



FIXED PRICE CONTRACT

This is a contract between NORTH SLOPE BOROUGH SCHOOL DISTRICT, P.O. Box 169, Utqiagvik, AK 99723 (hereinafter referred to as CLIENT), and EDUCATION NORTHWEST, 1417 NW Everett Street, Suite 310, Portland, Oregon 97209, for the performance of work set forth below.

1.0 STATEMENT OF PURPOSE:

1.1 The purpose of this agreement is to conduct Culturally Responsive Practices Professional Development for teachers and leaders.

2.0 EDUCATION NORTHWEST AGREES TO:

2.1 Provide the services under the direction of Mikkaka Overstreet. Whenever, for any reason, this individual is unavailable for assignment for the work required under this contract, Education Northwest shall immediately notify CLIENT to that effect and shall replace such person with a person of substantially equal ability and qualifications.

2.2 Refer to Exhibit A for project scope of work, timeline, and associated deliverables.

3.0 CLIENT AGREES TO:

3.1 Pay Education Northwest the fixed price of \$48,199 to carry out the scope of work specified in 2.0 above.

3.2 Designate and make known to Education Northwest one individual to act as contact person and liaison with Education Northwest.

3.3 Provide facilities, staff support and written and visual materials that are necessary for Education Northwest to complete the scope of work specified in Exhibit A.

4.0 GENERAL TERMS AND CONDITIONS:

4.1 The period of performance of this agreement shall be from September 1, 2024, to June 30, 2025.

4.2 This shall be a fixed price agreement in the amount of \$48,199.

Payment shall be made to Education Northwest upon satisfactory progress in the scope of work and invoice by Education Northwest. The payment schedule shall be

Monthly payments in the amount of \$4,819.90 on or about the last day of each month between September 2024 and June 2025.

Payments shall be sent to one of the following:

ACH:	Check:
Education Northwest	Education Northwest
General Checking – US Bank	Unit 34
ABA Routing #: 021052053	P.O. Box 4500
Account #: 13953456	Portland, OR 97208-4500

- 4.3 No alteration or variation of the terms of this contract and no understandings or agreements not incorporated herein, unless made in writing between the parties hereto, shall be binding.
- 4.4 In performing services under this agreement Education Northwest is an independent contractor and nothing herein is to be construed as establishing an employer-employee relationship. Education Northwest agrees that all work will be performed in accordance with the highest professional standards.
- 4.5 Neither party shall use, or disclose to any person, either during the term or after the termination of this agreement, any information, technical data, correspondence or any other information or materials owned or provided by the other party, its clients, agents, or contractors hereunder (collectively, "Confidential Information"), or disclose any information concerning the contents of this agreement, except for purposes consistent with the administration and performance of a party's obligations hereunder. The work product is deemed to be confidential information.
- 4.6 All materials produced under the terms of this contract shall become the property of CLIENT. CLIENT hereby grants Education Northwest a nonexclusive license to use these products in carrying out future educational work with other state and local school districts and other entities consistent with Education Northwest's 501(c)3 public benefit status. This license includes the right to translate, reproduce, distribute, prepare derivative works, publicly perform, and publicly display these products as well as share derivative works with Education Northwest's partners.
- 4.7 In carrying out the work described in 1.0 above, individually identifiable student records may be shared by CLIENT with Education Northwest starting on the effective date of this agreement. Education Northwest agrees to comply with the Family Education Rights and Privacy Act (FERPA) by ensuring that the confidential information obtained in any form will be maintained and transmitted in a secure manner, in compliance with Education Northwest Procedure 303-5, Maintaining Security of Personally Identifiable Student and Family Information. Such data will be used only for the purposes of this agreement as stated in 1.0 above and only by representatives of Education Northwest who need access to fulfill these stated purposes. Education Northwest will not disclose any information in a personally identifiable way and will appropriately dispose of these records within 90 days of the completion of the contract.
- 4.8 All parties shall abide by the requirements of 41 CFR 60-1.4(a), 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities and prohibit discrimination against all individuals based on their race, color, religion, sex, sexual

orientation, gender identity or national origin, or for inquiring about, discussing, or disclosing information about compensation. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, or veteran status. Federal contractors and subcontractors are required to inform employees of their rights under the National Labor Relations Act (NLRA), the primary law governing relations between unions and employers in the private sector. See 29 CFR Part 471 Appendix A to Subpart A.

- 4.9 Each party affirms that it will maintain business insurance during the term of this agreement as may be required by federal, state, or local laws.
- 4.10 Each party shall protect, indemnify, and save the other harmless from and against any damage, cost or liability for any or all injuries to persons or property arising from negligent acts or omissions of itself, its employees, its agents, or its Subcontractors, howsoever caused.
- 4.11 This agreement may be terminated by the mutual, written consent of both parties. Upon termination, Education Northwest shall stop work. Education Northwest shall be reimbursed for costs incurred to date of termination upon submission of an invoice within sixty (60) days of the date of termination.

APPROVED:

**NORTH SLOPE BOROUGH SCHOOL
DISTRICT**

EDUCATION NORTHWEST

David Vadiveloo

 Authorized signers name

 Signature

Jessica Johnson

 DocuSigned by: Authorized signers name
 Jessica Johnson

 Signature

Title: Superintendent

 Date: _____

Title: Chief Executive Officer

 8/7/2024
 Date: _____

CLIENT BILLING INFORMATION:

Please provide the following information to which Education Northwest should send all invoices. Include all specific names or departments.

Bill to: North Slope Borough School District

Attention: Accounts Payable

Billing Address: P.O. Box 169

City: Barrow State: AK Zip: 99723

Phone Number: _____ Email Address: accountspayable@nsbsd.org

EXHIBIT A



North Slope Borough School District: Implementing Culturally Responsive Practices

September 2024 – June 2025

This proposed scope of work responds to a request from North Slope Borough School District and Caitlin Santos for Culturally Responsive Practices Professional Development for teachers and leaders from September 2024 – June 2025. Collaboratively, North Slope and EDNW will virtually conduct a two-part series of Culturally Responsive Practices professional development sessions to build foundational knowledge, set goals, and create a cohesive vision for NSBSD's culturally responsive instruction; and conduct five Community of Practices for instructional coaches (2 CoPs) and teachers (3 CoPs) to support the implementation of lesson planning and delivery. The sections below describe Education Northwest's qualifications and experience, our proposed scope of work, qualifications of key personnel, and the project budget.

Education Northwest qualifications and experience

Education Northwest is a nonprofit organization based in Portland, Oregon, with a mission to use evidence to help partners solve educational challenges and improve learning. For more than 55 years, we have worked side by side with educators, policymakers, families, community and organizational leaders, and students to improve education and build stronger communities in the Pacific Northwest and across the nation. Equity is at the heart of our work: we are committed to helping our partners identify and adopt practices that prioritize equity, inclusivity, and responsiveness. Our highly capable staff members have diverse perspectives, cultural identities, and professional backgrounds, and they bring a wide range of technical capabilities and content expertise to our work.

Scope of work

Education Northwest commits to taking a collaborative approach to every project. Our services are inclusive and timely, respect different perspectives, and center actionable and relevant information. Before beginning any work, we create explicit plans and timelines that meet our partners' needs and are realistic. A meeting was held recently with Caitlin Santos Director of Curriculum and Instruction to discuss implementation support for Culturally Responsive Practices. This is a proposal for a series of professional development sessions and Communities of Practice to support district-wide implementation of culturally responsive pedagogy.

Goal 1. Provide professional development training sessions

EDNW will develop and facilitate two 2.5-hour virtual professional development sessions focusing on culturally responsive practices. Each **session will be facilitated by EDNW content experts with activities for participants to explore between sessions.** Per NSBSD request, the second session will be conducted twice, with participants split in half. Mikkaka Overstreet EDNW will schedule a one-hour planning meeting with Caitlin Santos for each professional development session to ensure that content is aligned and supports current practices in place. Caitlin will provide final approval on all materials developed. EDNW will host the virtual training sessions using Zoom providing a Zoom invitation to share with appropriate staff. All training materials including slide deck, facilitator guide, and recorded webinar will be shared as a reference.

Culturally Responsive Practices Professional Development

This series of two 2.5-hour professional development sessions is designed to build off the introductory session held in August continuing to support school leaders in providing instructional leadership and support related to implementing culturally responsive pedagogy, while building the capacity of teachers to implement culturally responsive pedagogical practices.

Professional Development Topics

<i>Session 2: Implementing Culturally Responsive Pedagogical Practices</i>	
<i>Objectives</i>	During this session participants will: <ol style="list-style-type: none"> 1. Learn strategies for evaluating and modifying curricular materials. 2. Learn strategies for evaluating and improving pedagogy. 3. Discuss how to address bias and create equitable learning environments.
<i>Asynchronous Activities</i>	<ul style="list-style-type: none"> • Complete follow-up readings. • Leaders: Practice utilizing observation look-fors. • Teachers: Apply new strategies to lesson planning.
<i>Session 3: Reflecting and Planning for Continued Growth</i>	
<i>Objectives</i>	During this session participants will: <ol style="list-style-type: none"> 1. Reflect on progress towards CRP goals. 2. Discuss culturally responsive assessment and accountability. 3. Establish next steps for their schools and classrooms.
<i>Asynchronous Activities</i>	<ul style="list-style-type: none"> • Complete follow-up readings. • Utilize progress monitoring tools. • Reflect on and re-evaluate goals.

Goal 2. Facilitate Communities of Practice (CoP)

EDNW will facilitate five one-hour CoP sessions, two for instructional coaches and three for teachers utilizing the Zoom platform. Well-developed CoPs lead to a more student-centered focus, improved school culture, and positive impacts on student achievement (Stewart, 2014; Vescio, 2008). CoPs will be planned and scheduled with district staff between the core professional learning sessions. The timing of CoPs is critical in allowing teams the opportunity to implement strategies introduced in the professional development sessions. This will allow participants time and space to discuss practical applications and how to address potential challenges. CoPs are opportunities to apply new learning to unique contexts and address problems of practice engaging in facilitated conversations about how to assess needs and monitor implementation over time. Behavioral change, skills development, and systems transformation rarely occur by just reading a manual or attending a single training session. Instead, sustainable change occurs through learning opportunities that are experiential, relevant, and ongoing. Communities of practice not only scale the reach of learning but also create archives and resources that schools and districts can use without the cost and resource allocations needed to reproduce the experiences wholesale.

Communities of Practice

EDNW will facilitate two communities of practice—one for instructional coaches and another for teachers. Over three one-hour sessions for teachers and two for instructional coaches, participants will focus on applying their new learning based on their roles and unique contexts.

Community of Practice Topics

Teachers	
<i>Objectives</i>	During these sessions participants will: <ol style="list-style-type: none"> 1. Focus on practical application and problems of practice. 2. Bring materials, lessons, and ideas and dig into day-to-day instruction with the support of a knowledgeable facilitator.
<i>Asynchronous Activities</i>	<ul style="list-style-type: none"> • Apply lessons, strategies, and materials from each community of practices session.
Instructional Coaches	
<i>Objectives</i>	During this session participants will: <ol style="list-style-type: none"> 1. Focus on practical application and problems of practice. 2. Develop materials, resources, and strategies to support teachers' implementation of culturally responsive practices.
<i>Asynchronous Activities</i>	<ul style="list-style-type: none"> • Apply lessons, strategies, and materials from each community of practices session.

Key staff members

Catherine Barbour: Systems Expert and Facilitator

Catherine Barbour Senior Director for School System Improvement at EDNW leads project teams in the design and development of products and services to support states, districts, and schools in their improvement efforts. Ms. Barbour provides consulting to states, districts, and schools in designing, implementing, and evaluating school reform initiatives which may include district and school level leadership training to lead equity centered school improvement efforts, developing implementation support and monitoring indicators and tools, and systems for sustaining initiatives. Previously, Barbour was an independent consultant working with schools and districts to provide training and support in the implementation of Professional Learning Communities, school improvement leadership coaching for Turnaround principals and school teams, and curriculum development. She has led three successful school turnarounds as a principal each respectively in an urban, rural and suburban school district. Barbour has written and presented extensively about school improvement, leadership, and equity. Barbour received her master's degree in Elementary Administration at The College of William and Mary. Barbour is a credentialed School Turnaround Leader earning her certificate from the Darden/Curry Partnership for Leaders in Education.

Dr. Mikkaka Overstreet: Literacy Expert and Facilitator

Dr. Mikkaka Overstreet has been an educator since 2006, earning her PhD in Curriculum & Instruction in 2015. She was an elementary teacher for five years, then a literacy consultant for the Kentucky Department of Education. Mikkaka facilitated professional learning for teachers around the state, working to strengthen their use of highly effective teaching and learning practices in literacy. This increased her interest in adult learning, her deep love of education, particularly the teaching of reading and writing, and her passion for equity and culturally responsive education. Her research focused on exploring intersections of literacy, identity, and learning, particularly related to culturally responsive pedagogy. Mikkaka went on to teach educators as a literacy professor at the University of Louisville and East Carolina University, before joining Education Northwest. In addition to her scholarly publications and freelance writing, Mikkaka has published two professional books: *It's Not "One More Thing": Culturally Responsive and Affirming Strategies in K-12 Literacy Classrooms* and *Clinical Partnerships in Urban Elementary Settings: An Honest Celebration of the Messy Realities of Doing This Work*.

Budget

The proposed budget for this contract is \$48,199

Project goal	Description	Cost
Goal 1	Provide professional development sessions: Provide all materials, slide deck, and facilitator guide for each training topic.	\$32,788
Goal 2	Facilitate communities of practice for instructional coaches and teachers: Provide all materials and slide decks for each work session.	\$15,411
	TOTAL	\$48,199

Timeline

This timeline is subject to change. All changes will be discussed with Caitlin Santos prior to modification.

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
PD		•						•	
CoP	•		•				•		
IC CoP			•		•				