

PERFORMANCE BASED CONTRACT GUIDELINES

Shamari Reid

1. WHAT IS THE PURPOSE OF THE SERVICE?

(Describe in detail any services to be provided or materials to be purchased)

The purpose of my work will be to provide the contractors with valuable insight into how the teachers enrolled in their program are putting into practice culturally relevant approaches to pedagogy and showing evidence in their classrooms of acquiring racial literacy.

2. AMOUNT OF SERVICE

(Set forth all quantities and/or amounts of time required to be devoted to the contract and describe where services are to be provided as specified in Schedule "B")

I will be compensated as detailed in the following:

\$3450 total amount of compensation at a daily rate of \$172.50 (3 hours each day) for the duration of 20 days.

3. WHO IS SERVED?

(Describe whether services are to be provided directly to students, to staff, etc.)

I will primarily be serving the teachers and the coaching staff who oversee the teachers' ongoing development.

4. WHO WILL PROVIDE SERVICES?

(If individual providers are contemplated, set forth the names and qualifications of the service providers)

I, Shamari Reid, will act as an individual provider. I am qualified to engage in this work due to my background which includes many years teaching and co-teaching with Dr. Sealey Ruiz courses on racial literacy, equity in education, urban education, and culturally relevant pedagogy.

5. WHAT WILL BE COMMUNICATED TO DISTRICT PERSONNEL, PARENTS, OTHERS ABOUT PROGRESS AND RESULTS OF THE SERVICES?

(How specifically will the contractor report to the School District (or parents, if applicable) about their progress towards achieving the goals of the contract?)

The observation notes I record with regard to the teachers' progress will be shared with teachers, the coaching team, and my contractor.

6. HOW WILL THE QUALITY BE JUDGED?

(Set forth the method which will be used to evaluate contractor's performance)

The quality of my work will be judged by feedback from administrators, the coaching team, and teachers.

7. PERSONS RESPONSIBLE FOR ADMINISTERING THE CONTRACT.

(There must be a single Board administrative employee identified as the person responsible. This person will also be responsible for signing off on contract payments)

For Yonkers Public Schools:

Dr. Christopher Macaluso
Executive Director of Professional Development
914-376-8274
cmacaluso@yonkerspublicschools.org

Contractor:

Shamari Reid, individual
362 St Nicholas Ave Apt 6 A
New York, NY 10027

8. ARE THE SERVICES PURSUANT TO A GRANT AGREEMENT? IF YES, WHAT IS THE GRANT AND WHAT ARE THE GRANT REQUIREMENTS RELATED TO THIS AGREEMENT?

Yes, these services are pursuant to the Every Student Succeeds Act Title IV.

The objectives associated with the Title IV grant are:

- Create a trauma-informed, crisis intervention response team with Assistant Principals as the focus of the professional development and train-the-trainer initiatives.
- Provide training on the Code of Conduct and how to infuse this document with culturally responsive and restorative practices.
- Provide tools and resources that aid in the facilitation of communication of district-wide policies, actions and goals.
- Provide targeted training for Teachers, Special Education and Support Staff (Counselors, Social Workers, Psychologists, Bus Monitors, Nurses, Safety Officers, etc.).
- Provide resources to the schools that will help institute restorative practices.

9. WILL THE CONTRACTOR BE RECEIVING ANY STUDENT DATA OR OTHER DATA FROM YONKERS PUBLIC SCHOOLS? IF YES, PLEASE DESCRIBE. IF STUDENT DATA IS BEING SHARED, PLEASE PROCEED TO QUESTION 10 BELOW.

NO

10. WILL THE STUDENT DATA BE USED FOR THE PURPOSE OF DEVELOPING, VALIDATING, ADMINISTERING STUDENT AID PROGRAMS, OR IMPROVING INSTRUCTION? IF YES, PLEASE SPECIFICALLY DESCRIBE.