery of any Deliverable to ensure prompt payment for Deliverables received under this Agreement ("Client Purchase Order"). Notwithstanding anything to the contrary, the parties hereby acknowledge and agree that the Client Purchase Order shall be subject to the terms and conditions of this Agreement and this Agreement shall supersede any terms and conditions included in the Client Purchase Order. Client acknowledges and agrees that the College Board may delay and/or withhold furnishing Deliverables if Client fails to issue the Client Purchase Order for such Deliverable, as applicable, prior to the scheduled delivery date for such Deliverable.

9.12 Headings. Headings contained in this Agreement are for reference purposes only. They shall not affect in any way the meaning or interpretation of this Agreement.

9.13 Integration, Execution and Delivery. The Agreement includes the Schedules attached hereto and constitutes the entire agreement between the College Board and Client and supersedes all prior written or oral understandings, bids, offers, negotiations, or communications of every kind concerning the subject matter of this Agreement, including any Client Purchase Order. No course of dealing between parties and no usage of trade shall be relevant to supplement any term used in the Agreement. Acceptance or acquiescence in a course of performance rendered under the Agreement shall not be relevant to determine the meaning of the Agreement and no waiver by a party of any right under the Agreement shall prejudice that party's exercise of that right in the future. This Agreement may be executed through signatures to any number of counterparts, each of which shall be deemed an original, which together will constitute one Agreement. Delivery of an executed counterpart of this Agreement by electronic transmission, including through DocuSign, shall be equally as effective as delivery of an original executed counterpart of this Agreement. Any party delivering an executed counterpart of this Agreement by electronic transmission also shall deliver an original executed counterpart of this Agreement (except if the parties are using DocuSign), but the failure to deliver an original executed counterpart shall not affect the validity, enforceability, and binding effect of this Agreement. The foregoing execution and delivery shall apply to this Agreement.



Contract # CB-00027621

SEATTLE PUBLIC SCHOOLS

COLLEGE BOARD

DocuSigned by:
JoLynn Berge
Signature
669F7D23A727439...

DocuSigned by:
Jeremy Singer
Signature
BE2EF27F2DE045D...

JoLynn Berge

Jeremy Singer

Name

Name

Chief Financial Officer

President

Title

Title

10/14/2020

08/05/2020

Date

Date

DocuSigned by:
Ronald Boy
850301E13AD64E5...

10/14/2020



**PSAT/NMSQT
EARLY PARTICIPATION PROGRAM
FIXED FEE SCHEDULE**

I. BACKGROUND

College Board owns and delivers its national standardized PSAT/NMSQT^{®1} test to students. College Board's Early Participation Program is an initiative to support the involvement of all students in the college-going process at an earlier age while there is still time to inform instruction and learning, and increase students' readiness for college expectations. Additionally, earlier involvement in the PSAT/NMSQT[®] assessment will expose students to a wealth of college planning and preparation tools to get and keep them actively involved in the process, as well as provide students with the opportunity to receive national recognition and scholarships through National Merit Scholarship Corporation. This Schedule outlines how a Client sponsors the PSAT/NMSQT administration for students and what data and reports may be provided to Client through our online data portal. College Board supports this initiative by providing clients with access to additional savings when clients pay to engage at least one entire grade of students in taking the PSAT/NMSQT as indicated on the Budget Schedule or elsewhere in this Schedule ('Participating Grade'). Shifting this financial obligation from the student to Client provides greater access for students to the PSAT/NMSQT and initiates students' earlier entry on the road to college.

II. SCOPE

College Board shall furnish the PSAT/NMSQT and the following materials and reports to the schools designated by Client in Section IV (List of Participating Schools):

1. Materials for Students:

- a. PSAT/NMSQT test materials (PSAT/NMSQT Student Guides and test booklets).
- b. Student Paper Score Report (one copy sent to school).
- c. Student Online Score Report, delivered via College Board website.
- d. Access to Official SAT Practice on Khan Academy: students can link their College Board and Khan Academy accounts to receive free personalized practice recommendations based on their performance.
- e. Access to scholarship and recognition programs, offered by each of National Merit Scholarship Corporation and College Board.

2. Materials for Schools:

- a. Access to individual student score reports and aggregate score reports, and downloadable student data file, delivered via College Board website.
- b. Access to AP Potential[™], delivered via College Board website.
- c. SAT Suite of Assessments of Educator Guide (one copy sent to each school).
- d. PSAT/NMSQT Coordinator Manual (copies sent to schools based on their test booklet order; one per 25 tests ordered).

3. Reports for District:

- a. Access to individual student score reports and aggregate score reports, and downloadable student data file, delivered via College Board website.
- b. Access to AP Potential, delivered via College Board website.

4. Delivering SAT Practice Tools and Support. In addition to the free practice tools available at <http://sat.collegeboard.org/practice>, all students will have access to free, personalized, and focused practice resources through College Board's collaboration with Khan Academy. Practice materials for the SAT exam are available at the Khan Academy website (<http://satpractice.org>). Client and Participants shall use the Khan Academy practice tool and materials in accordance with Khan Academy's guidelines.

5. Required Information. Client shall furnish College Board with: (a) a list of participating schools with their respective College Board school code as prescribed in Section IV (List of Participating Schools); (b) a review of estimated student enrollment from a public data source as prescribed in Section V (Fee Calculation); and (c) Client's contacts as prescribed in Section VI (Contact Information), incorporated by reference herein. Client will review the pre-populated enrollment data from public data sources and send any adjustments as prescribed in Section V (Fee Calculation). Changes to the list of Participating Schools cannot be made after **September 11, 2020**. Participating Schools without a valid six-digit College Board school code should apply for their school code at least six weeks prior to the PSAT/NMSQT order deadline.

¹ PSAT/NMSQT is a registered trademark jointly owned by College Board and the National Merit Scholarship Corporation and should be so noted in all communications.



In the event that any of Client's schools are omitted from the List of Participating Schools or listed without valid school codes, then such schools shall not be covered under this Schedule. Additionally, students in Participating Schools who incorrectly enter a grade or fail to enter grade on their answer sheets will be incorrectly depicted in reports furnished under this Schedule, and no adjustments can be made to the reports furnished to Client under this Schedule.

III. PSAT/NMSQT TERMS AND CONDITIONS

1. Ownership of Intellectual Property. Client agrees and acknowledges that the PSAT/NMSQT exam, and all items (questions) contained therein, including all copies thereof, all exam materials (including publications and reports) and all data, including but not limited to student scores derived from the exam and collected under this Schedule are at all times owned by College Board, which is the exclusive owner of all rights in and to the PSAT/NMSQT exam, including, without limitation, copyrights, trademarks², trade secrets, patents, and other similar proprietary rights, and all renewals and extensions thereof (collectively "College Board Intellectual Property"). Nothing in this Schedule shall be interpreted to indicate that College Board is passing its proprietary rights in and to College Board Intellectual Property to Client or that its normal security procedures for its national assessments will be altered in any way.

2. PSAT/NMSQT Student Reports. College Board hereby grants Client a limited, nonexclusive, nontransferable, non-assignable right to use the score reports and individual student data for the legitimate educational purposes of internal analysis, which includes Client-wide training sessions, as long as the data used during training preserves the confidentiality of students. Client may not use or distribute the score reports externally or to third parties without the express written consent of College Board.

3. PSAT/NMSQT Assessment Administration. The exam shall be administered on **October 14, 2020**. The alternate exam administration is on **October 28, 2020**. Client shall comply with the published security and administration guidelines for College Board's national assessments set forth in the PSAT/NMSQT Coordinator Manual.

- a. Client Testing Delays.** Participating Schools select one of the administration dates for the PSAT/NMSQT. Should an event occur that would require Participating Schools to close for reasons beyond the reasonable control of such Participating Schools (for example, including, but not limited to, severe weather, extended power outages or a teacher's strike) (a "PN Delay Event"), College Board will work with Client and Participating Schools to shift testing to the alternate Wednesday administration, if available. College Board will not be liable if College Board's shipping vendor is unable to timely deliver test materials to the Participating Schools for the alternate Wednesday administration, or should a PN Delay Event otherwise prevent the Participating Schools from administering the PSAT/NMSQT on the alternate Wednesday administration in accordance with the policies set forth in the PSAT/NMSQT Coordinator's Manual. College Board will use its best efforts to support the change of test date. College Board will assume any additional costs associated with rescheduling and delivering tests to Participating Schools impacted by a PN Delay Event up to one week prior to the alternate Wednesday administration. Client will be liable for any additional fees associated with rush deliveries, publication reprints or incremental support incurred for deliveries within seven (7) days of the alternate Wednesday administration. College Board reserves the right to deny a change of test date if, in its sole opinion, the additional work will endanger its vendors or its' employees, agents, consultants, or if Client has failed to promptly inform College Board of the need for a test day change in time to allow delivery of test materials one week prior to the alternate Wednesday administration. No additional administration of the PSAT/NMSQT will be made available after the alternate Wednesday administration. Client understands that by selecting the 2nd Wednesday as their main administration date, if there is a PN Delay Event, there is no additional PSAT/NMSQT test dates. In such cases, this Agreement remains in full force and effect and Client will not be charged any unused test fees. Client's students may elect to participate in National Merit Scholarship Competition program by following the instructions for alternate entry published in the PSAT/NMSQT Student Guide.

IV. LIST OF PARTICIPATING SCHOOLS

SCHOOL NAME	SCHOOL CODE
Ballard High School	481045
Center School	481060
Chief Sealth International High School	481161
Cleveland STEM High School	481055
Franklin High School	481080
Garfield High School	481115

² PSAT/NMSQT is a registered trademark jointly owned by College Board and the National Merit Scholarship Corporation, and should be so noted in all communications.



Ingraham High School	481112
Interagency Academy	481089
Lincoln High School	480029
Middle College High School	481126
Nathan Hale High School	481128
Nova High School	481129
Rainier Beach High School	481137
Roosevelt High School	481140
Seattle World School	481179
South Lake High School	481134
West Seattle High School	481165

V. FEE CALCULATION

1. **Program Pricing.** The fee calculation for this Schedule depends solely on the total enrollment figures for the Participating Grades as indicated in the College Readiness Agreement Budget Schedule ("Budget Schedule") and Client's official National School Lunch Program (NSLP) percentage, and the assessment(s) purchased by Client. Client acknowledges that successful implementation of the Early Participation Program is contingent on Client requiring 100% of their schools³ to participate under this Agreement. If, during the term covered by this Schedule, College Board is furnishing other assessments to Client in addition to the PSAT/NMSQT, or if multiple grades are being tested under this Schedule, Client shall receive a greater discount as set forth on the Budget Schedule. The table below details the discounts available ("Suite Pricing" and "Multi-Assessment Pricing"). For purposes of Suite pricing under this Schedule, the PSAT/NMSQT ("PN") and PSAT 10 ("P10") are considered one assessment.

National School Lunch Program (NSLP) Percentage	<u>Suite Pricing:</u> PSAT/NMSQT with PSAT 8/9 and SAT School Day	<u>Multi-Assessment Pricing:</u> • PSAT/NMSQT with either PSAT 8/9 or SAT School Day or P10 • At least <u>two</u> grades testing for PSAT/NMSQT
≥ 0% and < 50%	\$13.00	\$14.00
≥ 50% and < 75%	\$12.00	\$13.50
≥ 75%	\$11.00	\$13.00

Clients will be charged a fixed fee based on enrollment, regardless of how many students actually take the PSAT/NMSQT assessments. The enrollment and total cost indicated in the Budget Schedule are estimates; Client will be given an opportunity to adjust and review the enrollment in the fall to determine their final fee.

2. **Changes to Enrollment.** If Client determines, after signing this Agreement, that the enrollment figures provided herein are incorrect by more than 5% (up or down), Client must provide College Board with the adjusted enrollment figures, and identify how and where College Board may confirm this information. Client shall send the updated enrollment figures and an official enrollment report or references, on official letterhead, via email (preferred method) to AssessmentsProgram@collegeboard.org or mail to: PSAT/SAT Assessments, College Board, 250 Vesey Street, New York, NY 10281 no later than **October 30, 2020**.

Notwithstanding the foregoing, after the administration of the exam, College Board may request a verification of enrollment by Participating Grade from Client. If enrollment figures provided by Client based on such request, differ from those provided herein, College Board will adjust the total cost of the Schedule to account for either increases or decreases in enrollment. Additionally, in the event actual participation in a Participating Grade exceeds Client's enrollment figures indicated herein, Client shall remit payment to College Board for any additional students at the full test fee of \$17.00 per student.

3. **Restrictions.** No student participating under this Schedule will be assessed an individual fee for taking the PSAT/NMSQT exam. Furthermore, there are no fee waivers granted for juniors should they be covered under this Schedule.

4. **Unused Tests.** Participating Schools will not incur unused test fees for Participating Grade(s); however, unused test fees will apply for all other grades ("non-Participating Grades"). A fee of \$4 per booklet will be charged if a Participating School is

³ College Board acknowledges that certain high schools are excluded from this requirement, which include without limitation and by way of example, schools for the severely disabled, charter schools excluded from the administrative authority of the District, and schools primarily possessing students not enrolled to obtain a standard high school diploma.



calculated to have unused tests greater than 20% of their test booklets ordered by non-Participating Grade(s). Participating Schools that use at least 80% of the tests ordered for non-Participating Grade(s) will not incur an unused test fee.



**PSAT/NMSQT
EARLY PARTICIPATION PROGRAM
CENTRAL BILL SCHEDULE**

I. BACKGROUND

College Board's Early Participation Program is an initiative to support the involvement of all students in the college-going process at an earlier age while there is still time to inform instruction and learning, and increase students' readiness for college expectations. Additionally, earlier involvement in College Board's national PSAT/NMSQT[®] assessment will expose students to a wealth of college planning and preparation tools to get and keep them actively involved in the process. Under this Schedule the financial obligation is shifted from the Participating Schools to Client which may result in greater access for students to the PSAT/NMSQT[®]. Students who take the PSAT/NMSQT[®] exam in accordance with the provisions of this Schedule are herein referred to as 'Participants'.

II. SCOPE

College Board shall furnish the PSAT/NMSQT and the following materials and reports to the schools designated by Client in Section IV (List of Participating Schools):

- 1. Materials for Students:**
 - a. PSAT/NMSQT test materials (PSAT/NMSQT Student Guides and test booklets).
 - b. Student Paper Score Report (one copy sent to school).
 - c. Student Online Score Report, delivered via College Board website.
 - d. Access to Official SAT Practice on Khan Academy: students can link their College Board and Khan Academy accounts to receive free personalized practice recommendations based on their performance.
 - e. Access to scholarship and recognition programs, offered by each of National Merit Scholarship Corporation and College Board.
- 2. Materials for Schools:**
 - a. Access to individual student score reports and aggregate score reports, and downloadable student data file, delivered via College Board website.
 - b. Access to AP Potential[™], delivered via College Board website.
 - c. SAT Suite of Assessments of Educator Guide (one copy sent to each school).
 - d. PSAT/NMSQT Coordinator Manual (copies sent to schools based on their test booklet order: one per 25 tests ordered).
- 3. Reports for Districts:**
 - a. Access to individual student score reports and aggregate score reports, and downloadable student data file, delivered via College Board website.
 - b. Access to AP Potential, delivered via College Board website.
- 4. Delivering SAT Practice Tools and Support.** In addition to the free practice tools available at <http://sat.collegeboard.org/practice>, all students will have access to free, personalized, and focused practice resources through College Board's collaboration with Khan Academy. Practice materials for the SAT exam are available at the <https://www.khanacademy.org/sat> (<http://satpractice.org>). Client and participants shall use the Khan Academy practice tool and materials in accordance with Khan Academy's guidelines.
- 5. Required Information.** Client shall furnish College Board with: (a) a list of participating schools with their respective College Board school code as prescribed in Section IV (List of Participating Schools); (b) a review of estimated number of Participants by grade; and (c) Client's contacts as prescribed in Section VI (Contact Information), incorporated by reference herein. Changes to the list of Participating Schools cannot be made after **September 11, 2020**. Participating Schools without a valid six-digit College Board school code should apply for their school code **at least six weeks** prior to the PSAT/NMSQT order deadline.

In the event that any of Client's schools are omitted from the List of Participating Schools or listed without valid school codes, then such schools shall not be covered under this Schedule. Additionally, students in Participating Schools who incorrectly enter a grade or fail to enter grade on their answer sheets will be incorrectly depicted in reports furnished under this Schedule, and no adjustments can be made to the reports furnished to Client under this Schedule.

¹ PSAT/NMSQT is a registered trademark jointly owned by College Board and the National Merit Scholarship Corporation and should be so noted in all communications.



III. PSAT/NMSQT TERMS AND CONDITIONS

1. Ownership of Intellectual Property. Client agrees and acknowledges that the PSAT/NMSQT exam, and all items (questions) contained therein, including all copies thereof, all exam materials (including publications and reports) and all data, including but not limited to student scores derived from the exam and collected under this Schedule are at all times owned by College Board, which is the exclusive owner of all rights in and to the PSAT/NMSQT exam, including, without limitation, copyrights, trademarks¹, trade secrets, patents, and other similar proprietary rights, and all renewals and extensions thereof (collectively "College Board Intellectual Property"). Nothing in this Schedule shall be interpreted to indicate that College Board is passing its proprietary rights in and to College Board Intellectual Property to Client or that its normal security procedures for its national assessments will be altered in any way.

2. PSAT/NMSQT Student Reports. College Board hereby grants Client a limited, nonexclusive, nontransferable, non-assignable right to use the score reports and individual student data for the legitimate educational purposes of internal analysis, which includes Client-wide training sessions, as long as the data used during training preserves the confidentiality of students. Client may not use or distribute the score reports externally or to third parties without the express written consent of College Board.

3. PSAT/NMSQT Assessment Administration. The exam shall be administered on **October 14, 2020**. The alternate exam administration is on **October 28, 2020**. Client shall comply with the published security and administration guidelines for College Board's national assessments set forth in the PSAT/NMSQT Coordinator Manual.

- a. Client Testing Delays.** Participating schools select one of the administration dates for the PSAT/NMSQT. Should an event occur that would require participating schools to close for reasons beyond the reasonable control of such participating schools (for example, including, but not limited to, severe weather, extended power outages or a teacher's strike) (a "PN Delay Event"), College Board will work with Client and participating schools to shift testing to the alternate Wednesday administration, if available. College Board will not be liable if College Board's shipping vendor is unable to timely deliver test materials to the participating schools for the alternate Wednesday administration, or should a PN Delay Event otherwise prevent the participating schools from administering the PSAT/NMSQT on the alternate Wednesday administration in accordance with the policies set forth in the PSAT/NMSQT Coordinator's Manual. College Board will use its best efforts to support the change of test date. College Board will assume any additional costs associated with rescheduling and delivering tests to participating schools impacted by a PN Delay Event up to one week prior to the alternate Wednesday administration. Client will be liable for any additional fees associated with rush deliveries, publication reprints or incremental support incurred for deliveries within seven (7) days of the alternate Wednesday administration. College Board reserves the right to deny a change of test date if, in its sole opinion, the additional work will endanger its vendors or its' employees, agents, consultants, or if Client has failed to promptly inform College Board of the need for a test day change in time to allow delivery of test materials one week prior to the alternate Wednesday administration. No additional administration of the PSAT/NMSQT will be made available after the alternate Wednesday administration. Client understands that by selecting the 2nd Wednesday as their main administration date, if there is a PN Delay Event, there is no additional PSAT/NMSQT test dates. In such cases, this Agreement remains in full force and effect and Client will not be charged any unused test fees. Client's students may elect to participate in National Merit Scholarship Competition program by following the instructions for alternate entry published in the PSAT/NMSQT Student Guide.

IV. LIST OF PARTICIPATING SCHOOLS

SCHOOL NAME	SCHOOL CODE
Ballard High School	481045
Center School	481060
Chief Sealth International High School	481161
Cleveland STEM High School	481055
Franklin High School	481080
Garfield High School	481115
Ingraham High School	481112
Interagency Academy	481089
Lincoln High School	480029
Middle College High School	481126
Nathan Hale High School	481128
Nova High School	481129

¹ PSAT/NMSQT is a registered trademark jointly owned by College Board and the National Merit Scholarship Corporation, and should be so noted in all communications.



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Rainier Beach High School	481137
Roosevelt High School	481140
Seattle World School	481179
South Lake High School	481134
West Seattle High School	481165

V. FEE CALCULATION

1. **Fees and Payments.** The Participant quantity and total cost indicated in the Budget Schedule are estimates. Client agrees to pay College Board \$17.00 for each Participant tested under this Schedule for the 2020 PSAT/NMSQT. Client agrees that final invoice will be determined by total Participant tested and/or fee waivers used. Fee waivers are only eligible for Participants in the 11th grade. Client agrees that final invoice shall be based on Client identifying the eligible Participants for fee waiver benefits in the Test Ordering Site according to College Board's established deadlines.

2. **Restrictions.** No student participating under this Schedule will be assessed an individual fee for taking the PSAT/NMSQT exam.

3. **Unused Tests.** Participating Schools will incur unused test fees for Participating Grade(s) and for all other grades ("non-Participating Grades"). A fee of \$4 per booklet will be charged if a Participating School is calculated to have unused tests greater than 20% of their test booklets ordered by Participating and non-Participating Grade(s). Schools that use at least 80% of the tests ordered for Participating and non-Participating Grade(s) will not incur an unused test fee.



SAT SCHOOL DAY PROGRAM FIXED FEE SCHEDULE

I. BACKGROUND

College Board owns and delivers its national standardized SAT test to students. Under this Schedule, "SAT" will be used to refer to both the SAT (without essay) and the SAT with Essay, as applicable. Allowing students to take the test during a school day and shifting the financial obligation from the student to Client provides greater access for students to the SAT. College Board will assist Client in administering the SAT exam during a school day. This Schedule outlines how a Client sponsors a SAT School Day administration for students and what SAT data and reports may be provided to Client through our online data portal (the "Program"). College Board supports this initiative by providing clients with access to additional savings when clients pay to administer the SAT to at least one entire grade of students ("Participating Grade"). Students who take the SAT exam in accordance with the provisions of this Schedule are herein referred to as "Participants".

II. SCOPE

College Board shall furnish the following SAT School Day materials and reports to the schools designated by Client in Section IV (List of "Participating Schools").

1. Materials for Students:

- a. SAT Student Guide.
- b. SAT test materials (test booklets).
- c. Student Online Score Report, delivered via College Board website.
- d. Ability to send scores to colleges, scholarship programs and other designated score recipients, via College Board website.
- e. Access to Official SAT Practice on Khan Academy: students can link their College Board and Khan Academy accounts to receive free personalized practice recommendations based on their performance.
- f. If Client is administering digital testing ("Digital Testing"), students will receive online access to the Digital Testing platform and download applications, and Client will have access to a digital test preview to demonstrate the navigation and tools available to students in the Digital Testing platform.

2. Materials for Participating Schools:

- a. Access to individual student score reports and aggregate score reports, and downloadable student data file, delivered via College Board website.
- b. Materials to support test administration.
- c. If Client is administering Digital Testing, schools will receive online access to the Digital Testing platform and download applications. Client will have access to a digital test preview to demonstrate the navigation and tools available to students in the Digital Testing platform, and SAT SD Digital Testing Coordinator Manual (copies sent to schools based on Client's bulk registration file: one per 10 students registered).

3. Reports for District:

- a. Access to individual student score reports and aggregate score reports, and downloadable student data file, delivered via College Board website.

4. Delivering SAT Practice Tools and Support.

In addition to the free practice tools available at <http://sat.collegeboard.org/practice>, all students will have access to free, personalized, and focused practice resources through College Board's collaboration with Khan Academy. Practice materials for the SAT exam are available at the Khan Academy website (<http://satpractice.org>). Client and Participants shall use the Khan Academy practice tool and materials in accordance with Khan Academy's guidelines.

Additional SAT Readiness products (e.g., publications) and services (e.g., Professional Development Workshops) are not included as part of the Program. Client may purchase these products and services separately.

5. Providing Accommodations to Participants with Disabilities.

Accommodations for Participants with disabilities will be granted and administered according to College Board's standard eligibility and administration procedures. Participants must apply for accommodations under College Board's Services for Students with Disabilities (SSD) program and must follow the SSD program's published procedures, which can be found at <https://www.collegeboard.org/students-with-disabilities>. Only College Board-approved accommodations are permitted. Any provided accommodations not previously and explicitly approved by College Board's SSD program will result in scores that are not valid, and that cannot be reported to colleges, scholarship programs and other designated score recipients. Client will be responsible for ensuring that an appropriate accommodations coordinator ("SSD Coordinator") is designated for each school to facilitate the



application for and administration of approved accommodations. The 'SSD Coordinator Form' (used to establish an SSD Coordinator) is available at the above-referenced websites. Participants with accommodations previously approved by College Board, and who have a College Board-issued SSD code, do not need to reapply for accommodations under this Program.

6. **Required Information.** Client shall furnish College Board with: (a) a list of Participating Schools as prescribed in Section IV (List of Participating Schools); (b) a review of estimated student enrollment from a public data source as prescribed in Section V (Fee Calculation); and (c) Client's contacts as prescribed in Section VI (Client Contact Information). Client will review the pre-populated enrollment data from public data sources and send any adjustments as prescribed in Section V (Fee Calculation).

Changes to the list of Participating Schools must be submitted by the deadline as noted below. Participating Schools without a valid six-digit College Board school code should apply for their school code **at least six weeks** prior to the order deadline for their Primary Test Date for SAT School Day.

Administration Date	Deadline to submit changes
September 23, 2020	August 21, 2020
October 14, 2020	September 4, 2020
March 3, 2021	January 29, 2021
March 24, 2021	February 12, 2021
April 13, 2021	March 12, 2021
April 27, 2021	March 26, 2021

In the event that: any of Client's schools are omitted from the List of Participating Schools or listed without valid school codes, such schools shall not be covered under this Schedule. Additionally, information relating to Participants who incorrectly enter a grade or fail to enter a grade on their answer sheets, will be incorrectly depicted in reports furnished under this Schedule, and Client acknowledges that no adjustments can be made.

7. **Training of Designated Personnel at the Participating Schools.** College Board will provide all necessary training and/or instructional materials to designated Client personnel who will act as SAT School Day Coordinators, SSD Coordinators, Proctors, and Monitors (collectively 'Designated Personnel'). The required training and/or instructional materials will be made available by College Board to Client and **must be completed two weeks before the test administration date.**

Designated SAT School Day Coordinators are required to adhere to all of College Board's procedures, policies, and protocols related to national test administrations as specified in the SAT School Day Coordinator training and instructional materials, and may be required to complete SAT School Day staff agreements. Client is responsible for ensuring compliance with all required Designated Personnel training. College Board reserves the right to cancel the administration of the Program at any Participating School where any Designated Personnel fail to complete such training prior to the scheduled test administration.

8. **SAT Student Guide distribution to Students.** Client shall ensure that copies of the SAT Student Guide are distributed to all Students **at least two weeks before test administration date.**

9. **SAT School Day Customer Service for Educators:**

College Board will provide Client with telephone customer service support for educators. Specifically, College Board will provide:

- Step-by-step assistance with College Board online tools (SSD System)
- Assistance with completing required forms (AI Request Form)
- Assistance with obtaining additional materials (Publications)
- Feedback mechanism for counselors

Standard hours of operation: Monday through Friday 9:00 a.m. to 5:00 p.m. Eastern Standard Time. Customer service for the SAT Program can also be accessed online at the following web address: <http://sat.collegeboard.org/contact>.

III. SAT SCHOOL DAY TERMS AND CONDITIONS

SAT Program

1. **SAT Ownership.** Client agrees and acknowledges that the SAT exam, and all items (questions) contained therein, including all copies thereof, all exam materials (including publications and reports) and all data, including but not limited to student scores derived from the exam and collected under this Schedule are at all times owned by College Board, which is the exclusive



owner of all rights in and to the SAT exam, including, without limitation, copyrights, trademarks, trade secrets, patents, and other similar proprietary rights, and all renewals and extensions thereof (collectively "College Board Intellectual Property"). Nothing in this Schedule shall be interpreted to indicate that College Board is passing its proprietary rights in and to College Board Intellectual Property to Client or that its normal security procedures will be altered in any way.

SAT Data License

2. **SAT Data and Reporting.** College Board hereby grants Client a limited, nonexclusive, nontransferable, non-assignable right to use the score reports and individual student data for the legitimate educational purposes of internal analysis, which includes training sessions, as long as the data used during training preserves the confidentiality of students, and to incorporate it into educational data warehouse systems to improve college readiness. Client may not use or distribute the score reports externally or to third parties without the express written consent of College Board.

For the April 13, 2021 paper and pencil administration, SAT question content and answer explanations will be provided in the online system, for the Primary Test Date only.

- 2.1 College Board grants Client a non-exclusive, limited and revocable license to use the questions and answers explanations for the sole purpose of classroom teaching and internal reporting purposes. Client understands and acknowledges that the questions and answers explanation include College Board copyrighted content and may also include third party copyrighted content for which Client may only use for the aforementioned purposes. Client acknowledge and agrees that it has no right to upload or post online, cache, reproduce, modify, display, edit, alter or enhance any portion of the SAT questions and answers or the third party content in any manner unless it has express written permission from College Board and the owner of the third party content.
- 2.2 College Board reserves the right to revoke the above license grant if Client violates the terms of the license. In addition, College Board shall not be liable to Client nor any third party for Client's use of the question and answers explanation (including but not limited to, any copyright infringement claims) beyond the scope of the license.

SAT Administration

3. **SAT Test Dates and Participating Grade.** Client agrees to administer the SAT to the following Participating Grade(s) on the Primary and Makeup Test Dates noted below:

Participating Grade(s)	Primary Test Date	Makeup Test Date
12	October 14, 2020	October 28, 2020
11	March 03, 2021	March 24, 2021

Participants who are absent from the Primary Test Date are eligible to take the test on the Makeup Test Date mentioned above. Client acknowledges that there are no designated or national administration makeup test dates associated with the April 27, 2021 Primary Test Date.

4. **Administering the SAT.** The SAT will be administered to students under standard College Board national test administration and security protocols as specified in the SAT School Day Test Coordinator Manual and SAT School Day Test Coordinator training and instructional materials, unless otherwise stated in this Schedule, and will result in scores that are reportable to colleges for admissions purposes. In accordance with College Board policies, any test irregularity, including mis-administrations or security breaches, will be thoroughly investigated and may result in score cancellations. Client is responsible for making all necessary arrangements to ensure that the testing environment and the security of all test materials satisfy College Board requirements as specified in the SAT School Day Coordinator training and instructional materials. The test will be administered by Client-employed personnel, who will not receive additional remuneration by College Board. All Participants must test on either the designated test day or, when available, designated makeup test day. This Agreement does not guarantee that all Students targeted by Client for the Program will actually test. It is the responsibility of Client to encourage Participants to complete the Program. Participants will follow the guidelines on the SAT website and in student materials sent by College Board. For Digital Testing, Client shall also comply with the guidelines as published in the SAT School Day Digital Testing Coordinator Manual, SAT School Day Digital Testing Accommodated Manual and all relevant supplemental system requirements, installation manuals and guides.

5. Digital Testing Requirements (If Client is administering Digital Testing):

- a. The SAT School Day Coordinator at each Participating School will complete all required College Board Digital Coordinator Training and provide training access to other supporting staff. Client will ensure compliance with training requirements for all testing staff.
- b. The SAT School Day Coordinator at each Participating School will ensure the successful and accurate completion of all digital preadministration and technology setup activities. These include: a dedicated device for test coordinator(s) to monitor test activities, a proctor computer to administer the digital test in each testing room, and school-owned devices for each test-taking student with College Board Secure Browser installed.



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Additional information on the computers required for test day, including recommendations on battery and power source, can be found here: <https://digitaltesting.collegeboard.org/digital-preparedness/computer-requirements>. Client must further ensure that each school can meet College Board Digital Testing Requirements as outlined on the digital testing website, in the following areas:

- **Supported Operating Systems for Student Testing:** Review this webpage: <https://digitaltesting.collegeboard.org/digital-preparedness/supported-operating-systems>, for guidance on supported desktops, laptops and tablets for student testing.
- **Supported Web Browsers by Operating System:** Review this webpage: <https://digitaltesting.collegeboard.org/digital-preparedness/supported-browsers>, for information on supported operating systems and corresponding web browsers for each application.
- **Network Configuration:** Review this webpage: <https://digitaltesting.collegeboard.org/digital-preparedness/network-configuration>, for guidance on network configuration including: required bandwidth, ports and protocols, and URLs to whitelist for optimal testing experience.

Client understands that updates to the Digital Testing requirements will be posted on the digital testing website links outlined above.

- c. Client agrees and understands that seating policies for Digital Testing are different from those for paper and pencil testing and will ensure that Participating Schools consult College Board manuals and training and adhere to the most up-to-date Digital Testing room seating policies.
- d. Bulk Registration is required for schools electing Digital Testing.

6. There is always a risk of disruption during paper or digital testing, including, without limitation, computer issues. College Board has endeavored to put in place procedures to allow administrators and students to recover from such disruption and complete testing. Despite such efforts, Client understands that there are situations where College Board's only option is to schedule a makeup test. This is Client's sole remedy in relation to such disruption.

7. If Client is administering the test with accommodations requiring the use of an approved assistive technology device, students should pre-test the device in the Student Digital Test Preview prior to test day to ensure operational functionality. If the digital accommodation supports within the Digital Test preview do not meet the students testing needs, Client shall arrange for alternate accommodation supports.

IV. LIST OF PARTICIPATING SCHOOLS

SCHOOL NAME	SCHOOL CODE	ADMINISTRATION
Cleveland Stem High School	481055	SAT School Day: October 14, 2020
Franklin High School	481080	SAT School Day: October 14, 2020
Rainier Beach High School	481137	SAT School Day: October 14, 2020
Ballard High School	481045	SAT School Day: March 3, 2021
Center School	481060	SAT School Day: March 3, 2021
Chief Sealth International High School	481161	SAT School Day: March 3, 2021
Cleveland Stem High School	481055	SAT School Day: March 3, 2021
Franklin High School	481080	SAT School Day: March 3, 2021
Garfield High School	481115	SAT School Day: March 3, 2021
Ingraham High School	481112	SAT School Day: March 3, 2021
Interagency Academy	481089	SAT School Day: March 3, 2021
Lincoln High School	480029	SAT School Day: March 3, 2021
Middle College High School	481126	SAT School Day: March 3, 2021
Nathan Hale High School	481128	SAT School Day: March 3, 2021
Nova High School	481129	SAT School Day: March 3, 2021
Rainier Beach High School	481137	SAT School Day: March 3, 2021
Roosevelt High School	481140	SAT School Day: March 3, 2021
Seattle World School	481179	SAT School Day: March 3, 2021
South Lake High School	481134	SAT School Day: March 3, 2021
West Seattle High School	481165	SAT School Day: March 3, 2021

V. FEE CALCULATION

1. **Program Pricing.** The fee calculation for this Schedule depends solely on the total enrollment figures for the Participating Grade(s) as indicated in the College Readiness Agreement Budget Schedule ("Budget Schedule") and Client's official



National School Lunch Program (NSLP) percentage. If, during the term covered by this Schedule, College Board is furnishing other assessments to Client (under separate agreements), or if multiple grades are being tested under this Schedule, Client shall receive a greater discount as set forth on the Budget Schedule. The table below details the discounts available ('Suite Pricing' and 'Multi-Assessment Pricing'). For purposes of Suite pricing under this Schedule, the PSAT/NMSQT ('PN') and PSAT 10 ('P10') are considered one assessment.

National School Lunch Program (NSLP) Percentage	Suite Pricing: SAT School Day with PSAT 8/9, and PN and/or P10		Multi-Assessment Pricing: <ul style="list-style-type: none"> SAT School Day with either PN or P10 or PSAT 8/9 At least <u>two</u> grades testing for SAT School Day 	
	SAT With Essay	SAT Without Essay	SAT With Essay	SAT Without Essay
≥0% and <50%	\$42.00	\$32.50	\$45.50	\$35.50
≥50% and <75%	\$38.00	\$29.50	\$43.50	\$34.50
≥75%	\$34.00	\$26.50	\$41.50	\$32.50

Client will be charged a fixed fee based on enrollment as noted above, regardless of how many students actually take the SAT. The enrollment and total cost indicated in the Budget Schedule are estimates; Client will be given an opportunity to adjust enrollment by the following deadlines:

Administration Date	Deadline to submit updated enrollment
September 23, 2020	October 30, 2020
October 14, 2020	
March 3, 2021	January 29, 2021
March 24, 2021	
April 13, 2021	March 5, 2021
April 27, 2021	

2. Changes to Enrollment. If Client determines, after signing this Agreement, that the enrollment figures provided herein are incorrect by more than 5% (higher or lower), Client must promptly provide College Board with the adjusted enrollment figures and identify how and where College Board may confirm this information. Client shall send the updated enrollment figures and an official enrollment report or references, on official letterhead, via email (preferred method) to AssessmentsProgram@collegeboard.org or mail to: PSAT/SAT Assessments, College Board, 250 Vesey Street, New York, NY 10281, as noted above.

Notwithstanding the foregoing, after the administration of the assessment, College Board may request a verification of enrollment by Participating Grade from Client. If enrollment figures provided by Client based on such request, differ from those provided herein, College Board will adjust the total cost of the Schedule to account for either increases or decreases in enrollment. Additionally, in the event actual participation in a Participating Grade exceeds Client's enrollment figures indicated herein, Client shall remit payment to College Board for any additional students at the then-current rate per student as indicated on College Board's website currently located at <https://collegereadiness.collegeboard.org/sat/register/>.

3. Restrictions. No Participant will be assessed an individual fee for testing under this Schedule if Client has chosen SAT with Essay. If Client has chosen SAT (without Essay) and its Participating Schools have opted in for student purchased essay, such fees will be billed directly to the Participating Schools. The Budget Schedule reflects the option Client chose. SAT Subject Tests are not offered under this Agreement. Furthermore, there is no additional discount under this Schedule provided for Participants who are using fee reduction benefits.

4. Unused Tests. Participating Schools will not incur unused test fees for Participating Grade(s); however, unused test fees will apply for all other grades ('non-Participating Grades'). The unused test fee is 50% of the retail test fee for each unused test booklets and will be charged if a Participating School is calculated to have unused tests greater than 20% of their test booklets ordered by non-Participating Grade(s). Participating Schools that use at least 80% of the tests ordered for non-Participating Grade(s) will not incur an unused test fee.



VI. CLIENT CONTACT INFORMATION

	Primary ⁶	Data Recipient ⁷	Billing ⁸	Bulk Registration (optional) ⁹
Name:	Audrey Roach	Anna Cruz	Audrey Roach	Audrey Roach
Title:	Assessment Development Program Manager	Lead Statistical Analyst	Assessment Development Program Manager	Assessment Development Program Manager
Address:	2445 3rd Avenue S.	2445 3rd Avenue South	2445 3rd Avenue S.	2445 3rd Avenue S.
City/State/Zip:	Seattle, WA 98134-1923	Seattle, WA 98134	Seattle, WA 98134-1923	Seattle, WA 98134-1923
Phone:	1-206-252-0974	(206) 252-0187	1-206-252-0974	1-206-252-0974
Email:	amroach@seattleschools.org	ascruz@seattleschools.org	amroach@seattleschools.org	amroach@seattleschools.org

⁶ This is the person to whom College Board should direct primary communications.
⁷ This is the person to whom College Board should send the data/data access information for this Schedule, if different from the Primary Contact.
⁸ This is the person to whom College Board should send the invoice for this Schedule, if different from the Primary Contact.
⁹ This is the person to whom College Board should send the bulk registration information and access code for uploading the electronic file for processing.

Form Approved By College Board Legal January 2020



Contract # CB-00027621

Budget Schedule

Product Name	Start Date	End Date	Quantity	Unit Price	Cost	Discount	Total Cost
SAT SD Fixed-Fee With Essay - 12th Grade	July 1, 2020	June 30, 2021	30	\$68.00	\$2,040.00	\$2,040.00	\$0.00
PSAT/NMSQT Central Bill - 11th Grade	July 1, 2020	June 30, 2021	1,970	\$17.00	\$33,490.00	\$0.00	\$33,490.00
PSAT/NMSQT EPP Fixed-Fee - 10th Grade	July 1, 2020	June 30, 2021	3,877	\$17.00	\$65,909.00	\$11,631.00	\$54,278.00
SAT SD Fixed-Fee With Essay - 11th Grade	July 1, 2020	June 30, 2021	3,564	\$68.00	\$242,352.00	\$80,190.00	\$162,162.00

Subtotal: \$343,791.00

Total Discount: \$93,861.00

Total Cost: \$249,930.00

COVID-19 Pandemic Contingency Plans. The parties agreed and understand that due to the Covid-19 pandemic and for reasons beyond the reasonable control of either party, either party may be prohibited from delivering its obligations and/or fulfilling its responsibilities. College Board shall solely determine whether it shall be able to fulfill its obligations to offer the assessments which are the subject of this Agreement, and Client shall solely determine whether it can administer the assessment which are the subject of this Agreement. If Client immediately notifies College Board in writing (with email to suffice) of its inability to administer the assessment(s) in schools in accordance with this Agreement, Client shall be relieved of its obligation to pay College Board for any assessment(s) which it cannot administer because of the COVID-19 pandemic. If Client can administer an assessment to a portion of its students but not the full cohort, College Board shall provide a revised budget schedule; provided, that Client immediately notifies College Board in writing (with email to suffice) of its inability to administer the assessment(s) in accordance with this Agreement. Any notification to College Board of Client's inability to administer College Board assessments must be provided in advance of the schedule test date(s).

If Client has received secure test material, Client agrees to safeguard such material (including by way of example, to store in a locked office and/or cabinets, to maintain the packaging seal on the boxes) and, if requested, to return such material to College Board. Client is prohibited from administering the assessment(s) on any day, or in any manner, that is not permitted by College Board and/or to use the assessment(s) for any other purpose.

College Board will work with Client to mutually agree on a back-up administration plan and date, to the extent possible; provided, that the parties failure to agree on a backup plan shall permit the parties to immediately terminate this Agreement. Client must notify College Board in writing (with email to suffice) of its request to use a published back-up administration date in advance of the originally scheduled test date. For a SAT School Day administration, the back-up administration shall be an available make-up date. For the PSAT/NMSQT, the back-up administration shall be the Alternate Test Day – Wednesday, October 28, 2020. However, if the Client had chosen to use the PSAT/NMSQT Alternate Test Day as their primary test date, there will be no available back-up administration date. If the parties agree to administer the assessment(s) on an available back-up date, College Board shall determine in its sole discretion whether to ship Client replacement tests or whether Client shall use previously shipped unused tests. College Board reserves the right to deny a change of test date if, in its sole opinion, the additional work will endanger its



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vendors or its employees, agents, consultants, or if Client has failed to immediately notify College Board of the need for a test day change in time to allow delivery of test materials one week prior to the back-up administration. College Board shall use commercially reasonable efforts to timely deliver such material; provided, however, College Board shall not be responsible for the failure of any third-party shipping company to deliver such material because of delays caused by COVID-19.

College Board will assume any additional costs associated with rescheduling and delivering tests to Participating Schools impacted by such delay up to one week prior to the alternate administration. College Board reserves the right, in its sole discretion, to charge for any additional fees associated with rush deliveries, publication reprints or incremental support incurred within seven (7) days of the alternate administration.

College Board reserves the right to decline to offer additional administrations beyond the published testing dates or testing windows, as may be amended by College Board.

CHUBB**Liability Insurance****Endorsement**

Policy Period JANUARY 1, 2020 TO JANUARY 1, 2021

Effective Date JANUARY 1, 2020

Policy Number 3598-32-87 PHL

Insured COLLEGE BOARD

Name of Company GREAT NORTHERN INSURANCE COMPANY

Date Issued JANUARY 6, 2020

This Endorsement applies to the following forms:

GENERAL LIABILITY

Under Who Is An Insured, the following provision is added.

Who Is An Insured**Additional Insured -
Scheduled Person
Or Organization**

Persons or organizations shown in the Schedule are **insureds**; but they are **insureds** only if you are obligated pursuant to a contract or agreement to provide them with such insurance as is afforded by this policy.

However, the person or organization is an **insured** only:

- if and then only to the extent the person or organization is described in the Schedule;
- to the extent such contract or agreement requires the person or organization to be afforded status as an **insured**;
- for activities that did not occur, in whole or in part, before the execution of the contract or agreement; and
- with respect to damages, loss, cost or expense for injury or damage to which this insurance applies.

No person or organization is an **insured** under this provision:

- that is more specifically identified under any other provision of the Who Is An Insured section (regardless of any limitation applicable thereto).
- with respect to any assumption of liability (of another person or organization) by them in a contract or agreement. This limitation does not apply to the liability for damages, loss, cost or expense for injury or damage, to which this insurance applies, that the person or organization would have in the absence of such contract or agreement.

CHUBB

Liability Endorsement
(continued)

Under Conditions, the following provision is added to the condition titled Other Insurance.

Conditions

**Other Insurance –
Primary, Noncontributory
Insurance – Scheduled
Person Or Organization**

If you are obligated, pursuant to a contract or agreement, to provide the person or organization shown in the Schedule with primary insurance such as is afforded by this policy, then in such case this insurance is primary and we will not seek contribution from insurance available to such person or organization.

Schedule

Persons or organizations that you are obligated, pursuant to a contract or agreement, to provide with such insurance as is afforded by this policy.

All other terms and conditions remain unchanged.

Authorized Representative



ACORD™

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

8/05/2020

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

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

PRODUCER Conner Strong & Buckelew PO Box 99106 Camden, NJ 08101 877 861-3220	CONTACT NAME: Calt Schluter PHONE (A/C, No, Ext): 856-479-2193 FAX (A/C, No): E-MAIL ADDRESS: cschluter@connerstrong.com														
INSURED College Board 250 Vesey Street New York, NY 10281	<table border="1"> <thead> <tr> <th data-bbox="787 430 1421 457">INSURER(S) AFFORDING COVERAGE</th> <th data-bbox="1421 430 1560 457">NAIC #</th> </tr> </thead> <tbody> <tr> <td data-bbox="787 457 1421 485">INSURER A : Great Northern Insurance Company</td> <td data-bbox="1421 457 1560 485">20303</td> </tr> <tr> <td data-bbox="787 485 1421 512">INSURER B : Fireman's Fund Insurance Company</td> <td data-bbox="1421 485 1560 512">21873</td> </tr> <tr> <td data-bbox="787 512 1421 539">INSURER C : National Union Fire Ins CoPittsburgh PA</td> <td data-bbox="1421 512 1560 539">19445</td> </tr> <tr> <td data-bbox="787 539 1421 567">INSURER D : Federal Insurance Company</td> <td data-bbox="1421 539 1560 567">20281</td> </tr> <tr> <td data-bbox="787 567 1421 594">INSURER E :</td> <td data-bbox="1421 567 1560 594"></td> </tr> <tr> <td data-bbox="787 594 1421 621">INSURER F :</td> <td data-bbox="1421 594 1560 621"></td> </tr> </tbody> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A : Great Northern Insurance Company	20303	INSURER B : Fireman's Fund Insurance Company	21873	INSURER C : National Union Fire Ins CoPittsburgh PA	19445	INSURER D : Federal Insurance Company	20281	INSURER E :		INSURER F :	
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INSURER F :															

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

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

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:		35983287	01/01/2020	01/01/2021	EACH OCCURRENCE \$1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$1,000,000 MED EXP (Any one person) \$10,000 PERSONAL & ADV INJURY \$1,000,000 GENERAL AGGREGATE \$2,000,000 PRODUCTS - COMP/OP AGG \$2,000,000 \$
D	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY		99482704	01/01/2020	01/01/2021	COMBINED SINGLE LIMIT (Ea accident) \$1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> EXCESS LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$		USL00409020U	01/01/2020	01/01/2021	EACH OCCURRENCE \$25,000,000 AGGREGATE \$25,000,000 \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? <input checked="" type="checkbox"/> N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N/A	71746896	01/01/2020	01/01/2021	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.I. EACH ACCIDENT \$1,000,000 E.I. DISEASE - EA EMPLOYEE \$1,000,000 E.I. DISEASE - POLICY LIMIT \$1,000,000
C	Professional Liability		039819705	01/01/2020	01/01/2021	\$2,000,000 Per Occur. \$2,000,000 Aggregate

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

RE:2020-21 Pathway agreement for PSAT/NMSQT and SAT School Day - Contract #: CB-00027621

Seattle Public Schools are included as Additional Insured on the above-referenced Commercial General Liability Policy if required by written contract.

CERTIFICATE HOLDER

CANCELLATION

Seattle Public Schools
 Attn.: Audrey Roach
 2445 3rd Avenue South
 Seattle, WA 98134

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

W. Michael Thompson

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Seattle Public Schools Bargaining Unit Checklist

The information provided below will assist the Seattle Public Schools in determining whether a service may be performed by an independent contractor and whether the individual can appropriately be classified as a contractor with the District. Please note that this page should be completed by the Principal/Program Manager contracting the Independent Contractor and must be attached to the SEATTLE SCHOOL DISTRICT PERSONAL SERVICES CONTRACT FORM for processing and approval.

Name of contractor or business THE COLLEGE BOARD

Tax Payer Identification # 13-1623965

Please answer YES or NO to the following two (2) questions:

SECTION 1. BARGAINING UNIT CHECKLIST

Yes ☐ No ☒ Is the service being provided included in a current district position that a current employee could do or could be trained to do?

Yes ☐ No ☒ Will the service contract bypass and/or violate collective bargaining agreements or District hiring process/procedures or any other District policies (i.e., Hiring of Relatives, Child Labor Laws)?

Bargaining units include but are not limited to:

- | | |
|--|--|
| <p>1) Seattle Education Association
Certificated
Paraprofessional
SAEOP</p> | <p>3) Machinists 289/79
Machinists
Auto machinists</p> |
| <p>2) International Union of Operating Engineers
Custodial/gardeners
Nutrition services
Security specialists, alarm monitors</p> | <p>4) Teamsters 117/174
Warehouse workers
Truck drivers</p> |
| | <p>5) PASS (Principals Assoc of Seattle Schools)
6) Seattle/King Cty Building & Trades Council</p> |

Please Note:

If the answer is "Yes" to EITHER of the above two questions, the individual cannot be classified as a contractor. (Please contact your Personnel Analyst for staffing concerns and contact the Payroll Department for Retirement information.)

If the answer is "NO" to both of the questions listed above, please proceed to the Determining Employee versus Independent Contractor Checklist.

I, **Seattle School District's Principal or Department Manager** confirm that the above information is true.

Name (print) Audrey Roach

Signature 

Title Assessment Development Program Manager

SEATTLE PUBLIC SCHOOLS DETERMINING EMPLOYEE versus INDEPENDENT CONTRACTOR CLASSIFICATION CHECKLIST

The information provided below will assist the Seattle Public Schools in determining whether an individual performing services will be classified as an employee of the District or as an independent contractor for federal, state and FICA tax purposes. Please note that this page should be completed by the Principal/Program Manager contracting the Independent Contractor and must be attached to the SEATTLE SCHOOL DISTRICT PERSONAL SERVICES CONTRACT FORM for processing and approval.

SECTION 1. GENERAL

Name of Individual/Business: <u>THE COLLEGE BOARD</u>	Individual/Business E-mail Address: <u>contractsmanagement@collegeboard.org</u>
For Individuals: (check one) <input type="checkbox"/> US Citizen <input type="checkbox"/> Resident Tax Alien <input type="checkbox"/> Nonresident Alien	Taxpayer Identification Number: <u>13-1623965</u>
School or Program Location: <u>JSCEE</u>	Phone Number/Address: <u>(212) 713-8600 / 250 Vessey St. New York, NY 10281</u>

SECTION 2. MULTIPLE RELATIONSHIPS WITH THE DISTRICT

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Does this individual currently work for the District as an employee (including hourly, temporary or substitute)?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Does the District expect to hire this individual as an employee to provide the same or similar services immediately following the termination of his/her independent contractor service?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	During the previous 12 months prior to the date on which the independent contractor service commenced, was the individual an employee (including hourly, temporary or substitute) to provide the same or similar service?

Please Note:
If the answer is "Yes" to ANY of the above three questions, the individual should be classified as an EMPLOYEE and paid through the normal payroll process. See footnote*.

SECTION 3. RETIREMENT BENEFITS

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Is this individual drawing state retirement benefits?
---	---

SECTION 4. RELATIONSHIP WITH THE DISTRICT

The individual does not receive extensive instructions on how to perform his/her job, except perhaps topics to discuss. The individual does provide or could be available to perform this job at other businesses/schools. The individual does not receive benefits from the Seattle Public School District, nor does the individual expect to receive benefits from the District. The District and the individual agree, either in writing or orally, that the relationship is strictly that of an independent contract relationship.

I, Seattle School District's Principal or Department Manager, confirm that the above paragraph is true and therefore the individual is an independent contractor. If the above statement is not true, the individual may be an employee.*

Name (print): Andrey Roach Title: Assessment Program Development Manager
 Signature: Andrey N. Roach Date: 9/1/2020
 Phone Number: (206) 252-0974 E-mail Address: aroach@seattleschools.org

*If the department requesting services disagrees with this determination, please complete the Internal Revenue Services SS-8 form (available at www.irs.gov), provide documentation to provide answers, and submit completed packet to the Contracts Desk in Accounting. Accounting and Payroll will work with the department to make a final decision.

Form W-9
(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

Give Form to the
requester. Do not
send to the IRS.

▶ Go to www.irs.gov/FormW9 for instructions and the latest information.

Print or type.
See Specific Instructions on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

College Board

2 Business name/disregarded entity name, if different from above

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes.

☐ Individual/sole proprietor or single-member LLC

☐ C Corporation

☐ S Corporation

☐ Partnership

☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

☒ Other (see instructions) ▶

IRC 501(C)(3) exempt organization

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) 1

Exemption from FATCA reporting code (if any) A

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.

250 Vesey Street

6 City, state, and ZIP code

New York, NY 10281

7 List account number(s) here (optional)

Requester's name and address (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

1 3 - 1 6 2 3 9 6 5

or

Employer identification number

1 3 - 1 6 2 3 9 6 5

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign
Here

Signature of
U.S. person ▶

Deborah Livingston

Date ▶ 2/19/20

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What Is backup withholding, later.



Filed
Secretary of State
State of Washington
Date Filed: 12/04/2019
Effective Date: 12/04/2019
UBI #: 602 889 427

Annual Report

BUSINESS INFORMATION

Business Name:

COLLEGE ENTRANCE EXAMINATION BOARD

UBI Number:

602 889 427

Business Type:

FOREIGN NONPROFIT CORPORATION

Business Status:

ACTIVE

Principal Office Street Address:

250 VESEY ST, NEW YORK, NY, 10281-1052, UNITED STATES

Principal Office Mailing Address:

250 VESEY ST, NEW YORK, NY, 10281-1052

Expiration Date:

12/31/2020

Jurisdiction:

UNITED STATES, NEW YORK

Formation/Registration Date:

12/09/2014

Period of Duration:

PERPETUAL

Inactive Date:

Nature of Business:

EDUCATIONAL, EDUCATIONAL SERVICES

REGISTERED AGENT RCW 23.95.410

Registered Agent Name	Street Address	Mailing Address
CORPORATION SERVICE COMPANY	300 DESCHUTES WAY SW STE 304, TUMWATER, WA, 98501, UNITED STATES	300 DESCHUTES WAY SW STE 304, TUMWATER, WA, 98501, UNITED STATES

PRINCIPAL OFFICE

Phone:

2127138000

Email:

DBOLTON@COLLEGEBOARD.ORG

Street Address:

250 VESEY ST, NEW YORK, NY, 10281-1052, USA

Mailing Address:

250 VESEY ST, NEW YORK, NY, 10281-1052, USA

GOVERNORS

Title	Type	Entity Name	First Name	Last Name
GOVERNOR	INDIVIDUAL		DAVID	COLEMAN
GOVERNOR	INDIVIDUAL		PETER	SCHWARTZ
GOVERNOR	INDIVIDUAL		JEREMY	SINGER
GOVERNOR	INDIVIDUAL		JAMES	MONTOYA
GOVERNOR	INDIVIDUAL		MARTHA	STRATIS
GOVERNOR	INDIVIDUAL		STEFANIE	SANFORD
GOVERNOR	INDIVIDUAL		TERRI	SHAW
GOVERNOR	INDIVIDUAL		BARBARA	GILL
GOVERNOR	INDIVIDUAL		RONNE	TURNER

NATURE OF BUSINESS

- EDUCATIONAL
- EDUCATIONAL SERVICES

EFFECTIVE DATE

Effective Date:

12/04/2019

CONTROLLING INTEREST

1. Does your company own real property (including leasehold interests) in Washington?

NO

2. Has there been a transfer of stock, other financial interest change, or an option agreement exercised during the last 12 months that resulted in a transfer of controlling interest?

NO

3. Has an option agreement been executed in the last 12 months allowing for the future purchase or acquisition of the entity, that, if exercised would result in a transfer of controlling interest?

NO

You must contact the Washington State Department of Revenue to report a Controlling Interest Transfer IF:

* This company owns land, buildings or other real estate in Washington State,

AND

* Answered "YES" to questions 2 or 3 above.

Failure to report a Controlling Interest Transfer is subject to penalty provisions of RCW 82.45.220.

For more information on **Controlling Interest**, please call the Department of Revenue at (360) 534-1503, option 1, or visit www.dor.wa.gov/REET

RETURN ADDRESS FOR THIS FILING

Attention:

DENA BOLTON

Email:

DBOLTON@COLLEGEBOARD.ORG

Address:

250 VESEY ST, NEW YORK, NY, 10281-1052, USA

UPLOAD ADDITIONAL DOCUMENTS

Do you have additional documents to upload? No

AUTHORIZED PERSON

☒ I am an authorized person.

Person Type:

ENTITY

First Name:

MARTHA

Last Name:

STRATIS

Entity Name:

COLLEGE ENTRANCE EXAMINATION BOARD

Title:

CAO & TREASURER

☒ This document is hereby executed under penalty of law and is to the best of my knowledge, true and correct.

Seattle Public Schools Sole Source Justification Form

Instructions

- This form must be completely filled out and must accompany a Personal Services Contract (PSC) over \$25,000 whenever a sole source contract is requested. If purchasing goods and equipment, this form must be completed and accompany the Purchase Requisition (B2B/Market Place) whenever a sole source purchase is requested. For sole source purchases funded from federal grant money, this section must be completely filled out and must accompany any PSC that is over \$9,999, if a sole source contract is requested. A sole source purchase is made when only one provider or supplier is available to meet the District's needs. Approvals for sole source requests shall be made in accordance with the thresholds indicated in the Authority matrix.
- The sole source purchase must meet the requirements of RCW 39.04.280, Competitive bidding requirements – Exemptions: (a) Purchases that are clearly and legitimately limited to a single source of supply, or (b) Purchases involving special facilities or market conditions.
- **The District requires competition whenever practicable as part of good business practices. In cases where only one product or service is desired, competition should be used in obtaining the best price/service from dealers and distributors.**
- Completing this form does not guarantee that the proposed supplier will be selected. Additional information may be required. It is the requestor's responsibility to provide all the required information and documentation indicated on this form.

THIS SOLE SOURCE REQUEST IS FOR THE USE OF A SPECIFIC (check appropriate box below):

- ☒ Personal or Purchased Service Vendor/Contractor
☐ Manufacturer, Brand and/or Model of goods, materials, software or equipment

INITIATORS'S DEPARTMENT INFORMATION			
Department	CAI	Phone	206-252-0974
Contact Name	Audrey Roach	E-mail	amroach@seattleschools.org
Title	Assessment Dev Program Manager		
Contract amount: \$ 249, 930.00			
PROPOSED VENDOR/SUPPLIER INFORMATION			
Company Name The College Board			
Address	250 Vessey St	Phone	212-713-8000
City, State, Zip	New York, NY 10281	Email	contractsmanagement@collegeboard.org
Description of service:		Web Address	
PROPOSED MANUFACTURER INFORMATION (IF SUBMITTING REQUEST FOR A SPECIFIC MANUFACTURER, BRAND AND/OR MODEL)			
Manufacturer			
Description of goods, materials, software or equipment:		Brand/Model #	

PLEASE ANSWER THE FOLLOWING QUESTIONS. Attach additional sheets if needed.

- 1. Is the vendor or good specifically identified within a grant or sponsored project?**

☐ Yes
☒ No

If YES, provide backup documentation from the funding source confirming this.

- 2. For goods, is the product required to match or be compatible with current equipment?**

☐ Yes
☐ No
☒ Not Applicable (request is for Services)

If YES, describe.

- 3. Have you used this vendor for these goods or services in the past?**

☒ Yes
☐ No

If YES, describe (years, duration)

Approximately 8 years

- 4. How long into the future do you anticipate utilizing this vendor or manufacturer for these goods or services under a sole source designation?**

Unknown

- 5. As stewards of public funds, competition is required whenever practicable to obtain the best price for goods or best value of services needed.**

- a. List the vendors that were contacted and indicate why their services or goods were not considered / appropriate.**

N/A

- b. How did the prices or fees compare to other vendors? Be specific.**

N/A

- 6. a. State the reason in detail why the product/service can only be provided by the recommended sole source vendor.**

The College Board is the sole provider of PSAT/NMSQT and the SAT assessments. The College Board is the sole owner of the noted assessments and associated software which includes tangible and intangible related services and materials.

- b. Include any documentation (ex. CV, product specifications, quote, proposal, website address, etc.) that supports your recommendation.**

See attached

- 7. If we do not contract with the proposed vendor, how would you accomplish this work? Are other options available?**

No

Sole Source Justification - Approvals required

This sole source form is to be attached to the Executive Approval Form (Superintendent Procedure 6220SP.A, Attachment 2) to obtain proper approval signatures as noted below.

Sole Source Approvals		Initiator	Manager	Director	Purchasing	Contracting Services	Legal	Accounting	Chief for Initiator	Chief Fin. Officer*	Superintendent	Board
Personal Services	Up to \$25K	RA	RA					RA,E				
	\$25K - \$75K	RA	RA	RA		RA	RA	RA,E				
	\$75K - \$100K	RA	RA	RA		RA	RA	RA	RA	E		
	\$100K - \$250K	RA	RA	RA		RA	RA	RA	RA	RA	E	
	Over \$250K	RA	RA	RA		RA	RA	RA	RA	RA	E	RA
Goods, Materials, Software, Equipment and Purchased Services	Up to \$75K	RA	RA		RA,E							
	\$75K - \$100K	RA	RA	RA	RA		RA	RA	RA	E		
	\$100K - \$250K	RA	RA	RA	RA		RA	RA	RA	RA	E	
	Over \$250K	RA	RA	RA	RA		RA	RA	RA	RA	E	RA

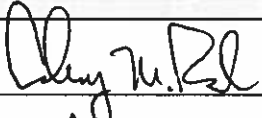
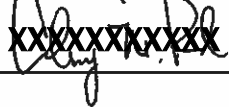
*Assistant Superintendent for Business and Finance has authority to execute sole source justifications up to \$100K. The Superintendent and Assistant Superintendent for Business and Finance must approve any sole source justification over \$100K.

Sole source documentation or documentation of competition must be included with Personal Services Contract if over \$25K, and must be included with any sole source PSC if funded by federal grant money

RA – Review/Approval

E – Execute

I have read and understand the District's Board Policy 6220 for Procurement and the sole source procedures and certify that this contract meets the guidelines and requirements of sole source procurement.

Department Initiator	Signature 	Date	9/1/2020
	Printed Name <u>Audrey Ruach</u>		
Reviewed and Approved by Department Manager or Director:	Signature 	Date	10/14/2020
	Printed Name <u>Diane DeBacker</u>		

DocuSigned by:

Ronald Boy

10/14/2020

850301E13AD64E5...

DocuSigned by:

Nancy Milgate

10/14/2020

68077FB03927458...

DocuSigned by:

Jolynn Berge

10/14/2020

68852B82A7234F8...

DocuSigned by:

Jolynn Berge

10/14/2020

C59F7D23A727439...



To: School Board Directors

From: Diane DeBacker, Chief Academic Officer
Cashel Toner, Executive Director, Curriculum, Assessment, and Instruction
Caleb Perkins, Executive Director, College and Career Readiness

Date: November 10, 2020

Re: Annual Report Regarding Board Policy No. 2020 – Waiver of Basic Instructional Materials

As per Board Policy No. 2020, Waiver of Basic Instructional Materials, the School Board shall be informed about the number and type of waivers requested and the disposition, including rationale, of those requests.

There are existing curriculum waivers for mathematics and world language. Currently, there are no English-language arts waivers due to the 2017 adoption of the Center for the Collaborative Classroom instructional materials. There are similarly no science waivers due to the adoption of the Amplify instructional materials in 2019.

Mathematics waivers address unique program needs in elementary schools, the elementary school grades of some K-8 schools, and one high school. There are no middle school mathematics waivers at this time due to the 2017 adoption of the enVision Math 2.0 instructional materials.

The world language waivers generally provide replacements for curriculum materials that are considerably outdated or no longer available. The district-adopted material for French was out of date and no longer available, so a 2018 version of another program was obtained for Lincoln High School.

Attached is a document outlining schools by content area and the verified current status as of October 2020.

2020-21 Curriculum Waivers

<u>CONTENT AREA</u>	<u>SCHOOL</u>	<u>CURRENT PRINCIPAL</u>	<u>OFFERED CURRICULUM</u>	<u>APPROVED WAIVER</u>	<u>APPLICATION YEAR</u>	<u>APPROVED YEARS</u>	<u>FUNDING SOURCE</u>
Mathematics	Blaine	Ryan LaDage	Math in Focus	enVision K-5	2020	2020-2023	School discretionary funding
Mathematics	Daniel Bagley	Carla Holmes	Math in Focus	Montessori	2020	2020-2023	Already purchased at time of original 2017 waiver request
Mathematics	Daniel Bagley	Carla Holmes	Math in Focus	enVision 2-5	2019	2019-2022	F&R Budget
Mathematics	Emerson	Erin Rasmussen	Math in Focus	San Francisco USD Math	2019	2019-2022	Open source
Mathematics	Fairmount Park	Julie Breidenbach	Math in Focus	enVision K-5	2020	2020-2023	PTA/Title I
Mathematics	Graham Hill	Rena Deese	Math in Focus	Bridges in Mathematics	2020	2020-2023	PTA/Title I
Mathematics	Hazel Wolf K-8	Deborah Nelson	Elem: Math in Focus Middle: enVisionmath2.0	enVision K-5	2019	2019-2022	General Fund
Mathematics	Highland Park	Adam Dysart	Math in Focus	Bridges in Mathematics	2019	2019-2022	Levy performance/Equity
Mathematics	Lafayette	Cynthia Chaput	Math in Focus	enVision K-5	2019	2019-2022	PTA
Mathematics	Lincoln	Ruth Medsker	Discovering Series	enVision AGA	2019	2019-2022	Capital
Mathematics	Lincoln	Ruth Medsker	Calculus: Concepts and Applications	Stewart Calculus	2020	2020-2023	Not indicated
World Language	Lincoln	Ruth Medsker	n/a	EntreCulture French	2020	2020-2023	Capital
Mathematics	Lowell	Sarah Talbot	Math in Focus	San Francisco USD Math	2019	2019-2022	Open source
Mathematics	Magnolia	Katie Cryan Leary	Math in Focus	Ready Mathematics K-5	2019	2019-2022	Capital
Mathematics	Martin Luther King, Jr.	Trish Nesbitt	Math in Focus	enVision 2.0	2019	2019-2022	Levy performance
Mathematics	Montlake	Julia Pearson	Math in Focus	enVision	2020	2020-2023	PTA Grant
Mathematics	North Beach	Kristine McLane	Math in Focus	enVision	2020	2020-2023	Equity funds/PTA grant
Mathematics	Olympic Hills	Elizabeth DeBell	Math in Focus	EngageNY	2019	2019-2022	Open source - Creative Commons
Mathematics	Pathfinder K-8	David Dockendorf	Elem: Math in Focus Middle: enVisionmath2.0	Bridges in Mathematics K-5	2018	2018-2021	PTSA
Mathematics	Queen Anne	Janine Roy	Math in Focus	Ready Mathematics K-5	2019	2019-2022	Capital/PTA
Mathematics	Sacajawea	Rachel Friesen	Math in Focus	Ready Mathematics K-5	2019	2019-2022	PTA
Mathematics	Sand Point	Ric Baileykaze	Math in Focus	Ready Mathematics K-5	2018	2018-2021	PTA
Mathematics	Thornton Creek	Alexandra Benfield	Math in Focus	Bridges in Mathematics	2020	2020-2023	Building budget/grant funding
Mathematics	Wedgwood	Christy Smith	Math in Focus	enVision 2.0	2020	2020-2023	PTA

NOTE: No current waivers for ELA or Science



To: Student Services, Curriculum & Instruction Committee

From: Dr. Concie Pedroza, Chief of Student Support Services
clpedroza@SeattleSchools.org

Pat Sander, Executive Director Coordinated School Health
psander@SeattleSchools.org

Date: October 30, 2020

RE: Update: School Board Policy No. 3246
Restraint, Isolation, and Other Uses of Physical Intervention

Dear Committee Members,

The first meeting of our internal workgroup for focusing on the revising and rewriting of School Board Policy 3246 – Restraint, Isolation and Other Uses of Physical Restraint is scheduled to meet on Thursday, November 5. This meeting will place after this memo was disseminated to you but prior to this policy committee's meeting on November 10. Therefore, a verbal update will be provided at our November 10 meeting.

Erin Romanuk, Coordinated School Health-Discipline's Student Support Services Supervisor, is our committee chair. The committee will have a specific focus on eliminating the use of isolation and restraint in Seattle Public Schools. Ideally, this group will meet once a month to review relevant research (possibly hear from guest speakers), review examples of similar policies from other districts and states, providing feedback from each of your perspectives and lived experiences, and eventually rewriting the policy which will be presented to the school board for approval. The commitment of committee members will be attendance at a once a month meeting, responding to emails in between meetings, and possibly being asked to attend community engagement events. We are planning on meeting from November to June 2021 and a goal to have a new policy approved for the beginning of the 2021-2022 school year.

As stated above, we will provide a verbal update with regard to the November 5 meeting at this month's policy committee meeting.



To: Student Services, Curriculum & Instruction Committee
From: Dr. Concie Pedroza, Chief of Student Support Services
clpedroza@SeattleSchools.org
Date: October 30, 2020
RE: Update: Special Education

Dear Committee Members,

The Special Education PTSA has hosted two sessions for community. The district provided American Sign Language (ASL), Spanish and Somali interpreters for the event and both were highly attended. The Special Education PTSA has recorded the events and when in receipt we will be posting them on our website for those who missed these informative sessions:

- ‘Supporting Students’ Executive Functions’; presented by Olivia Willingham and Josie Jarvis, occupational therapists
- ‘Intersectionality and Disability Justice: Bringing Our Full Selves to Schools and Communities’; presented by Carrie Basas, Director of the Governor’s Office of the Education Ombuds.

Special Education Evaluations:

In March of 2020, in person assessments could not be conducted due to the Governor’s orders for closures. Remote evaluations continued; however, this did pose a delay for evaluations due to the closure and because of parent requests. In the summer, we ensure that staffing was in place and protocols established to conduct in person assessments, here is the data we have compiled.

- August 2020- Approximate evaluations outstanding 800
- October 2020 – 285 total Evaluations outstanding including current evaluations for September/October 2020

We will continue to monitor this our progress and the following are due up to December 2020:

- Due between 10/29 and 11/30: Re-evaluations: 233
- Due between 11/30 and 12/31: Re-evaluations: 142

Special Education In-Person Services:

- School based IEP teams that have identified 65 students for in-person services.
- Health & Safety Assessment have been completed for 8 students
- School staffing plan for remote and in person and training have been completed for 2 students including one elementary student who started this week and one high school student scheduled to start next week.
- 27 students are receiving in-person services locally through non-public agencies (NPA) and 6 students are receiving residential out of state services.



To: Student Services, Curriculum, and Instruction Policy Committee

From: Cashel Toner, Executive Director of Curriculum, Assessment, and Instruction,
cctoner@seattleschools.org
Caleb Perkins, Executive Director of College and Career Readiness,
cbperkins@seattleschools.org

Date: November 10, 2020

Re: Update on Science

Despite these most difficult of time, science teachers are doing their best to deliver quality science experience to their students. At the secondary level, the modifications to the scope and sequence and the type of engagement have been well received. The OneNote platform has been helpful to our students. In fact, some of our high school students have helped us to create instructional videos for their grade 6-12 peers and families to teach them how to navigate OneNote. Teachers have created several embedded videos to share lab demonstrations and simulations that have over 1,200 views each.

To continue professional development opportunities, our teacher leaders are hosting professional development sessions every red/job alike early release Wednesday to offer tips and suggestions on how to maintain culturally responsive teaching pedagogy in this online platform, as well as their “just-in-time” support through MS Teams.

The Science Teacher Leaders are engaging in a monthly PLC to think deeply about assessment and grading strategies to make suggestions to their peers for online assessments. This team is looking for best practices to monitor learning from high quality science education that encompasses phenomenon-based storylines during which students gather multiple forms of evidence to answer that phenomenon. The tools we are creating include those for student self-assessment allowing students to monitor their own learning.

Our elementary science curriculum specialists continue to support our elementary colleagues with pacing guides, links to digital resources, and responsive replies through MS Teams. Our professional development supports this year will focus on culturally responsive pedagogy, deepening content knowledge and learning how to use the tools of our adopted materials. Teachers have reported success using the tools that have been provided.

Several important cross-departmental collaborations have taken place this month. The science team has partnered with their English Language Learning and Special Education colleagues to offer professional development specifically geared toward the needs of our support specialists on how to use the platform and access the tools to help modify the lessons for these learners. We are working closely with the Third Grade Reading Goal Team to provide non-fiction text embedded in the discipline of science to strengthen reading comprehension and fluency. Our professional development focused on our Dual Language schools was well attended and helped ground us in additional supports we will provide to these schools in Spanish and Mandarin.



To: Curriculum and Instruction Policy Committee

From: Dr. Caleb Perkins, Executive Director of College and Career Readiness
cbperkins@seattleschools.org

Date: November 10, 2020

Re: Update on Strategic Goal 4, 9th Grade On-Track and On-Time Graduation and Goal 5, Graduating Ready for College and Career, and Upcoming Proposed Policy Changes

Dear Committee Members,

I am writing to share an update on the progress that we are making with regards to the Strategic Plan, and also to provide information on upcoming policy proposals from College and Career Readiness.

Strategic Goals Update:

As we have shared previously with the C&I Policy Committee, the College and Career Readiness team is working with several other SPS leaders to coordinate the work of Goal 4, students of color who are furthest from educational justice will finish 9th grade on-track for on-time graduation, and Goal 5, students of color who are furthest from educational justice will graduate ready for college and career. Significant progress has been made towards implementing the Goal 4 and 5 initiatives that were endorsed by SPS leadership, and CCR continues to build on our core work in support of these goals. We are also partnering with Research and Evaluation to develop a logic model that illustrates how goal initiative are expected to drive progress on goal KPIs. Please see below for a summary of the work that has been done so far, as well as plans for next steps.

Initiative	Accomplished to Date	Next Steps
Mentoring (Goal 5)	<ul style="list-style-type: none">This initiative is being implemented by the Department of African American Male Achievement.A mentoring coordinator has been hired, and 2 more mentoring coordinators will be hired.To augment the mentoring work, CCR/AAMA is planning to partner with Equal Opportunity Schools (EOS) to increase African American male/SoCFFEJ enrollment in advanced courses. CCR/AAMA chose EOS through an RFP process.	<ul style="list-style-type: none">CCR/AAMA will bring a Board Action Report to the Board to request approval to contract with EOS.
Case Management (Goal 4)	<ul style="list-style-type: none">This initiative is being implemented by the Department of Schools and Continuous Improvement.Sites have been identified for year 1: Ingraham, Rainier Beach, Cleveland, Franklin, and Garfield	<ul style="list-style-type: none">Hire case management staff who will focus on providing students with the supports and interventions they need for academic success and course completion.Convene school leaders to emphasize expectations such as shared evaluations,

	<ul style="list-style-type: none"> Department staff reached out to principals to discuss case management/care coordination and staffing for these positions. Department staff created a training calendar with modules. 	<p>meeting deliverables, tracking data (attendance and discipline), KPIs along with online tools</p> <ul style="list-style-type: none"> Set up meeting with key central staff to set up collaboration between care coordinators, mentors, counselors and social workers
Family Involvement (Goal 4)	<ul style="list-style-type: none"> This initiative is being implemented by the Division of Equity, Partnerships, and Engagement. Small Cabinet has approved funding for family involvement at 5 high schools for 2020-21, and funding to hire a program manager. The manager was hired at the start of the 2020-21 school year. Her title is: Project Manager for High School Transition Success and Stakeholder Engagement. The manager is already working with community partners on engagement with the families of African American Males in 8th and 9th grade. 	<ul style="list-style-type: none"> The project manager will begin direct engagement with SPS families and parents. The project manager will orient herself to ongoing engagement work being supported by the district, and connect with staff doing that work. The project manager will work with her department to plan a remote engagement day for the families of African American Male 9th graders.
Early Warning Indicators (EWI) (Goal 4)	<ul style="list-style-type: none"> This initiative is being implemented by CAI/College and Career Readiness. Research and Evaluation has produced a memo outlining best practices for EWI from across the country, and identified Seattle specific variables, such as attendance and course grades, that can be used to predict student success. 	<ul style="list-style-type: none"> The Goals 4-5 Leads will design the SPS Early Warning Indicators report with input from Research and Evaluation, DREA, and other members of the College and Career Readiness team. Business Intelligence will develop the EWI report by the end of the school year. A selection of schools will pilot usage of the EWI report in 2021-22, and more pilot locations will be added each year. Research and Evaluation will develop a plan for evaluation.
Advisory (Goal 4)	<ul style="list-style-type: none"> This initiative is being implemented by CAI/College and Career Readiness. The College and Career Readiness team and the Seattle Education Association co-led a joint work group during the 2017-18 school year, which developed a proposal on advisory. Across the district, advisory implementation is uneven. Although high schools are not required to offer advisory as part of the collective bargaining agreement, some schools have voted to offer advisory and have been doing so for several years. 	<ul style="list-style-type: none"> Begin early conversations with the SPS bargaining team to ensure that advisory is on the agenda in Summer 2022 for the next collective bargaining agreement. Per the MOU with SEA for 2020-21, secondary classroom teachers will provide student check-in/community building/SEL support on Wednesdays for a minimum of 35 minutes. This is not technically advisory, but it does provide the support and relationship building that advisory is intended to offer. The CCR team plans to learn from how schools are meeting this requirement to see how it might support an advisory requirement for 2022-23.
Other Work in Support of Goal 4 and 5 KPIs	<p>9th Grade On-Track KPI:</p> <ul style="list-style-type: none"> For several years, we have been closely tracking credit accumulation data for students who will graduate under the 24 	<p>9th Grade On-Track KPI:</p> <ul style="list-style-type: none"> We are developing a sophisticated graduation progress tracker report that will allow school staff to quickly see which

	<p>credit framework and providing that information to school staff. 88% of African American males finished 9th grade on track in June 2020, up from 72% in June 2019.</p> <ul style="list-style-type: none"> • 24 credit funding was used to support central CAI efforts to promote high school credit-earning opportunities (e.g., funding for world language competency credits). • We have worked with the Business Intelligence team to add an on/off track column to the ABC Indicators Report in ATLAS. The revised report is now live, and we are encouraging school staff to use this report to identify students who will benefit from additional credit earning opportunities. • We closely tracked students at risk of earning “Incompletes” in the spring and summer, particularly for SoCFFEJ. • We are closely monitoring Ds and Es on assignments for students across all grades, and providing frequent reports to schools, so that staff can intervene early and help students pass all of their classes with Cs or better. 	<p>students are not getting access to the courses typically taken in 9th grade.</p>
	<p>College and Career Ready KPIs:</p> <ul style="list-style-type: none"> • CCR trained AISs and school counselors on how to use the new Graduation Pathways Status Report, and were prompted to use the report in September to determine which students still need to complete a pathway. • Principals were given summaries on how many students would need graduation pathway course access and suggestions for building out CTE pathways • CCR has developed new lessons in Naviance to support the 4-year course plan in the High School and Beyond Plan, and researching and applying for colleges • CCR is providing professional development for school counselors on how to improve school counselor practice to address the KPIs for Goals 4 and 5. • Fall college financial aid support events have been planned and scheduled to support students and families with completing college financial aid applications. • Ongoing outreach and supports are delivered to College Bound Scholarship students. This includes mailings, school-based supports, and the annual SPS College Bound Scholarship Conference. 	<p>College and Career Ready KPIs:</p> <ul style="list-style-type: none"> • The CCR team is developing a course planning tool for students and families which will include information on graduation requirements, graduation pathways with district course catalog information for core grad requirements • The CCR team is developing training to support master scheduling for equity and provide more equitable access to courses. • The CCR team is developing training for counselors on how to track student outcomes and post-secondary plans in Naviance to ensure SoCFFEJ and African American males are completing the steps necessary to access the post-secondary institutions aligned to their goals. • The CCR team will provide coaching and support to school counselors on implementing data driven targeted interventions to support HSBP completion and post-secondary enrollment.

Policy Proposals:

In addition, we want to preview in this memo two potential policy proposals related to on-time graduation and college and career readiness.

1. Service Learning: In addition to meeting state graduation requirements, Seattle Public Schools requires students to complete 60 hours of service learning before graduating. As a part of the emergency response to the pandemic, the SPS School Board and Superintendent decided to issue a blanket waiver for this requirement for students graduating in June 2020. There is growing concern that students in the Class of 2021 will not be able to complete the service learning requirement due to the continuing pandemic. Staff do not want students to seek out in-person service learning opportunities that could put themselves and their families at risk of contracting COVID-19. Even if remote service learning opportunities could be found for students, there are concerns that there would not be enough opportunities for all of our students. There is also a concern that maintaining this requirement may be a greater burden for students of color furthest from education justice, who are being disproportionately impacted by the pandemic. CCR is exploring the possibility of asking the Superintendent and School Board to waive this requirement for this year's seniors. We welcome your initial thoughts on this policy change.

2. Academic Acceleration

[House Bill 1599](#) requires all school districts to adopt an academic acceleration policy for high school students by the start of the 2021-22 school year. Specifically, students who meet standards on the state assessments offered in 8th grade and in high school are to be placed into honors level or dual credit courses in the subjects that correspond to the exams. Students/families will have the opportunity to opt out. CCR is working internally and across departments to plan for this new policy, and will bring a BAR to the Board in spring of 2021. Beginning in 2021-22, students will register for classes as directed by the academic acceleration policy. As I mentioned above, SPS is partnering with Equal Opportunity Schools this year to increase the number of African American males and students of color enrolling in and successfully completing advanced coursework. We will work closely with EOS to ensure that the practices they help schools implement are aligned with this new policy.

I look forward to providing you with more information and hearing your feedback at the C&I Committee meeting in November.

Best regards,
Caleb Perkins

Seattle Public Schools

Student Services, Curriculum & Instruction Committee

2020-21 Committee Work Plan

Charter guided by Policy 1240, Committees & Policy 1010, Board Oversight of Management: • Develop, review and recommend academic policies • Review status, consistency, and availability of curriculum and assessments • Ensure leveraged use of Policy 0030, *Ensuring Educational and Racial Equity* • Review academic program performance • Review processes and status for training all certificated staff in curriculum, standards and the district’s Theory of Action • Oversee the instructional materials adoption process • Develop an annual committee work plan

	Aug 18, 2020	Sep 15, 2020	Oct 13, 2020	Nov 10, 2020	Dec 8, 2020	Jan 12, 2021	Feb 2, 2021	Mar 16, 2021	Apr 6, 2021	May 11, 2021	Jun 8, 2021	Jul 2021
BOARD ACTION REPORTS	REMOTE MEETING Open Doors Contract	REMOTE MEETING Annual Approval of Schools, Continuous School Improvement Plans (C-SIPs) Annual Highly Capable Program Plan Naviance Contract Renewal (Policy 2015) Selection & Adoption of Instructional Materials Waiver for Remote Learning Professional Development	REMOTE MEETING (Policy 2090) 2020-21 District Educational Research & Program Evaluation Plan	REMOTE MEETING Contract for Equal Opportunity Schools (EOS) Annual Approval of Alternative Learning Experience (ALE) Programs Approval of Purchase of Hotspots to Support Remote Learning Through 2020-21 Community Schools and Outdoor Education Task Force	REMOTE MEETING (2026SP) Approval of Courses with New Content Creative Advantage Arts Partnership	(Policy 2409) Competency/Proficiency Based Credit (Policy 2413) Equivalency Credit for Career and Technical Education (Policy 2190) Highly Capable Services		(Policy No. TBD) Academic Acceleration (Policy 2140) (2140SP) Guidance, Counseling & Support Services		(Policy 2170) Career and Technical Education Annual Report	2021-22 Student Rights & Responsibilities	NO MEETING
SPECIAL ATTENTION ITEMS	Music Program Report Annual Assessment Report Naviance Contract Update SIPPS (Policy 3246) Restraint, Isolation, and Other Use of Physical Intervention	Summer Staircase Report Social Justice Standards	Dyslexia Superintendent Procedure 3231SP, Student Records Advanced Learning Update (Policy 3246) Restraint, Isolation, and Other Uses of Physical Intervention Outdoor/Community Education Pilots Student Online Accounts for Spanish	Threat Assessment Policies: Revisions Status Formative Assessments College Board Contract Waiver of Basic Instructional Materials (Policy 3246) Restraint, Isolation, and Other Uses of Physical Intervention	Advanced Learning Update 2021-22 Student Rights & Responsibilities Prioritize for following year work plan	Career & Technical Education Update Recess	Advanced Learning Update Assessments Update C-SIPs Process		Advanced Learning Update		Advanced Learning Update	
STANDING AGENDA ITEMS	Ethnic Studies Since Time Immemorial Science Instructional Materials Strategic Plan Goal: 3 rd Grade Reading Level C&I Work Plan	Special Education Update Science Instructional Materials Strategic Plan Goals 4 &5: On Track Graduation and College and Career Ready C&I Work Plan	Since Time Immemorial Science Instructional Materials Strategic Plan Goal: 3 rd Grade Reading Level C&I Work Plan	Special Education Update Science Instructional Materials Strategic Plan Goals 4 &5: On Track Graduation and College and Career Ready C&I Work Plan	Since Time Immemorial Science Instructional Materials Strategic Plan Goal: 3 rd Grade Reading Level C&I Work Plan	Special Education Update Science Instructional Materials Strategic Plan Goals 4 &5: On Track Graduation and College and Career Ready C&I Work Plan	Science Instructional Materials Strategic Plan Goal: 3 rd Grade Reading Level C&I Work Plan	Special Education Update Science Instructional Materials Strategic Plan Goals 4 &5: On Track Graduation and College and Career Ready C&I Work Plan	Science Instructional Materials Strategic Plan Goal: 3 rd Grade Reading Level C&I Work Plan	Special Education Update Science Instructional Materials Strategic Plan Goals 4 &5: On Track Graduation and College and Career Ready C&I Work Plan	Science Instructional Materials Strategic Plan Goal: 3 rd Grade Reading Level C&I Work Plan	
BOARD POLICIES AND PROCEDURES (Report or Review)			(Policy 2200) Equitable Access Quarterly Report	Superintendent Procedure 3210SP.B, Discrimination Complaint Process	(Policy 2409) Competency/Proficiency Based Credit	(Policy 2200) Equitable Access ANNUAL Report	(Policy 2195) Academic Acceleration (Policy 2140) (2140SP) Guidance, Counseling & Support Services		(Policy 2200) Equitable Access Quarterly Report Discussion: (Policy 2170)	2021-22 Student Rights & Responsibilities Superintendent Procedure 2185SP –	(Policy 2200) Equitable Access Quarterly Report	

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					(Policy 2413) Equivalency Credit for Career and Technical Education (Policy 2190) Highly Capable Services				Career and Technical Education Annual Report	Physical Education Annual Review		

Please note that this is a working document. This Work Plan may change before and/or during the meeting, as deemed necessary by the Committee, the Committee Chairperson, and District Staff.

PARKING LOT:

- **Black Studies curriculum for grades K-5**
- **Black Studies stand-alone course for middle school and high school required for graduation from Seattle Public Schools**

Briefing Memorandum

To: Board of Directors, Student Services, Curriculum & Instruction Committee
From: Tina Meade, Director of Investigations & Compliance
Date: October 30, 2020
Re: Purpose for revisions to 3210SP.B Discrimination Complaint Process

During a Consolidated Program Review conducted by the Office of Superintendent of Public Instruction (OSPI), OSPI found that the District's discrimination complaint procedures did not comply with RCW and WAC provisions. Thus, the District's Superintendent Procedure articulating the discrimination complaint process for complaints filed by or on behalf of students or parents/guardians, 3210SP.B, was revised for the following purposes:

- 1) to comply with RCW and WAC provisions;
- 2) to adjust language to address change to the Superintendent's designee to respond to formal complaints from the Deputy Superintendent (position is no longer in existence) to the relevant Cabinet member; and
- 3) to describe the process as complaint resolution that is not solely encompassed by an investigation, as state law does allow for alternative dispute resolution options (for example mediation).

As a note, the changes detailed below were reviewed by the Equity & Civil Rights Office at OSPI, and they indicated these changes comply with state law.

The major substantive changes to 3210SP.B are as follows:

- **Responsible Department** – With the Office of Student Civil Rights shifting to fall within the HR Department, there is no longer a need to differentiate the responsible department between OSCR and HR as specifically detailed in the previous version.
- **Removal of the requirement for complainants to sign a written document before it can be considered a formal complaint.** State law indicates that any written document alleging discrimination constitutes a formal and must be addressed pursuant to the formal complaint procedures. The previous procedure detailed the option for the District to treat emailed complaints as informal unless signed. OSPI found this requirement for a signed complaint did not comport with state law.
- **Shifting language from “Complaint Investigation” to “Complaint and Complaint Resolution”** - to explain that the District can resolve a complaint through other methods, not solely through an investigation.
- **Detailing the relevant Cabinet Member (versus Deputy Superintendent) responsible as signatory for outcome letter** – this change was required as the Deputy Superintendent position no longer exists.