

PERFORMANCE BASED CONTRACT GUIDELINES

1. WHAT IS THE PURPOSE AND SCOPE OF THE SERVICE? (Describe in detail any services to be provided or materials to be purchased)

In June 2021, the Yonkers School Board adopted the Equity, Inclusivity and Diversity in Education Policy #0105. In this policy, the Board established the following objectives:

1. To raise the achievement of all students.
2. To increasingly and systematically narrow the gap between the lowest and highest performing students.
3. To allocate resources in an effort to meet the needs of students who require more supports to achieve academic success and age-appropriate social development.
4. To allocate resources in an effort to provide students who are ready to complete more challenging work the opportunity to do so.
5. To provide educational environments, curricula, and opportunities that are culturally and linguistically responsive to student needs.
6. To work toward eradicating any racial or other disproportionality that may exist within all aspects of education in the District, including, but not limited to, student discipline, special education, and accelerated learning programs.
7. To ensure that all students, regardless of race, color, sex, religion, sexual orientation, gender expression, socioeconomic status, or other protected personal characteristics, have the opportunities and resources that will provide them a path to succeed in college, career, and/or adult life.

In this policy, the Board recognized that in order to achieve those objectives, some specific things would need to occur including:

1. The Board, its officers, and employees, be fully conversant in the historical injustices and inequalities that have shaped our society and to recognize and eliminate the institutional barriers, including racism and biases, that contribute to the pervasive, disparate educational outcomes within our schools
2. All curriculum materials shall be examined for bias. Class instructional activities and extracurricular programs shall be designed to provide opportunities for cross-cultural and cross-racial interactions that foster respect for diversity.
3. Reassess the way it makes decisions about allocation of resources among district schools by considering the student body as well as the school system in addition to the board's goals, including making difficult decisions.
 - a. "In allocating resources to individual schools and programs within the District in an effort to provide equitable, inclusive, and diverse opportunities to all students, the Board, under the advisement of the Superintendent, will take into consideration the goals of the Board, the needs of the students within the particular school, and the needs of the District's school system as a whole. The Board recognizes that in striving to achieve equity, it may be required to make difficult decisions and adjustments regarding how funding and/or other resources are allocated among the District's schools and/or programs. Nevertheless, it is the

goal of the Board to eliminate disparities, which result in inequities among schools, within the District”

4. Provide training and programming to students and staff focused on raising awareness (building lens) for cultural responsiveness and equity and inclusion
 - a. “Training and/or programming will be provided to both students and staff to raise awareness of the issues surrounding cultural responsiveness, equity, and inclusion, and to implement preventative measures to help counteract biases and practices that perpetuate achievement disparities and lead to disproportionate levels of student success”

Additionally, in its 2022-2025 Strategic Plan, Yonkers Public School articulated a number of DEI specific objectives in aims of meeting its goal to strengthen academic outcomes and graduation Pathways of students through culturally responsive and sustaining curricula

1. Goal 1: Student Achievement

- a. Use the *Diversity Equity and Inclusion (DEI) Curriculum Review Protocol Tool* to assess current programs/resources, and then incorporate the learnings of the review process into the curricula, expanding opportunities for inquiry and 21st-century skill development. Ensure that students’ learning styles are incorporated into the curricula that gets adopted after this review process. (pg. 19)2023-2024
- b. Implement the adjusted curriculum that resulted from the DEI Curriculum Review process and develop a progress-monitoring tool for assessing implementation that focuses on inquiry and 21st century skill development.
- c. District stakeholders monitor the progress of implementation of the adjusted curriculum that resulted from the DEI Curriculum Review process; begin to establish next cycle of review for the 2025-2026 school year.

2. Goal 2: Professional Development

- a. Provide large segments of school staff with professional development sessions on DEI examining implicit bias and beliefs and assumptions, including about the LGBTQIA+ community, in order to secure a culturally responsive environment, meeting the needs of all students, staff and families

Finally, in the District Comprehensive Improvement Plan (DCIP) for the 2024-2025 school year, the fourth priority is described as “Inclusive and Supportive Environment: Recognize and value diversity, equity, inclusion and belonging through active engagement and the integration of feedback for continuous improvement.” This document includes some of the methods and resources available intended for pursuing this priority.

Though all these assertions by the district indicate its intent to cultivate a more equitable, diverse and inclusive school environment in service of supporting student achievement, its implementation of these efforts have unfortunately been inconsistent and fragmented. In October of 2021, the district convened a DEI committee to support implementation of these DEI related objectives. However, even after some productive meetings, the group has not convened since March of 2023.

The district has engaged Relationship HQ to that it can successfully execute against its intent and commitment and ideally utilize its DEI committee to support its implementation efforts. Relationship HQ is therefore proposing to do the following:

1. Support the district in re-convening its DEI committee including identifying additional members that represent under represented voices on the committee
2. Facilitate the meetings of the DEI committee in its hopes of articulating an implementation plan of its DEI related priorities in the 2024-2025 school year

Provide training and consultation as necessary to the DEI committee to equip its members to lead the work and build a racially responsible, culturally affirming and anti-oppressive culture; this includes helping members develop an antiracist/anti-oppressive/multicultural lens, support them in engaging in self and institutional interrogation and reflection and finally cultivate skills for operating interpersonally and institutionally through an antiracist/anti oppressive, culturally affirming ideology

2. AMOUNT OF SERVICE?

(Set forth the monetary value of the proposed agreement and 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")

\$56,000

3. WHO IN THE SCHOOL DISTRICT IS SERVED?

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

Members of the DEI committee who are staff of the school district and ideally represent cross section of different positions.

4. WHO WILL PROVIDE SERVICES?

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

Members of the Relationship HQ team

4a. WILL THE CONTRACTOR BE UTILIZING ANY SUBCONTRACTORS OR VOLUNTEERS IN FURTHERANCE OF THIS AGREEMENT? **IF YES, PLEASE LIST ALL OF THEIR NAMES AND CONTACT INFORMATION.**

No

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?)

Relationship HQ will meet with the Grant Program Director on a quarterly basis to assess progress and adjust accordingly. Information regarding these quarterly evaluations will be shared with other relevant district leaders and/or the Board of Education, as requested

6. HOW WILL THE SCHOOL DISTRICT JUDGE THE QUALITY OF SERVICES? (Set forth the method which will be used to evaluate contractor's performance)

Vendor evaluation form will be completed end of year. Professional Development evaluations forms will be utilized regularly by committee members with data collected and analyzed by interment grant evaluator.

7. INDIVIDUALS RESPONSIBLE FOR ADMINISTERING THE CONTRACT.

Vendor Name: Relationship & Psychology Consulting PLLC (dba Relationship HQ)

Vendor Address: 138 W. 25th St., 10th Floor, New York, NY 10001

Vendor Phone No.: 212-730-7400

Vendor Business Status: Professional Limited Liability Corporation

Vendor Contact Name: Dr. Bukky Kolawole

Vendor Contact Email: drbukky@myrelationshihq.com

Tax ID No.: 47-1405305

School District Administrator Name: Julius Figueroa

School District Administrator Title: Director of Grants

School District Administrator Phone No.: (914) 806-9314

School District Administrator Email: jfigueroa@yonkerspublicschools.org

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?**

Stronger Connections Grant; Relationships HQ is a vendor for this grant; the requirements related to this agreement include training/programming aimed at increasing the district's capacity to engage in anti-racist, DEI-focused work.

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.**

Not applicable

Performance Based Guidelines
Reviewed and approved by:



(Signature of School District administrator/employee)

Julius Figueroa

(Printed Name)