



Board of Directors Strategic Planning Retreat

Saturday, August 4, 2018 9 AM – 1:00 PM

Arthur Ashe Charter School, 1456 Gardena Drive, New Orleans, LA
(Library)

Detailed Agenda

Saturday, August 4 th		Lead	Min.
9:00 – 9:15 am	Coffee, light breakfast	Naj Shakir	15
9:15 am	Call to Order,, Roll Call, Opening Remarks and Approval of Minutes from the May 23, 2018, board meeting.	Greg St. Etienne	15
9:30 am	Election of Board Officers Resolution FLS-RSL-18-0082	Greg St. Etienne	15
9:45 am	CEO Presentation -2017-18 State Assessment Results -School Opening and 2018-19 Priorities Update	Jay Altman	30
10:15 am	Board Development and Support	Greg St. Etienne	45
11:00 am	Exercise - Board Composition	Alison Hartman	45
11:45 am	Debrief, snack	Greg St. Etienne	15
12 Noon	Other Board Business Motion to Approve the following Resolutions: <ol style="list-style-type: none"> 1. Resolution FLS-RSL-18-0033A: signatory authority to transfer Joseph S. Clark and FirstLine Live Oak to OPSB 2. Resolution FLS-RSL-18-0083: Renaissance Learning 3. Resolution FLS-RSL-18-0084: City Year 4. Resolution FLS-RSL-18-0085: Lighthouse for the Blind 5. Resolution FLS-RSL-18-0086: Communities in Schools 6. Resolution FLS-RSL-18-0087: ANET 7. Resolution: FLS-RSL-18-0088; MOU- ReNEW Therapeutic Program and FirstLine Schools 8. Resolution FLS-RSL-18-0089: Mind Research Institute 	Alison Hartman	30
12:30 pm	Motion to Adjourn	Greg. St. Etienne	

Next Board Meetings:

- August 22, 2018, at Samuel J. Green Charter School



- September 12, 2018, at Langston Hughes Academy
- November 14, 2018, at Arthur Ashe Charter School
- January 11 and 12, 2019, (Board Retreat) at Longue Vue Gardens



**FirstLine Schools Board of Directors
Meeting Minutes
Wednesday, May 23, 2018, 5:00-7:00 p.m.
Arthur Ashe Charter School, Library
1456 Gardena Drive, NOLA**

Board Present: Monique Cola, George Freeman, Alison Hartman, Derius Harrell, Michael Murphy, Greg St. Etienne, Christy Slater, Charles West

Board Absent: Christian Rhodes, Brian Egana, Carol Starr

Staff Present: Jay Altman, Gizelle Banks, Claudia Barker, Rebekah Cain, Alisha Johnson Perry, Najah Shakir

Guests Present: Rhonda Broussard, Founder Beloved Community

1. Greg St. Etienne presided over the meeting in Brian Egana's absence. Greg called the meeting to order at 5:12 PM.
2. Michael Murphy moved and Alison Hartman seconded a motion to approve the March and May board meeting minutes and the motion passed unanimously.
3. Jay Altman presented the CEO Update
 - a. MFP Update: The MFP reduction for all Orleans Parish schools will decrease our overall budget this year by about \$400,000. He indicated that there still is a lack of clarity on the MFP for 2018-19. FirstLine is collaborating with other CMOs and OPSB to gain more certainty regarding 2018-19 MFP allocations, particularly deferred revenue. We are budgeting conservatively given the uncertainty. In the event the actual MFP is higher than budgeted, the overage will be applied to the fund balance.
 - b. Jay also announced the plan to change our Teacher Prep Day model to adjust to the new budget projections and to ensure that all teachers, including specialist teachers, get collaborative professional learning time weekly. All FirstLine K-8s will dismiss early on Thursdays, either at 1:00 or 2:15 (depending on the school's start time) to allow collaborative professional learning time for teachers across schools on Thursday afternoons.
 - c. Strategic Planning Meeting Dates: The board chose August 4th for a strategic planning meeting and January 11th and 12th for the 2019 board retreat. Details to follow on the venue.



4. Finance Committee Report: Greg reported that the financial audit and the 990 tax return are complete. Staff have revamped the budgeting system and are continuing to improve financial procedures. He thanked the finance team for their hard work.
 - a. Greg said that board will receive a balance sheet and income statement at each board meeting. He reviewed the March 31st balance sheet, which indicates our cash position. The cash position should improve in August.
 - b. Greg explained that there were \$550,000 in grant funds that were for FY2018 but were received in FY2017 so need to be booked in FY2017, which will negatively impact the FY2018 balance sheet but not actual revenues for 2018. A reduction in special education funding also will negatively impact FY2018.
 - c. Gizelle reported that we are at about 75% in revenue and expenses through March 31st.
 - d. Jay reviewed the list of proposed post-budget additions to staff. Charles moved and Christy seconded a motion to approve Resolution FLS-RSL-18-0072, and the motion passed unanimously.
 - e. Greg reported that the finance committee recommends approving the 2017 Form 990 through Resolution FLS-RSL-18-0073, which was reviewed at the May 21st committee meeting. Michael moved and Christy seconded the motion, and the board voted to approve, with one abstention.
 - f. Jay reviewed the requirements for board personal information disclosure in order for FLS to access Medicare funding. Discussion followed about board members' classification as agents or managing employees. Jay offered to contact the state to clarify the requirements for disclosure.
 - g. Greg deferred the review of the finance committee's goals until the August meeting.
 - h. Alison moved to accept the finance committee's report. Charles seconded, and the motion passed unanimously.
5. Audit Committee Report
 - a. Gizelle reviewed the audit findings and the plans to address them.
 - b. Greg noted that we received an unmodified opinion but had a \$3.3 million operating deficit for FY2017.
 - c. Alison moved and Monique seconded the motion to approve Resolution FLS-RSL-18-0056 to accept the audit report, and the motion passed unanimously.
6. Governance Committee Report
 - a. Jay reviewed the proposed revised CEO's goals for 2018-19. George moved and Charles seconded the motion to approve the CEO's goals for 2018-19 through FLS-RSL-18-0062 and the motion passed unanimously.
 - b. Alison deferred the review of the governance committee goals until the August meeting.



7. Contract Approval Requests

- a. KIDsmART, \$30,000. Greg moved, Alison seconded, the motion passed unanimously. FLS-RSL-18-0076
- b. Action on the NXT contract (FLS-RSL-18-0077) was deferred.
- c. Rebekah reviewed the specifications of the HVAC agreement contract. Alison moved, Charles seconded FLS-RSL-18-0078, the motion passed unanimously.
- d. Rebekah reviewed the Live Oak technology contract, reviewed by the governance committee, FLS-RSL-18-0066, which authorizes Jay and Gizelle to negotiate the financial terms and execute the agreement for hardware for Live Oak that is not covered by E-rate. Michael moved, Christy seconded, and the motion passed unanimously.
- e. Rebekah reviewed the proposed liability insurance contract, which includes all but flood insurance, FLS-RSL-18-0079, Charles moved that the board approve the contract with Scholastic First, Monique seconded, and the motion passed unanimously.
- f. Jay reviewed the contract for adaptive physical education, FLS-RSL-18-0080. Greg moved, Michael seconded a motion to approve the contract with ProCare Therapy, and the motion passed unanimously.
- g. Rebekah reviewed the proposed contract for food service, for which we conducted the state mandated RFP process. George moved, Monique seconded FLS-RSL-18-0081 to approve the contact with Chartwells. The motion passed unanimously.

8. Facilities Committee Report

- a. Derius reviewed the work of the facilities committee and Rebekah reviewed the 2018-19 facility improvement plans and various projects' priority rankings. Discussion followed about various projects.

9. Development Committee Report

- a. Claudia reviewed the April 18th development report. We've raised all but \$132,000 for Edible Schoolyard for 17-18. Michael pointed out that we've raised about 93% of the approximately \$1.7 million overall goal for required fundraising. The board thanked the development team for its work. We deferred discussion of 18-19 goals.

10. Topic Presentation - Beloved Community

The board welcomed Rhonda Broussard from Beloved Community, a non-profit working on intentional diversity, equity, and inclusion at Green. She described the consultation and planning process for this initiative, which has been funded by the Walton Foundation. She applauded school director Ava Lee for her commitment to the work and informed the board that FLS is seeking funding for the next phase of the initiative.



11. There were no public comments.

12. Monique moved, and Charles seconded a motion to adjourn. The motion passed and Greg adjourned the meeting at 7:08 PM.

ALL VOTES MUST BE LIVE, CAST ALOUD AND RECORDED



**RESOLUTION for FIRSTLINE SCHOOLS
FLS-RSL-18-0082
Nomination and Appointment of Board Officers**

WHEREAS, FirstLine Schools Board of Directors, Board Chairman, Brian P. Egana, resigned on Monday, July 30, 2018;

and WHEREAS, the FirstLine Schools Board of Directors, wishes to nominate the Vice-President, Greg St. Etienne, to interim Board President of FirstLine Schools and nominate the Secretary, Alison Hartman, to interim Board Vice-President, effective immediately until new board officers are elected at the September annual meeting,

BE IT RESOLVED, that the Board of Directors appoints Greg St. Etienne from Vice-President to Board President and designates Alison Hartman from Board Secretary to Board Vice-President.

Board Secretary _____
Printed Name _____
Witness _____ Date _____
Printed Name _____

Votes cast-August 4, 2018

No	Board Member	Vote
1.	Greg St. Etienne, Interim Board Chairman	
2.	Alison Hartman, Board Secretary	
3.	Monique Cola	
4.	George Freeman	
5.	Derius Harrell	
6.	Christian Rhodes	
7.	Charles West	
8.	Christy Slater	
9.	Carol Starr	

ALL VOTES MUST BE LIVE, CAST ALOUD AND RECORDED



**RESOLUTION for FIRSTLINE SCHOOLS
FLS-RSL-18-0033A**

**Operating Agreements with OPSB, Transferring JOSEPH S. CLARK Preparatory High School and
FirstLine Schools - Live Oak Academy to the Supervision of OPSB**

WHEREAS, FirstLine Schools’ Board of Directors wishes to exercise appropriate oversight in any operating agreements with Orleans Parish School Board and FirstLine Schools.

WHEREAS, FirstLine Schools’ Board of Directors granted authority through resolution no. FLS-RSL-17-0033, on March 22, 2017, through its Board Chairman, authority to sign operating agreements with Orleans Parish School Board transferring Samuel J Green Charter School, Arthur Ashe Charter School, Phillis Wheatley Community School and Langston Hughes Academy to the supervision of Orleans Parish School Board.

WHEREAS, NOW, FirstLine Schools Board of Directors authorizes the Board President, Greg St. Etienne, authority to sign the operating agreements with Orleans Parish School Board transferring Joseph S. Clark Preparatory High School and FirstLine Live Oak to the supervision of Orleans Parish School Board.

Board Secretary _____

Printed Name _____

Witness _____ Date _____

Printed Name _____

Votes cast-August 4, 2018

No	<u>Board Member</u>	<u>Vote</u>
1.	Greg St. Etienne, Chair	
2.	Alison Hartman, Secretary	
3.	Monique Cola	
4.	Derius Harrell	
5.	Christian Rhodes	
6.	George Freeman	
7.	Christy Slater	

FIRSTLINE SCHOOLS – EDUCATION FOR LIFE

P.O. Box 791729, New Orleans, LA 70179-1729 | (504) 267-9038 | www.firstlineschools.org

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8.	Charles West	
9.	Carol Starr	

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**RESOLUTION for FIRSTLINE SCHOOLS
FLS-RSL-18-0083**

Renaissance and FIRSTLINE SCHOOLS 2018-19 CONTRACT

WHEREAS, FirstLine Schools’ Board of Directors wishes to exercise appropriate oversight in the service contracts and Memoranda of Understanding above \$25,000 between FirstLine and its service providers and partners;

WHEREAS, Renaissance for Learning software Accelerated Math, Math Facts in a Flash, and STAR 360 Data Integration Services for the 2018-19 school year are for a total amount of \$67,252.55;

and WHEREAS, the FirstLine Schools’ Board of Directors has reviewed Renaissance for learning software Accelerated Math quote, pursuant to [Renaissance's estimated quote](#) for the 2018-2019 year;

BE IT RESOLVED, that the Board of Directors authorizes Chief Executive Officer, Jay Altman, and Chief Financial Officer, Gizelle Banks, authority to enter into contractual terms with Renaissance for learning software Accelerated Math, Math Facts in a Flash, and STAR 360 on behalf of FirstLine Schools.

Approval For	Amount	Service Type
Renaissance Learning	\$67, 725.55	Learning software Accelerated Math, Math Facts in a Flash, and STAR 360

Board Secretary _____

Printed Name _____

Witness _____ Date _____

Printed Name _____

Votes cast-August 4, 2018

No	Board Member	Vote
1.	Greg St. Etienne, Interim Board Chairman	

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2.	Alison Hartman, Board Secretary	
3.	Monique Cola	
4.	George Freeman	
5.	Derius Harrell	
6.	Christian Rhodes	
7.	Charles West	
8.	Christy Slater	
9.	Carol Starr	

RENAISSANCE

Open
1/1/2010

RENAISSANCE
1234567890
1234567890
1234567890

RENAISSANCE					
Account & Branch	Balance	Debit	Credit	Balance	Rate
RENAISSANCE					
RENAISSANCE	1000			1000	100%
RENAISSANCE		1000			100%
RENAISSANCE			1000	1000	100%
RENAISSANCE				1000	100%

RENAISSANCE					
Account & Branch	Balance	Debit	Credit	Balance	Rate
RENAISSANCE					
RENAISSANCE	1000			1000	100%
RENAISSANCE		1000			100%
RENAISSANCE			1000	1000	100%
RENAISSANCE				1000	100%
RENAISSANCE	1000			1000	100%
RENAISSANCE		1000			100%
RENAISSANCE			1000	1000	100%
RENAISSANCE				1000	100%

RENAISSANCE					
Account & Branch	Balance	Debit	Credit	Balance	Rate
RENAISSANCE					
RENAISSANCE	1000			1000	100%
RENAISSANCE		1000			100%
RENAISSANCE			1000	1000	100%
RENAISSANCE				1000	100%
RENAISSANCE	1000			1000	100%
RENAISSANCE		1000			100%
RENAISSANCE			1000	1000	100%
RENAISSANCE				1000	100%

Open
1/1/2010

ALL VOTES MUST BE LIVE, CAST ALOUD AND RECORDED



**RESOLUTION for FIRSTLINE SCHOOLS
FLS-RSL-18-0084
City Year and FIRSTLINE SCHOOLS 2018-19 CONTRACT**

WHEREAS, FirstLine Schools’ Board of Directors wishes to exercise appropriate oversight in the service contracts and Memoranda of Understanding above \$25,000 between FirstLine and its service providers and partners;

WHEREAS, City Year’s approach provides school districts with a scalable, centrally managed service model that delivers a holistic set of whole-school and focused supports to ensure students stay in school and on track to graduate. As one of the nation’s largest AmeriCorps programs with established sites across the United States, City Year annually recruits, trains, and deploys thousands of young adults from diverse backgrounds for a year of full time service to support school districts in their efforts to transform our nation’s lowest achieving schools; and

WHEREAS, the FirstLine Schools’ Board of Directors has reviewed [City Year’s contract](#) for the 2018-2019 year;

BE IT RESOLVED, that the Board of Directors authorizes Chief Executive Officer, Jay Altman, and Chief Financial Officer, Gizelle Banks, authority to enter into contractual terms with City Year on behalf of FirstLine Schools.

Approval For	Amount	Service Type
City Year	\$405,000	AmeriCorps program

Board Secretary _____

Printed Name _____

Witness _____ Date _____

Printed Name _____

Votes cast-August 4, 2018

No	Board Member	Vote
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ALL VOTES MUST BE LIVE, CAST ALOUD AND RECORDED



1.	Greg St. Etienne, Interim Board Chairman	
2.	Alison Hartman, Board Secretary	
3.	Monique Cola	
4.	George Freeman	
5.	Derius Harrell	
6.	Christian Rhodes	
7.	Charles West	
8.	Christy Slater	
9.	Carol Starr	



**District Service Agreement
By and Between
FirstLine Schools
And City Year, Inc.
2018 - 2019**

RECITALS

THIS DISTRICT SERVICE AGREEMENT is made as of this _____, 2018, by and between FirstLine Schools, (hereinafter, the “District”) with an address of 300 N. Broad Street, Suite 207, New Orleans, LA 70119, and City Year, Inc. (hereinafter, “City Year”), a not for profit organized for educational and charitable purposes under the laws of the Commonwealth of Massachusetts with an address of 287 Columbus Avenue, Boston, Massachusetts 02116.

- A. **WHEREAS**, the District, is a local education agency located in New Orleans, LA.
- B. **WHEREAS**, City Year is a 501(c)(3) organization providing youth development and education support services.
- C. **WHEREAS**, City Year provides school districts with a scalable, centrally managed model that delivers a holistic set of whole-school and focused supports to ensure students stay in school and on track to graduate. As one of the nation’s largest AmeriCorps programs with established sites across the United States, City Year annually recruits, trains, and deploys thousands of young adults from diverse backgrounds for a year of full time service to support school districts in their efforts to transform our nation’s lowest achieving schools.
- D. **WHEREAS**, City Year is committed to supporting the District’s goal to improve the academic achievement of its pupils. City Year’s Whole School Whole Child (“WSWC”) model leverages the unique assets of near-peer AmeriCorps members to deliver research-based whole school supports and student interventions targeting the early warning indicators of poor attendance, unsatisfactory behavior, and course failure in English and math.
- E. **WHEREAS**, City Year’s services support quality, data-driven instruction, deepen family and community engagement, and contribute to a culture of empowerment, achievement, and service.
- F. **WHEREAS**, AmeriCorps members deliver activities from before the first bell through the conclusion of after-school, so as to provide a continuous, supportive presence throughout the day to build mutually supportive connections between students’ classroom learning and their before and after school experiences.
- G. **WHEREAS**, the collaboration between City Year and the District will accelerate student achievement in high need schools, support the District reform efforts and attract new federal and private resources to the community.

NOW, THEREFORE, in consideration of the mutual covenants and promises hereinafter set forth and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties do hereby mutually agree as follows:

1. **Term of Agreement.** The term of this Agreement shall commence on July 1, 2018 and conclude on June 30, 2019 (the “Term”).
2. **Scope of Services.** For each of the schools identified in the Deployment Plan in Section 3 of this Agreement, City Year agrees to provide the services described in Appendix A - Statement of Partnership,

attached and incorporated by this reference. All schools to which this Agreement applies shall be mutually agreed to by City Year and the District. School deployment and allocation of resources (including AmeriCorps team size) shall be determined based on school enrollment to ensure fidelity to the WSWC model. The parties acknowledge that the scope of services set forth in this Agreement is subject to change and contingent on the availability of adequate funding from the Corporation for National and Community Service (See Section 9 Termination herein).

3. **Payment Obligations.** In exchange for the services to be rendered by City Year under this Agreement, the District agrees to compensate City Year in the aggregate amount of \$435,000, allocated as outlined in the Deployment Plan table below:

School	Allocation of Payment
Arthur Ashe Charter School	\$135,000
Phillis Wheatley Community School	\$135,000
Langston Hughes Academy	\$135,000
Aggregate Payment	\$405,000

City Year shall invoice the District the following amounts, to be due and payable to City Year on each of the dates listed below:

- a) \$101,250 – September 1, 2018
- b) \$101,250 – December 1, 2018
- c) \$101,250 – March 1, 2019
- d) \$101,250 – June 1, 2019

4. **Mutual Planning Efforts.** The District and City Year agree to collaborate during the Term of this Agreement in order to ensure that the appropriate conditions for success, performance metrics, and school deployment strategies are in place to maximize the collaboration’s impact on students and to meet the District’s strategic priorities.
5. **AmeriCorps Prohibited Activities.** City Year and the District agree that neither party shall direct AmeriCorps members to engage in any actions that violate AmeriCorps prohibited activities, as set forth on Appendix B - AmeriCorps List of Various Non-Allowable Activities, attached and incorporated by this reference.
6. **Performance Assessment and Data Sharing.** The District and City Year agree to assess performance under this Agreement on an ongoing basis and make improvements as needed to maximize the ability of AmeriCorps members to improve student achievement. To facilitate that assessment, the District agrees to deliver to City Year simultaneously with the delivery of this Agreement, an agreement substantially in the form of Appendix C - Data Sharing Agreement, pursuant to which the District shall provide to City Year student-level data related to achievement and other data reasonably necessary for the purposes of program implementation and evaluation. City Year shall maintain the confidentiality of all student records furnished thereunder by the District to the fullest extent required by applicable state and federal law, including, but not limited to, the Family Educational Rights and Privacy Act (“FERPA”).
7. **Extended Learning and After School Program Activities.** The District and City Year agree that for each of the schools covered by this Agreement whose Statement of Partnership includes After School Program activities, authorized representatives from each of the relevant schools and City Year shall meet to ensure safety protocols are agreed to, including, without limitation, student attendance and absence plans, arrival, headcount and dismissal procedures, student medical plans, emergency protocols and a requirement that

each child participating in the After School Program, provide to City Year a waiver signed by the parent or guardian of such child acknowledging, among other things:

- risks associated with extended learning in out-of-home settings, including the After School Program
- that the child might be exposed to physical hazards, emotional demands, communicable diseases, weather conditions or other unanticipated events, none of which are the responsibility of City Year
- authorizing the child to participate in the educational, athletic, and recreational programs of the After School Program
- releasing and agreeing to hold harmless City Year, its employees, agents, officers, directors and all volunteers from any and all liability, loss or damage, actions, claims and demands which now have or which may hereafter arise from the child's participation in the routine activities of the After School Program
- certifying that the child is in normal health, and is capable of participating safely in the educational, athletic and recreational programs of the After School Program, and
- agreeing that should any injury occur to the child during participation in said After School Program, City Year is authorized to arrange for or to provide emergency medical treatment and to arrange for or provide transportation to the nearest qualified medical facility.

The District acknowledges City Year's right to refuse to allow a child to participate in the After School Program in the event of any material deviation from agreed upon safety procedures. The District agrees that each of the schools identified in the Deployment Plan shall make appropriate space available (classroom, gymnasium, outdoor play area and designated eating area) kept in safe, working order for City Year to render its After School Program services.

8. **Corporate Support:** As part of its service, City Year may work with corporate partners to bring additional resources into schools. These partnerships can include (1) providing financial support to City Year and/or the school/district, (2) sharing information about and access to corporate community service and engagement programs, and (3) engaging employee volunteers to supplement the service of AmeriCorps members in schools. City Year acknowledges and agrees that all corporate partners will be subject to all District policies.
9. **Termination.** This Agreement shall terminate upon any one of the following events:
 - Mutual written agreement of the parties (such termination to be effective as specified in such written agreement);
 - The District declining to appropriate funds for subsequent fiscal years consistent with the terms of this Agreement;
 - City Year does not receive adequate funding commitment from the Corporation for National and Community Service to support the level of service set forth in Section 2 of this Agreement; or
 - If either party commits a material breach of this Agreement, the other party may terminate by sending notice of intent to terminate in writing to the other party with reasonable specificity of the breach; such termination to be effective if such material breach has not been cured within 30 days of the delivery of such notice.
10. **Hold Harmless and Mutual Indemnity.** City Year agrees to indemnify and hold harmless the District, its officers, directors, agents, and employees, from and against any and all third party claims, demands, obligations, causes of action and lawsuits and all damages, liabilities, fines, judgments, costs and expenses, including reasonable attorney's fees, which may be incurred or sustained by reason of the failure of City Year to fully comply with the terms and obligations of this Agreement, or for City Year's errors or omissions or intentional wrongs. To the extent permitted by law and to the extent funds are appropriated or

coverage is available for this obligation, the District agrees to indemnify and hold harmless City Year, its officers, directors, agents, and employees, from and against any and all third party claims, demands, obligations, causes of action and lawsuits and all damages, liabilities, fines, judgments, costs and expenses, including reasonable attorney's fees, which may be incurred or sustained by reason of the failure of the District to fully comply with the terms and obligations of this Agreement, or for the District's errors or omissions or intentional wrongs.

11. **Criminal Record Check.** City Year shall not assign or place any person in a position where they have contact with students of the District if that person has been convicted of a felony, is required to be registered as a sex offender, or has been convicted of a crime involving moral turpitude. City Year will ensure that criminal record background checks are performed on all City Year AmeriCorps members and any employees who will have access to or contact with District students. City Year agrees that it will supply the District with full and complete copies of background check reports. City Year agrees that the District may in its sole discretion exclude any City Year AmeriCorps member or employee from working with the District students based on the results of a criminal record background check.
12. **Compliance with Applicable Law.** Each of the parties hereto agrees to comply with any and all federal and state laws, applicable to its operation, its execution, delivery and performance of this Agreement and the operation of the school buildings in the State of Louisiana.
13. **Insurance.** City Year maintains Commercial General Liability ("CGL") insurance policy in the amount \$1,000,000. The District shall be an additional insured on said policy. City Year shall furnish the District with a copy of its current CGL certificate of insurance. If City Year's policy is canceled during the term of this Agreement, City Year shall immediately notify the District.
14. **Independent Contractor.** The District and City Year agree that City Year is an independent contractor and is not an employee of the District. City Year shall be responsible for payment of all taxes, including federal, state, and local taxes arising out of City Year's services, including, but not limited to, federal and state income taxes, Social Security tax, unemployment insurance taxes, and any other taxes. City Year employees and AmeriCorps members shall not be entitled to any vacation, insurance, health, welfare, or other fringe benefits provided by the District. City Year shall have no authority to assume or incur any obligation or responsibility for the District, or to make any warranty for or on behalf of the District, or to bind the District.
15. **Expenses:** The parties shall pay their respective attorney fees, accounting fees and other costs and expenses incurred in connection with the performance of this Agreement.
16. **No Assignment.** This Agreement may not be assigned, in whole or in part, by either party without the prior written consent of the other.
17. **No Third Party Beneficiary.** This is not a third party beneficiary contract. No person or entity other than a party signing this Agreement shall have any rights under this Agreement.
18. **Severability.** In the event that any provision of this Agreement, or the application of such provision to any person or set of circumstances, shall be determined to be invalid, unlawful, or unenforceable, the remainder of this Agreement shall continue to be enforceable to the fullest extent permitted by law.
19. **Headings.** Any headings contained in this Agreement are for convenience only and shall not be deemed a part of this Agreement.
20. **Counterparts Permitted.** This Agreement may be executed in two or more counterparts, each of which shall be deemed to be an original.

21. **No Waiver.** A party to this Agreement may, on a single occasion or on multiple occasions, waive or fail to require full and timely performance of any obligation arising under this Agreement. Such waiver or failure to require full or timely performance shall not be deemed a permanent waiver of any such obligation. No such decisions or failures shall give rise to any claim of estoppel, laches, course of dealing, amendment of this Agreement by course of dealing or other defense of any nature to any obligation arising hereunder.
22. **Choice of Law and Venue.** This Agreement shall be subject to, and interpreted by and in accordance with, the laws of the State of Louisiana.
23. **Notice.** Any notice, demand, or other communication under this Agreement shall be in writing and shall be delivered to the address of the party as set forth below:

If to: City Year, Inc.
 805 Howard Ave
 New Orleans, LA 70113
 Attention: Melissa Manuselis
 Mmanuselis@cityyear.org

With a copy to:

 City Year, Inc.
 287 Columbus Avenue
 Boston, MA 02116
 Attention: Jessica Greenfield - Chief Financial and Administrative Officer
 JGreenfield@cityyear.org

If to: FirstLine Schools
 300 N. Broad Street, Suite 207
 New Orleans, LA 70119
 Attn: Jay Altman

24. **Entire Agreement.** This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof, and supersedes and replaces any and all prior or contemporaneous discussions, negotiations, understandings and agreements, written or oral, regarding such subject matter and may not be modified or amended except by a written agreement specifically referring to this Agreement signed each party hereto.

[Signatures to Follow]

IN WITNESS WHEREOF, each of the parties has caused its duly authorized representative to sign and deliver this Agreement on the day and year first above written.

FIRSTLINE SCHOOLS

By: Jay Altman
Its: Chief Executive Officer

CITY YEAR, INC.

By: Jessica Greenfield
Its: Chief Financial and Administrative Officer

APPENDIX A: Statement of Partnership



City Year New Orleans and FirstLine Schools

Statement of Partnership
2018 - 2019



Executive Summary

2018 -2019

Statement of Partnership - City Year New Orleans & FirstLine Schools

The Statement of Partnership outlines goals, Whole School Whole Child services, and conditions for success for the City Year New Orleans and FirstLine Schools partnership in connection with the [identify relevant City Year, Inc. District Service Agreement or professional service agreement with district]. The executive summary provides a brief overview of the goals, services and partnership management expectations agreed upon by City Year and School staff; see the full Statement of Partnership for further information on services, and roles/responsibilities.

ATTENDANCE

City Year's attendance initiative seeks to support regular school attendance while accelerating the development of capable, committed learners who are school-connected and community-minded by providing recognition programs for the entire school body and classrooms (Tier 1 supports), as well as targeted interventions for an identified focus list of students for each AmeriCorps Member (“ACM” or “AmeriCorps Member”) (Tier 2 intervention).

Teams may provide Tier 1 attendance supports including attendance recognition and appreciation programs in conjunction with the school partner, phone calls home for absent students in homerooms supported by ACMs, and morning greeting to enhance positive school climate and promote on-time arrival.

Tier 2 interventions (attendance coaching and mentoring) are provided by ACMs serving students in grades [] through [] beginning in [Month]. Each ACM will provide attendance coaching and mentoring to approximately _ students, spending at least [] minutes and meeting with students at least twice most weeks, primarily during the student's lunch period. Activities include mentoring conversations and goal setting with these students.

The team will serve approximately [] students through these interventions, dependent on the number of ACMs placed in grades [] through []. These students most typically begin the school year with a prior year Average Daily Attendance Rate (ADA) of [] %. City Year seeks to help [] of students coached to move their attendance back on track, to an ADA of [] or better and to help [] of students improve their ADA by 2 percentage points or more.

BEHAVIOR & SOCIAL EMOTIONAL LEARNING

City Year's Behavior and Social Emotional Learning initiative seeks to support school partners in creating a safe and nurturing school environment and provide opportunities for students to develop social emotional learning skills to increase the number of pro-social behaviors exhibited within the school community. We achieve this through school wide supports such as Morning Greeting and targeted interventions for an identified focus list of students through social emotional learning (SEL) coaching and mentoring.

Teams may provide Tier 1 behavior supports such as community service projects, positive behavior phone calls home for students in homerooms supported by ACMs, talent shows, and student of the month bulletin boards.

Tier 2 interventions (SEL coaching and mentoring) begin in November, with each ACM providing SEL coaching and mentoring to approximately [] students (ACMs serving in grades []) or [] students (ACMs serving in grades []), spending at least [] minutes and meeting with

students at least twice most weeks, primarily during the student's lunch period. Activities include session plans from two curriculums (___ Acts of Leadership (___ grades) and [___] Acts of Greatness (___ grades)), goal setting and mentoring conversations.

City Year will identify approximately [___] students for coaching, measuring progress by using the Devereux Student Strengths Assessment (DESSA), a []-item, standardized, norm-referenced behavior rating scale that assesses the social-emotional competencies that serve as protective factors for children.

COURSE PERFORMANCE: ELA/LITERACY & MATH

City Year's ELA/Literacy and Math Initiatives seek to support students in building the prerequisite skills needed to succeed on grade level and support students in effectively completing grade level assignments by providing Tier 2 academic support focused on literacy and math for two identified focus lists of students.

Tier 2 academic supports begin in October, with each ACM providing literacy tutoring to approximately [___] students and math tutoring to approximately [___] students. Each student should receive at least 60 minutes of tutoring each week, one-on-one or in small groups. Tutoring sessions typically occur during class time with students working with the ACM in another room (i.e. library or City Year office) or working with the ACM in a station or back of the classroom. Literacy tutoring each week typically includes [___] minutes of each of the following: Words Their Way, Repeated Reading Protocol (___ grade), Get the GIST (___ grade), and classroom content using the teacher's objective. Math tutoring each week typically includes [20+] minutes of the following: math fluency activities (i.e. computational fluency, operations), numbers, operations and algebraic thinking skills identified by STAR assessment, and classroom content using the teacher's objective.

City Year will work with the school to identify approximately [___] students to receive math supports and an additional [___] students to receive literacy supports. [___] grade students receiving these services will take the aimsweb Oral Reading assessment, measuring student reading fluency, the aimsweb Mathematics Concepts & Applications assessment, measuring general mathematics problem-solving skills, and the aimsweb Math Computation assessment, measuring computational fluency. [___] grade students receiving these services will take the STAR Math and Reading computer-adaptive assessments, identifying the skills and sub-skills students know and the skills they're ready to work on next. Assessments are administered in [October, January/February and May/June.] Data from each assessment is used to help inform instruction.

City Year seeks to help [___] of students tutored to improve their grades from an F or D to a C or better and to help [___] of students tutored maintain a grade of C or better, depending on the student's prior year final grade. These goals are for students in grades [___], but City Year also monitors grade progress for younger students. Further, City Year seeks to help 60% of students tutored to reach growth targets on the aimsweb and STAR assessments.

CROSS INDICATORS

City Year also offers academic and non-academic support that does not distinctly fall into the categories of attendance, behavior & SEL, literacy or math support.

Throughout each school day, ACMs provide classroom-based Tier 1 Academic support (supporting class- wide teacher instruction) when they are not providing Tier 2 Interventions or doing preparatory work. Tier 1 Academic support can occur in any academic classroom. Common activities during this time include student redirection, asking or answering questions to keep students on task or improve understanding, modeling positive behaviors and short periods of academic tutoring. The most common model is for ACMs to follow a cohort of students throughout the school day (in schools where cohorts of students stay together).

ACMs also provide report card conferences to each of the students on their focus lists following the conclusion of the 1st, 2nd and 3rd marking periods. These conferences are designed to help the student understand their prior performance on their report card and reflect on and set goals for the marking period and year ahead. City Year seeks to hold at least [_____] report card conferences for students on the focus list.

AFTER SCHOOL

City Year after-school programs seek to do the following:

- Provide safe and structured activities, academic support, and opportunities for youth to build relationships during the after school time frame;
- Support students in developing the knowledge, skills, and values that promote their ability to be active learners and civic leaders;
- Cultivate student voice and galvanize their capacity to support positive community change; and
- Engage students in unique experiences and programming that spark interest, curiosity and joy.

The most commonly provided programs that occur after school are homework help, tutoring, mentoring, and enrichment activities relating to leadership, arts, recreation, academics and social justice. Programming begins in the [__] week of [_____] and typically occurs 3 days per week; the City Year team seeks to recruit [__ - __] students to attend daily and retain at least [__] students for [__] or more days of programming.

Monitoring Success

- A City Year staff member will participate as a member of school's leadership team, as appropriate.
- City Year AmeriCorps Members and staff members will participate in teacher team meetings, including subject area and cross- subject area teams.
- City Year staff will meet with the school's leadership team to conduct a formal partnership review at least twice per year.
- City Year staff will meet with a school partner liaison to discuss progress against goals at least bi-weekly.
- City Year AmeriCorps Members will meet with their partner teacher(s) at least bi-weekly to discuss student progress, review intervention session plans, and plan for collaborative classroom support.

Preparation and Training

In order to launch the partnership successfully and prepare City Year AmeriCorps Members to be an integrated part of the school's instructional program:

- The City Year team will attend summer training and on-going professional development opportunities, which will be discussed and scheduled by the school liaison and City Year staff. The School Partner will provide training for AmeriCorps Members on the school's core curriculum in ELA and Math, as well as training on any supplemental programs used for student intervention.
- The School Partner will provide an orientation to the any/all of the school's climate and student engagement initiatives, socio-emotional learning programs, student behavior policies, student support referral systems, attendance support initiatives, and attendance policies.
- The School Partner will introduce the AmeriCorps Members to any outside afterschool program providers and/or orient them to afterschool program curricula.
- The School Partner and City Year will design and implement an orientation for the school staff and the City Year team. City Year will participate in the school's orientation for faculty and

staff during which the City Year team will host an orientation for the School Partner faculty and staff to introduce the teachers and school staff to the City Year AmeriCorps Members, build team and share a plan for the year. The School Partner will introduce the AmeriCorps Members to the school's vision and basic operations.

- The School Partner will inform the City Year team of the school emergency/safety plan policy, mandated reporting procedures and any information relevant to their interactions with students and staff.

Material Support

FirstLine Schools agrees to provide the City Year Team with:

- Consistent tutoring space, which includes tables or desks and chairs, that is reasonably free of distraction.
- Dedicated closed-door planning and meeting space including a secure storage space for personal belongings and service-related materials.
- Dedicated space to lead after-school/enrichment activities.
- Regular access to an adequate number of computers, internet and telephones that have external access capabilities, following the school's established protocols.
- Access to copier and office supplies as necessary to support the team.
- Access to service-related supplies and materials, including text and library books, teacher guides, curriculum support materials, intervention program materials, test prep materials, worksheets, hands-on materials, etc.
- Bulletin board(s) to communicate City Year programs and/or impact data



Statement of Partnership 2018 - 2019

Attendance

Goals

City Year New Orleans and FirstLine Schools aim to achieve the following goal(s):

The team will provide attendance coaching to a focus list of approximately [] students, dependent on the number of ACMs placed in grades [] through []. For these students:

- At least 60% of students should spend at least 30 minutes and meet with ACMs at least twice most weeks.
- City Year seeks to help [] of students improve their Average Daily Attendance Rate (ADA) by 2 percentage points or more.
- Among students starting with an ADA below [], City Year seeks to help [] of students move their attendance back on track, to an ADA of [] or better.

Additionally, City Year seeks to support school-wide attendance goals.

Whole School Whole Child Services

City Year New Orleans AmeriCorps Members will conduct the below services.

Tier 1 attendance supports including, but not limited to:

- Attendance recognition and appreciation programs in conjunction with the school partner
- Phone calls home for absent students in homerooms supported by ACMs
- Morning greeting to enhance positive school climate and promote on-time arrival

Tier 2 attendance interventions (attendance coaching/mentoring)

- Provided by ACMs serving students in grades 6 through 8 beginning in October
- Each ACM serving in grades 6 through 8 provides attendance coaching to approximately 5 students.
- Activities include mentoring conversations and goal setting.

Behavior & Social Emotional Learning

Goals

City Year New Orleans and FirstLine Schools aim to achieve the following goal(s):

The team will provide SEL coaching to a focus list of approximately [] students. For these students:

- At least [] of students should spend at least 30 minutes and meet with ACMs at least twice most weeks.
- City Year will measure progress by using the Devereux Student Strengths Assessment (DESSA), a [40] - item, standardized, norm-referenced behavior rating scale that assesses the social-emotional competencies that serve as protective factors for children.

Additionally, City Year seeks to support school-wide positive behavior goals.

Whole School Whole Child Services

City Year New Orleans AmeriCorps Members will conduct the below services.

Tier 1 behavior and social emotional learning (SEL) including, but not limited to:

- Community service projects
- Positive behavior phone calls home for students in homerooms supported by ACM
- Talent shows
- Student of the month bulletin boards

Tier 2 SEL Interventions

- Each ACM provides SEL coaching to approximately [] students (grades []) or [] students (grades []) beginning in November.
- Activities include session plans from the [] Acts of Leadership/Greatness curriculums, mentoring conversations, and goal setting with these students.

Course Performance: ELA/Literacy & Math

Goals

City Year New Orleans and FirstLine Schools aim to achieve the following goal(s):

The team will provide literacy tutoring to a focus list of approximately [] students and math tutoring to a focus list of approximately [] students. For these students:

- At least [] of students should receive at least 60 minutes of tutoring in their focus subject most weeks.
- City Year seeks to help [] of [] grade students move their grades back on track, going from an F or D to a C or better. Further, City Year seeks to help [] of [] grade students maintain a grade of C or better.
- [] grade students will take the aimsweb Oral Reading assessment, the aimsweb Mathematics Concepts & Applications assessment, and the aimsweb Math Computation assessment. [] grade students will take the STAR Math and Reading computer-adaptive assessments. Assessments are Administered in [October, January/February and May/June]. Data from each assessment is used to help inform instruction. City Year seeks to help [] of students reach assessment growth targets on each assessment.

Additionally, City Year seeks to support the FirstLine Schools achieve school-wide academic goals.

Whole School Whole Child Services

City Year New Orleans AmeriCorps Members will conduct the below services.

Tier 2 literacy and math supports

- Each ACM provides literacy tutoring to approximately [] students and math tutoring to approximately [] students, beginning in [October]; students should receive at least 60 minutes of tutoring each week, one- on-one or in small groups. Tutoring sessions typically occur during class time with students working with the ACM in another room (i.e. library or City Year office) or working with the ACM in a station or back of the classroom.
- Literacy tutoring each week typically includes [] minutes of each of the following: Words Their Way, Repeated Reading Protocol ([] grade), Get the GIST ([] grade), and classroom

content using the teacher's objective. Math tutoring each week typically includes [] minutes of the following: math fluency activities (i.e. computational fluency, operations), numbers, operations and algebraic thinking skills identified by STAR assessment, and classroom content using the teacher's objective.

Cross Indicators

Goals

City Year New Orleans and FirstLine Schools aim to achieve the following goal(s):

City Year seeks to hold at least [] report card conferences for students on the focus list.

Whole School Whole Child Services

City Year New Orleans AmeriCorps Members will conduct the below services.

Tier 1 Academic Support

- ACMs can provide classroom-based academic support in any academic classroom (supporting the teacher's instruction to an entire class) when they are not providing Tier 2 Interventions or doing preparatory work.
- Common activities during this time include student redirection, asking/answering questions to keep students on task or improve understanding, modeling positive behaviors and short periods of academic tutoring.
- Typically, ACMs follow a cohort of students throughout the school day and thus support the same group of students throughout the school day (in schools where cohorts of students stay together).

Report Card Conferences

- ACMs provide report card conferences to each of the students on their attendance, SEL, literacy and math focus lists following the conclusion of the [1st, 2nd and 3rd] marking periods.
- These conferences are designed to help the student understand their prior performance on their report card and reflect on and set goals for the marking period and year ahead.

After School

Goals

City Year New Orleans and FirstLine Schools aim to achieve the following goal(s):

City Year seeks to retain at least [] students who attend programming for [] or more days.

Whole School Whole Child Services

City Year {Site Name} AmeriCorps Members will conduct the below services.

City Year after-school programs seek to do to the following:

- Provide safe and structured activities, academic support and opportunities to build relationships for youth during the after school time frame
- Support students in developing the knowledge, skills, and values that promote their ability to be active learners and civic leaders, including age-appropriate leadership and socio-emotional capacities: Teamwork, appreciation of inclusivity, communication,

- conflict resolution, etc.
- Cultivate student voice and galvanize their capacity to support positive community change
- Engage students in unique experiences and programming that spark interest, curiosity and joy.

The most commonly provided programs and activities that occur during after-school programming led by City Year include homework help, academic tutoring, mentoring, and enrichment activities such as leadership groups, arts clubs, academic-oriented clubs, recreational activities and social justice focused initiatives. Homework-Help begins in October and enrichment programming begins in November.

Programs occur three days a week; the City Year team will seek to recruit [] – [] students to attend daily.

Monitoring Success

- A City Year staff member will participate as a member of school's leadership team, as appropriate.
- City Year AmeriCorps Members and staff members will participate in teacher team meetings, including subject area and cross-subject area teams.
- City Year team will participate in regular coordinated data review meetings with school staff (e.g. Early Warning Indicator meetings).
- City Year staff will meet with the school's leadership team to conduct a formal partnership review at least twice per year.
- City Year staff will meet with a school partner liaison to discuss progress against goals at least bi-weekly.
- City Year AmeriCorps Members will meet with their partner teacher(s) weekly to discuss student progress, review intervention session plans, and plan for collaborative classroom support.

Preparation and Training

In order to launch the partnership successfully and prepare City Year AmeriCorps Members to be an integrated part of the school's instructional program:

- The City Year team will attend summer training and on-going professional development opportunities, which will be discussed and scheduled by the school liaison and City Year staff. The School Partner will provide training for AmeriCorps Members on the school's core curriculum in ELA and Math, as well as training on any supplemental programs used for student intervention.
- The School Partner will provide an orientation to the any/all of the school's climate and student engagement initiatives, socio-emotional learning programs, student behavior policies, student support referral systems, attendance support initiatives, and attendance policies.
- The School Partner will introduce the AmeriCorps Members to any outside afterschool program providers and/or orient them to afterschool program curricula.
- The School Partner and City Year will design and implement an orientation for the school staff and the City Year team. City Year will participate in the school's orientation for faculty and staff during which the City Year team will host an orientation for the School Partner faculty and staff to introduce the teachers and school staff to the City Year AmeriCorps Members, build team and share a plan for the year. The School Partner will introduce the AmeriCorps Members to the school's vision and basic operations.
- The School Partner will inform the City Year team of the school emergency/safety plan policy, mandated reporting procedures and any information relevant to their interactions with students and staff.

Material Support

FirstLine Schools agrees to provide the City Year New Orleans Team with:

- Consistent tutoring space, which includes tables or desks and chairs, that is reasonably free of distraction.
- Dedicated closed-door planning and meeting space including a secure storage space for personal belongings and service-related materials.
- Dedicated space to lead after-school/enrichment activities.
- Regular access to an adequate number of computers, internet and telephones that have external access capabilities, following the school's established protocols.
- Access to copier and office supplies as necessary to support the team.
- Access to service-related supplies and materials, including text and library books, teacher guides, curriculum support materials, intervention program materials, test prep materials, worksheets, hands-on materials, etc.
- Bulletin board(s) to communicate City Year programs and/or impact data.

Agreements

FirstLine Schools and City Year New Orleans agree to adhere to the following:

Roles and Responsibilities

To ensure that City Year AmeriCorps Members, School Partner personnel, and students have a productive and positive experience together throughout the school year, both partners will adhere to the following agreements.

Human Resource Support

City Year agrees to:

- Recruit and prepare a diverse team of committed AmeriCorps Members.
- Provide manager- and director-level staff oversight to the team and to support the team including preparation, training, and on-going performance management, as well as to facilitate partnership communications, planning and assessment with the School Partner.
- Communicate to school staff in the event that an AmeriCorps Member is unable to complete his/her responsibilities to the team or is released for cause:
 - City Year leadership will notify the School Partner liaison before removing AmeriCorps Members from service, to the extent possible.
 - The number of AmeriCorps Members assigned to the project team may not be supplemented.
 - If released for cause, the school will not be able to require City Year to reinstate the member.

City Year also will ensure that AmeriCorps Members:

- Per AmeriCorps regulations, refrain from prohibited activities such as legislative lobbying, engaging in petitions, boycotts or strikes. Please see AmeriCorps List of Various Non-Allowable Activities.
- Adhere to all local laws and regulations, including those set by the school district.

- Follow the School Partner's process for making referrals for students they suspect are in need of professional support (Tier 3 interventions).
- Report All Suspicions of Child Abuse, Neglect and Intent to Inflict Harm. According to City Year policy and the prevailing laws, all AmeriCorps Members and staff are "mandated reporters." This means that AmeriCorps Members must report all suspicions of abuse or neglect to a City Year staff member immediately and confidentially. AmeriCorps Members must also report any instances in which they suspect a student may harm themselves or others. Once notified, City Year staff will follow the process in accordance with prevailing laws and as outlined in City Year's Idealist Handbook. (Copies of Idealist Handbook can be made available upon request.)
- Ensure that AmeriCorps Members undergo background checks compliant with AmeriCorps regulations. City Year will share details and/or results of these checks with the School Partner and/or School District as requested. If the School District requires additional checks, it may conduct its own background checks on AmeriCorps Members, at its own expense, but must be willing to share the results with City Year within a prompt timeline.

The School Partner agrees to:

- Provide a year-long, primary liaison, with sufficient time, requisite authority and appropriate capabilities to manage the partnership and ensure that AmeriCorps Members' implementation of the Whole School Whole Child model is supported in accordance with this agreement.
- Provide the City Year team with sufficient access to representative(s) of the school's student support teams (including academics and behavioral support teams, as applicable).
- Ensure that a staff person from the school will remain at all times in the room or in the immediate vicinity in which the AmeriCorps Members are serving during school and extended day hours. In addition, school staff will assist in managing and disciplining students as necessary.
- Ensure that AmeriCorps Members are informed of and trained in the school's mandated reporting policy and procedures, as well as the referral process for students they suspect are in need of specialized professional support (Tier 3 interventions).
- Ensure that AmeriCorps Members do not replace or take the place of paid staff positions and that City Year members do not perform service that is part of a staff person's job responsibilities, per AmeriCorps regulations. Please see AmeriCorps List of Various Non-Allowable Activities.
- Ensure that AmeriCorps Members have a set lunch time and a minimum of 60 minutes of daily planning time to attend planning and partnership meetings.
- Understand that as AmeriCorps members, City Year AmeriCorps Members are eligible to be redeployed by the Corporation for National and Community Service in case of emergency or state disaster. If this occurs, City Year leadership will notify the School Partner liaison before removing AmeriCorps Members from service.
- Understand that AmeriCorps Members will not be at the school on major holidays and when taking part in a City Year-sponsored professional development activity. Furthermore, City Year seeks to engage AmeriCorps Members in national service and civic engagement opportunities throughout the year; thus, there may be unanticipated opportunities for these activities for AmeriCorps Members at the local, state and national levels. In these rare instances, AmeriCorps Members may not be available and the Program Manager will inform the School Partner liaison of scheduling changes.

Other duties outside those expressly stated in this agreement will be discussed and approved by the School Partner liaison and City Year leadership before the AmeriCorps Members can partake in those duties.

Communication and Partnership Management

City Year and the School Partner agree to:

- Partner to develop and build a strong partnership between the school, its students, staff and parents, and City Year.
- Involve City Year leadership in staff meetings, committees, school communications and events, as appropriate.
- Assist with identifying how to effectively administer applicable consent, liability and photo release forms to parents on behalf of the students who participate in City Year's services.
- Communicate changes to the City Year calendar to the School Partner liaison and changes to the school calendar to the relevant City Year staff.
- Conduct informal and formal partnership assessment and planning meetings over the course of the year to monitor progress toward the partnership goals and outcomes.
- *Pre-Service Planning:* Collaborate to conduct a thorough process before the start of the school year to ensure that conditions are in place to maximize City Year's ability to enhance student impact in the school, including, but not limited to, orienting school personnel to City Year's role and value in the school, arranging appropriate meeting times and schedules, and analyzing preliminary student data.
- *Data Review:* Establish and conduct regular and timely coordinated data review meetings to ensure that the right students are receiving the right interventions at the right time.
- *Progress Monitoring:* Conduct partnership monitoring meetings every one or two weeks, and monthly planning and partnership assessment meetings between the School Partner liaison, any other applicable school representatives, and City Year leadership.
- *AmeriCorps Member/Teacher Collaboration:* Establish meetings between individual teachers and AmeriCorps Members at least bi-weekly to discuss AmeriCorps Member performance, student performance, and to determine specific support roles for the AmeriCorps Member to perform in the classroom.
- *Formal Partnership Reviews:* During formal partnership reviews, objectives and projects may be modified in light of new knowledge, experience and achievements. At a minimum, these will engage the City Year Director, Program Manager, School Partner Liaison, and the School Partner Principal. This partnership will be reevaluated during the second half of the school year to determine the nature of the ongoing relationship between City Year and the School Partner.

Supporting National Service and Engaging the Broader Community

City Year agrees to:

- Leverage and engage students, families, school staff, corporate sponsors, civic leaders and interested citizens to meet organizational and partnership goals and deepen the community's commitment to social change.

The School Partner agrees to:

- Collaborate with City Year to recruit for and provide service opportunities to promote corporate and civic engagement within the community.
- Assist with efforts to engage students, families and the community in other City Year events and programs such as City Year Vacation Programs, City Year for a Day, MLK Day and Global Youth Service Day.

Grievance Policy

In the event that issues arise between the School Partner and the City Year team, the following steps will be taken, in this order, to facilitate issue resolution:

1. Either the City Year Program Manager or School Partner liaison will request a meeting

- with each other (and any other involved parties) to discuss the issue and attempt a resolution. A written summary of this discussion will be created and placed in both parties' project files.
2. In case the issue is not resolved, the Program Manager and School Partner liaison can choose to either hold another meeting, or elevate the discussion to the Executive Director/Service Director/ Program Director and/or Principal if the issue is related to the service being performed or to AmeriCorps Member management. This meeting will be used to discuss the issue and attempt a resolution. A written summary of this discussion will be created and placed in both parties' project files.
 3. If a resolution is still not achieved, and the issue is serious enough according to the discretion of the Service Director/Program Director and the Executive Director or principal, the team may consider suspension of the partnership. The parties may decide to meet again at the end of the service year to discuss whether the partnership will continue the next year. If the parties decide to suspend the partnership, a written summary of the discussion will be created and placed in both parties' project files.
 4. If there is a resolution after any of these meetings, but the issue arises again following the discussion, City Year and the School Partner should decide whether to start again at the beginning of this process or escalate this issue to the next step in the process, depending on the seriousness of the issue.

Issues that may result in the suspension of the partnership may include, but are not limited to: a) gross violations of conduct by either a member of the School Partner or City Year team or b) failure to uphold the expectations in this document by either party.

Whole School, Whole Child Services

Research from Johns Hopkins University has shown that students who are most at risk of dropping out of school can be identified as early as the 6th grade through "off-track" early warning indicators (EWIs) that predict success in school - poor attendance, unsatisfactory behavior, and course failure in math or English. Students in high poverty environments whose performance is off-track in even just one of these indicators between the 6th and 9th grade typically have less than a 25% chance of graduating from high school. It is for this reason that we work primarily with students in grades 3-9 and focus on prevention, growth, and recovery.

City Year supports the efforts of school districts to turn around their lowest achieving schools by providing whole-school and targeted supports to ensure students stay in school and on track to graduate. To address the needs of students in high poverty schools, City Year utilizes research-based programming, the centerpiece of which is a holistic school partnership model called Whole School, Whole Child ("WSWC").

This model is designed to leverage City Year's unique assets - its AmeriCorps Members - who serve as "near peer" tutors, mentors, role models, and coaches to students. City Year AmeriCorps Members bring many positive attributes to their schools, including:

- A critical mass of human capital to help address the social emotional and academic needs of students who need additional support in the grades we serve
- A full-time school presence (approximately 7:30 a.m. to 5 p.m.) of highly organized, supervised, and trained young adults, four days a week
- An idealistic culture and energy that creates a more engaging learning environment
- The ability to organize school-wide and community events that engage families in the life of the school
- Increased intervention capacity to provide responses to student needs

WSWC services are guided by a rigorous data collection and review process that is used in partnership with school staff to regularly monitor individual student performance and to tailor the types and intensity of supports needed -both academically and socio-emotionally. City Year reviews student-level

data and works with school leadership to identify students who are off-track in one or more of the EWIs. This process of data-informed intervention, based on an early warning monitoring system, allows City Year to deliver the right support to the right students at the right time. These supports include:

- Attendance Monitoring and Incentive Programs: AmeriCorps Members work closely with students to monitor and improve attendance through attendance initiatives, direct student coaching, and communication to parents and guardians.
- Behavioral Support: AmeriCorps Members coach students in developing various lifelong social, emotional and leadership skills through instruction in social emotional learning, and near-peer coaching and goal setting. Course Performance in math and English: AmeriCorps Members tutor students one-on-one and in small groups, implementing intervention strategies in foundational skills that supplement the schools' curricula in order to increase student academic performance. AmeriCorps Members also support whole class instruction and lead out-of-class activities that complement classroom learning and help put students on a path towards high school graduation.

Services

AmeriCorps Members and school partners use EWI data to identify which students need what types of intervention and when. City Year staff collaborates with school staff to employ a Response to Intervention (RTI) approach, a research-based strategy that allows educators to identify and monitor students who are off-track or falling off-track and make real-time adjustments to interventions. The RTI framework is divided into tiers of direct student support, enabling City Year to tailor the type and intensity of its academic and social-emotional interventions based on student need. City Year provides both Tier 1 school-wide supports and Tier 2 targeted interventions for students in need of extra support, but who do not qualify for special education. The figure below provides an example of how City Year services can be tailored in a particular school to support the growth of all students, while targeting the individual needs of students who require additional academic or social emotional development (SEO) support. In all cases, AmeriCorps Members strive to forge positive relationships with all students.

	Attendance	SED/Behavior	Course Performance	Afterschool
All Students (Tier 1)	<ul style="list-style-type: none"> • Morning greeting/before-school activities • Attendance incentive and recognition programming • Student and community engagement 	<ul style="list-style-type: none"> • Classroom, hallway, and lunch behavior support 	<ul style="list-style-type: none"> • Classroom instruction support (enabling differentiated instruction) • Academic-focused community engagement (e.g. Family Reading Night) 	<p>Homework Assistance Provide homework assistance, which includes providing general academic support and coaching, for a consistent group of students after school.</p> <p>Enrichment Programming Develop engaging activities for students after school including enrichment and service. This may include arts, STEM, music, or recreation.</p>
Targeted Students (Tier 2)	<ul style="list-style-type: none"> • Attendance monitoring (phone calls home) • Attendance coaching • Ongoing assessment and monitoring 	<ul style="list-style-type: none"> • Behavior coaching • Leadership development activities • Ongoing instruction, assessment, and monitoring 	<ul style="list-style-type: none"> • One-on-one tutoring • Small-group tutoring • Homework support before school and during afterschool programming • Ongoing 	<p>Social Justice and Service Projects: Lead City Year’s extended learning/after school program that explores the social factors that influence our community and challenges learners to lead meaningful service activities that benefit their school and</p>

			assessment and monitoring	broader community.
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AmeriCorps Members deliver these integrated services throughout the day, from before the first bell to the end of the school day, and in many schools, through the conclusion of afterschool programming. This full-time service provides a continuous, supportive presence throughout the day and can help to build connections between students' classroom learning and their before- and afterschool experiences. City Year teams encourage students to attend morning or afterschool programs, and with the help of data, they can check to see that the students who are attending are those who need additional support. In City Year sites that support afterschool programming, this aspect of the WSWC model:

- Increases the relevance of extended learning time to best meet the individual needs of students.
- Deliberately links in-school learning and afterschool engagement opportunities.
- Increases community service and character/leadership development opportunities that are linked to classroom learning

City Year Staffing and Leadership

A robust, local City Year leadership team will oversee all aspects of service provided to your district. This team is organized to streamline City Year's communications with district and school partners, and to manage daily service delivery and the timely fulfillment of the partnership's performance targets at both the district and school level. Key City Year team members include:

<p>City Year Executive Director: Serves as the primary leader and strategist for the site. The Executive Director is responsible for the site's delivery, and its performance and success in achieving its potential for impact, sustainability, and scale.</p> <p>Managing/Impact Director: Manages and develops the overall service partnership and oversees City Year's day-to-day program implementation, evaluation, and documentation of efforts. The Impact Director also coordinates with City Year field staff and individual schools to ensure that school-level performance targets are being met.</p>	<p><i>Primary Liaisons to the School District</i></p>
<p>Impact Managers: Service as the primary liaisons with each school principal and oversee the daily execution of services at the school site. The Impact Managers will also be responsible for the preparation, ongoing management, and professional development of the AmeriCorps member teams to ensure that the impact of AmeriCorps members is maximized to provide the best student outcomes.</p>	<p><i>Primary Liaison to Each School Partner</i></p>
<p>Team Leaders: A senior AmeriCorps member who has the experience and demonstrated leadership to lead the team of AmeriCorps members throughout their daily student support services.</p> <p>The national City Year network: Performs ongoing research, evaluation, and development of its services across all sites, based on leading education research. All City Year teams will be supported by a national network of City Year</p>	<p><i>Other Partnership Support Staff</i></p>

staff and AmeriCorps members working in over 300 schools, who share best practices on a regular basis.	
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AmeriCorps Member Training & On-Going Professional Development

City Year uses a research-based experiential learning model to prepare AmeriCorps Members to lead our educational interventions in schools, incorporating direct training, in-service observation and coaching, guided reflection, and frequent performance assessment and review. AmeriCorps Members are trained by City Year staff, school staff, district professional development partners, and external experts. These trainings start before the beginning of the school year and continue throughout the year. A sample training calendar for AmeriCorps Members is provided below (note: specific dates and duration of training activities for your AmeriCorps Members may vary).

July: One Week National Staff Training

August: Four Week Basic Training Academy with Integrated District/School Practicum

September - January: Ongoing Professional Development
February: Three Day Advanced Training Academy
February - June: Ongoing Professional Development

Training topics include:

- Youth development and learning theory
- Literacy and math content, support, and intervention strategies aligned to district curriculum and priorities
- Attendance and behavioral support, and intervention strategies aligned to district priorities and programs
- Ongoing data management and analysis
- Understanding the Response to Intervention (RTI) model and early warning indicator system
- Student safety, codes of conduct, and student data security
- Building a culture of achievement in the classroom and throughout the school community
- Leveraging relationships with youth to boost achievement
- Understanding the underlying social factors that influence the local community
- Family engagement
- Partnering with teachers, instructional coaches, and administrators
- Developing positive, supportive relationships with youth to boost achievement
- AmeriCorps Members' civic leadership development

Corporate Support for City Year

City Year partners with district leaders, school leaders, and teachers to provide students in low performing, high needs schools with the support they need to succeed. In doing so, our model is designed to provide additional human capital to support students as they progress from elementary through high school in order to continue to build the nation's urban graduation pipeline. As part of its service in schools, City Year works with a variety of external partners including, the Corporation for National and Community Service (AmeriCorps) and other federal entities, national and local philanthropies, corporate partners, and individual donors to bring additional resources into the schools where we work.

Corporate partners can provide support to City Year and its partner schools in three possible ways. First, they may provide financial support that makes it possible for City Year to provide its services at a reduced cost to schools. Second, corporate partners may operate their own community service and

engagement programs that could benefit schools, students, and parents. Third, employees from corporate partners may be available to serve as school volunteers who can supplement the service of City Year AmeriCorps Members at your schools.

Corporate partners will be subject to all relevant District and school policies. Subject to this condition, the District agrees to allow City Year to work with corporate partners to supplement its work under this Agreement.

Use of corporate volunteers to supplement City Year service

In conjunction with our AmeriCorps Members, corporate volunteers are able to supplement a variety of Tier I attendance supports in your school, including joining in morning greetings, participating in attendance recognition programs, and leading community engagement events such as career fair nights. Volunteers can also supplement City Year's after-school programming, assist students with homework, provide students with additional tutoring and mentoring, and speak to students about career and professional paths.

Benefits of having corporate volunteers work with City Year in your schools include:

- Additional hands-on support for a greater number of underserved students who are in need of academic tutoring and extracurricular enrichment opportunities
- Help to broaden the horizon of our students by connecting them to careers and professionals that exist in their community and surrounding neighborhoods
- Connection to corporate partners and their employees who want to support schools and participate in meaningful socially conscious activities

Corporate partners who serve as school volunteers will be subject to all District and school requirements regarding the activities of volunteers in schools.

Signature not required as this is a sample document

Acknowledgements

Authorized Representative

Date

Authorized Representative

Date

Authorized Representative

Date

APPENDIX B: AmeriCorps List of Various Non-Allowable Activities

Prohibited Activities (See 45 CFR § 2520.65)

While charging time to the AmeriCorps program, accumulating service or training hours, or otherwise performing activities supported by the AmeriCorps program or the Corporation for National and Community Service (“CNCS”), staff and members may not engage in the following activities:

1. Attempting to influence legislation;
2. Organizing or engaging in protests, petitions, boycotts, or strikes;
3. Assisting, promoting, or deterring union organizing;
4. Impairing existing contracts for services or collective bargaining agreements;
5. Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office;
6. Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials;
7. Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization;
8. Providing a direct benefit to—
 - a. A business organized for profit;
 - b. A labor union;
 - c. A partisan political organization;
 - d. A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 related to engaging in political activities or substantial amount of lobbying except that nothing in these provisions shall be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative; and e. An organization engaged in the religious activities described in paragraph 7. above, unless CNCS assistance is not used to support those religious activities;
9. Conducting a voter registration drive or using CNCS funds to conduct a voter registration drive;
10. Providing abortion services or referrals for receipt of such services; and
11. Such other activities as CNCS may prohibit.

AmeriCorps members may not engage in the above activities directly or indirectly by recruiting, training, or managing others for the primary purpose of engaging in one of the activities listed above. Individuals may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non-CNCS funds. Individuals should not wear the AmeriCorps logo while doing so.

Nonduplication and Nondisplacement (See 45 CFR §§ 2540.100)

1. Nonduplication.
 - i. Corporation assistance may not be used to duplicate an activity that is already available in the locality of a program. And, unless the requirements of paragraph of this section are met, Corporation assistance will not be provided to a private nonprofit entity to conduct activities that are the same or substantially equivalent to activities provided by a State or local government agency in which such entity resides.
2. Nondisplacement.
 - i. An employer may not displace an employee or position, including partial displacement such as reduction in hours, wages, or employment benefits, as a result of the use by such employer of a participant in a program receiving Corporation assistance.

- ii. An organization may not displace a volunteer by using a participant in a program receiving Corporation assistance.
- iii. A service opportunity will not be created under this chapter that will infringe in any manner on the promotional opportunity of an employed individual.
- iv. A participant in a program receiving Corporation assistance may not perform any services or duties or engage in activities that would otherwise be performed by an employee as part of the assigned duties of such employee.
- v. A participant in any program receiving assistance under this chapter may not perform any services or duties, or engage in activities, that—
 - 1. Will supplant the hiring of employed workers; or
 - 2. Are services, duties, or activities with respect to which an individual has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures.
- vi. A participant in any program receiving assistance under this chapter may not perform services or duties that have been performed by or were assigned to any—
 - 1. Presently employed worker;
 - 2. Employee who recently resigned or was discharged;
 - 3. Employee who is subject to a reduction in force or who has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures;
 - 4. Employee who is on leave (terminal, temporary, vacation, emergency, or sick); or
 - 5. Employee who is on strike or who is being locked out.

Restrictions on fundraising by members (See 45 CFR §§ 2520.40-45)

AmeriCorps members may raise resources directly in support of your program's service activities.

- i.) Examples of fundraising activities AmeriCorps members may perform include, but are not limited to, the following:
 - 1) Seeking donations of books from companies and individuals for a program in which volunteers teach children to read;
 - 2) Writing a grant proposal to a foundation to secure resources to support the training of volunteers;
 - 3) Securing supplies and equipment from the community to enable volunteers to help build houses for low-income individuals;
 - 4) Securing financial resources from the community to assist in launching or expanding a program that provides social services to the members of the community and is delivered, in whole or in part, through the members of a community-based organization;
 - 5) Seeking donations from alumni of the program for specific service projects being performed by current members.
- ii.) AmeriCorps members may not:
 - 1) Raise funds for living allowances or for an organization's general (as opposed to project) operating expenses or endowment;
 - 2) Write a grant application to the Corporation or to any other Federal agency.
- iii.) An AmeriCorps member may spend no more than ten percent of his or her originally agreed-upon term of service, as reflected in the member enrollment in the National Service Trust, performing fundraising activities, as described in §2520.40.

APPENDIX C: Data Sharing Agreement

In order for City Year to successfully implement the services described above and improve student performance, it is essential that City Year have access to the necessary data and support to properly monitor, adjust and measure the impact of the student supports provided.

1. **Use of Data.** City Year uses student-level performance data in partnership with district and school personnel to:
 - determine the scope and types of whole-school, in-class, and targeted student services it will provide;
 - set goals with school administration, teachers, and students regarding school, classroom, and student outcomes;
 - monitor the progress and evaluate the efficacy of its suite of services, from individual students up to whole-school impacts;
 - identify students who are in need of intensive support, monitor their progress, plan and track their interventions throughout the year;
 - report on performance metrics to the school and the school district; and
 - inform and refine our WSWC model design and improve overall quality of service.
2. **Obligations of City Year.** To ensure appropriate whole school and targeted interventions are provided, City Year agrees to:
 - periodically review student progress in coordination with representatives from each school partner's student support team (or reasonable proxy) and make decisions regarding student participation in the partnership's targeted interventions;
 - complete periodic reports on behalf of the partnership to City Year's stakeholders, including the school district and AmeriCorps;
 - share evaluation reports from evaluations commissioned by City Year; and
 - track key output data related to City Year's core services.
3. **Obligations of the District.** To ensure appropriate whole school and targeted interventions are provided, the District agrees to:
 - provide a primary data collection liaison/data coordinator to ensure that the school and/or the school district provide all necessary student-level data in a timely basis, in accordance with district policies and procedures;
 - help facilitate the completion of surveys and report outcome data in a timely manner to help facilitate internal or external reporting on City Year's impact; and
 - facilitate and/or support the collection of student-level data as outlined below.
4. **Data Access, Acquisition, and Requirements.** From the District, City Year will receive the following identifiable, student-level information for all students in the schools it will serve as part of this Agreement:
 - attendance data (e.g. daily absence or tardiness, number of absences/tardies over a specified time period, days attended and missed, average daily attendance);
 - behavior/discipline data (e.g. number of detentions, suspensions, office referrals);
 - ELA and math assessment data (e.g. teacher-produces, district interim and benchmark, district and state standardized tests);
 - ELA and math marking period grades and end-of-course grades;
 - ELA and math course assignments and grades (if available);
 - student identification and demographic data (e.g. name, district ID, date of birth, race/ethnicity, gender); and
 - class, class enrollment, teacher, and school identification data (e.g. name of ELA and math class and teacher, class rosters, school and class schedules).

This data will be provided for the current academic year on at least a weekly basis via a secure file transfer from the District to City Year. At the beginning of the academic year, the District will also provide to City Year prior year information for all students enrolled in the schools City Year serves for the data noted above.

Each school will complete surveys which will be used for reporting of City Year's impact. These include:

- mid-year and end-of-year principal, school liaison, and teacher surveys;
- end-of-year student surveys; and
- any other pre-arranged survey efforts that will assist City Year to assess its performance.

The District will provide updated feeder pattern/student matriculation data, as needed – on an annual or biannual basis – to inform the strategic deployment of City Year AmeriCorps members to schools.

The District will assign a team representing technical and academic expertise (“District team”) to work with City Year to establish the automated data transfer. The project timeline, services provided by City Year, and tasks required of the District Team will be finalized in a Data Transfer Protocol Statement of Work provided by City Year and agreed upon by the District. City Year will work with the District team to map their data system(s) to City Year's data feed specification. At that point, City Year will work with the District team to establish scheduled, automatic data transfers between the District student data system(s) and a secure file transfer protocol (SFTP) site hosted by City Year. Every time new data is published to the SFTP, City Year will validate the data, load the successful records into the City Year data system ("cyschoolhouse"), and send an email to the District team notifying them of potential errors.

City Year reserves the right to make changes to the Data Transfer Protocol Statement of Work in order to improve data transfer security, quality, and efficiency. Any changes will require City Year to notify the District and no changes will be made without review and approval from [DISTRICT DESIGNEE] or, in the case of staff turnover or reassignment, a jointly agreed upon District representative.

5. **FERPA.** City Year uses data in partnership with the District in the legitimate educational interest of students, by reviewing student-level data to identify which students need supports and to modify those supports in response to data, aligning with the requirements listed in 34 C.F.R. §99.31 of the Family Educational Rights and Privacy Act (FERPA).

For purposes of this Agreement, City Year shall function as an agent of the District with regard to accessing pupil record information necessary for City Year's performance. City Year agrees to the following conditions, as required by 20 U.S.C. §1232g and 34 C.F.R. §99.31(FERPA): City Year is under the direct control of the agency or institution with respect to the use and maintenance of education records; and City Year is subject to the requirements of 34 C.F.R. §99.33(a) governing the use and re-disclosure of personally identifiable information from education records.

For purposes of studying the program to improve instruction, City Year shall comply with all requirements of 34 C.F.R. §99.31(a)(6). City Year shall conduct its study in a manner that does not permit personal identification of parents and students by anyone other than representatives of City Year authorized by this Agreement with legitimate educational interests for purposes of this Agreement. For the purposes of auditing or evaluating City Year's federally-supported program, City Year shall comply with 34 C.F.R. §§99.31(a) and 99.35.

6. **Ownership and Protection of Confidential Information.** Confidential Information means any and all information of either party disclosed or otherwise made available to or learned by the parties under this

Agreement, which is designated as “confidential” or “proprietary” or which, under all of the circumstances, ought reasonably to be treated as confidential, and includes, but is not limited to, school data and, all school student records and personnel records of both parties.

School Information means all information, in any form, furnished or made available directly or indirectly to City Year by the school partner or otherwise obtained by City Year from the school partner in connection with this Agreement, including all information of the school, District or any District affiliates to which City Year has had or will have access, whether in oral, written, graphic, or machine-readable form.

City Year, the District, and each school partner will maintain the confidentiality of any and all student data exchanged as part of this Agreement. Confidentiality requirements will survive the termination or expiration of this agreement. To ensure the continued confidentiality and security of student data, City Year and school security plans will be followed.

Confidential Information of either party (and any derivative works thereof or modifications thereto) is and will remain the exclusive property of that party or its licensors, as applicable. Neither party shall possess nor assert any lien or other right against or to Confidential Information of the other party. No Confidential Information of either party, or any part thereof (including, without limitation, any School Information,), will be sold, assigned, leased, or otherwise disposed of to third parties by the other party or commercially exploited by or on behalf of City Year, its employees or agents.

During the course and scope of its services hereunder, City Year and/or its school partners will gain knowledge of or have access to, including electronic access to, Confidential Information of the other party, or otherwise have Confidential Information disclosed to it. The parties each understand that Confidential Information is made available to it only to the extent necessary to perform its duties within the course and scope of this Agreement, and the respective parties’ and their respective personnel will use Confidential Information for no other purpose. Each party will disclose Confidential Information only to its personnel with a need to access such data as a necessary part of the performance of this Agreement.

City Year personnel may, by nature of the services, have access to systems and devices containing Confidential Information, but have no need to actually access such Confidential Information in order to perform Services. City Year therefore agrees to use reasonable efforts to avoid unnecessary exposure by City Year personnel to Confidential Information. City Year further agrees to comply, and agrees to require City Year Personnel to comply, with all applicable laws relating to the access, use and disclosure of Confidential Information and any School Information embodied therein. The parties will each cooperate fully in resolving any actual or suspected acquisition or misuse of Confidential Information.

Notwithstanding the terms of this section, the parties may disclose Confidential Information if disclosure is required by law in response to a valid order of a court of competent jurisdiction or authorized government agency, provided that the disclosing party must provide the other party prompt notice of the order and at the other party’s request and expense, reasonably cooperate with efforts to receive a protective order or otherwise limit disclosure.

At no cost to the party that owns the Confidential Information, the other party shall upon (a) request by the owner at any time, and (b) upon termination or expiration of this Agreement, securely eliminate or return promptly in the format and on the media in use as of the date of request, all or any requested portion of Confidential Information that may be in the other party’s possession or control. Notwithstanding the foregoing and subject to any restrictions imposed by applicable law, the parties may each retain a copy of the other’s Confidential Information (but excluding any student or employee data) solely for archival purposes and in connection with any dispute between the parties.

ALL VOTES MUST BE LIVE, CAST ALOUD AND RECORDED



**RESOLUTION for FIRSTLINE SCHOOLS
FLS-RSL-18-0088**

Lighthouse for the Blind and FIRSTLINE SCHOOLS 2018-19 CONTRACT

WHEREAS, FirstLine Schools’ Board of Directors wishes to exercise appropriate oversight in the service contracts and Memoranda of Understanding above \$25,000 between FirstLine and its service providers and partners;

WHEREAS, Lighthouse for the Blind provides teachers of the visually impaired and orientation and mobility services for eligible students with visual impairments ages 3-21 with estimated costs of up to \$70,000 for FirstLine Schools for the 2018-19 school year;

WHEREAS, the FirstLine Schools’ Board of Directors has reviewed [Lighthouse for the Blind’s, contract](#) for the 2018-2019 year; and

BE IT RESOLVED, that the Board of Directors authorizes Chief Executive Officer, Jay Altman, and Chief Financial Officer, Gizelle Banks, authority to enter into contractual terms with Lighthouse for the Blind on behalf of FirstLine Schools.

Approval For	Amount	Service Type
Lighthouse for the Blind	up to \$70,000	Visually Impaired and/or Orientation & Mobility Services

Board Secretary _____

Printed Name _____

Witness _____

Printed Name _____

Date _____

Votes cast-August 4, 2018

No	Board Member	Vote
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ALL VOTES MUST BE LIVE, CAST ALOUD AND RECORDED



1.	Greg St. Etienne, Vice President	
2.	Alison Hartman, Secretary	
3.	Monique Cola	
4.	Derius Harrell	
5.	Christian Rhodes	
6.	George Freeman	
7.	Christy Slater	
8.	Charles West	
9.	Carol Starr	



This Agreement is made by and between The Lighthouse for the Blind in New Orleans, Inc. (hereinafter "Lighthouse Louisiana"), having the mailing address of 123 State Street, New Orleans, LA 70118; Tax ID Number: 72-0408941; and **FirstLine Schools** (hereinafter "School System"), having the address of **300 N. Broad St. Suite 207, New Orleans, LA 70119.**

Lighthouse Louisiana agrees to provide Teacher of the Visually Impaired and/or Orientation & Mobility Services for eligible students with visual impairments ages 3-21 enrolled in the School System, on the terms and conditions set forth in this agreement.

The roles of the Teacher of the Visually Impaired and the Orientation & Mobility Specialist are based on student need, as determined through a comprehensive assessment process. Facilitation of instruction will vary depending on the needs of the student, age of the student, and instructional placement. All services provided to students with visual impairments shall be determined during an Individualized Education Program (IEP) meeting, where the roles of the Teacher of the Visually Impaired and Orientation & Mobility Specialist will be established. The Teacher of the Visually Impaired and Orientation & Mobility Specialist must participate in the IEP meeting. The Teacher of the Visually Impaired and Orientation & Mobility Specialist may be referred to herein as "Service Provider".

Lighthouse Louisiana contract services shall include:

Teacher for the Visually Impaired Services

1. Functional Vision and Learning Reading Media Evaluation: determines the student's status of visual function; necessary accommodations to support classroom learning, testing, and homework tasks; identification of optimal reading media (i.e. large print, font styles, point size, braille, etc.); recommendations for environmental modifications to include lighting, glare reduction, tactual markings, optimal seating, locker identification, etc.; determination of need for related services; explanation of ophthalmological data as related to function; IEP development with goals
2. Braille: Pre-Braille activities to develop foundational skills; instruction in non-contracted and contracted braille for reading and writing; home assignments to support the development of braille skills; Braille transcription and labeling of classroom materials and single page documents; creation of tactual methods for interpreting unique formats such as outlines, graphs, charts, maps, tables, word searches, crossword puzzles, etc.
3. Math: instruction to support visual concepts in mathematics for students with low vision or no vision; instruction in Nemeth Code (braille math); use of the Crammer abacus
4. Assistive Technology: recommendations for specialized software and hardware to support the use of technology on par with student peers; training in the use of screen-magnification or screen-reader software to access standard computer applications; instruction in the use of specialized typing software to develop keyboarding skills as needed for computer use; instruction in the use of talking

- calculators, braille note takers, braille writers, braille displays, and mobile devices with accessibility features and relevant applications to support academic success
5. ECC: instruction in the 9 areas of the Expanded Core Curriculum to include Compensatory Skills, Social Interaction, Independent Living, Recreation and Leisure, Sensory Efficiency, Assistive Technology, Career Education, and Self-Determination
 6. Testing: Assistance to ensure appropriate facilitation of standardized and diagnostic testing with necessary accommodations
 7. Acquisition of instructional materials in accessible formats to include text books, library books, and assigned reading materials
 8. Staff/Peer Training and Consultations: educational presentations to students, faculty, parents, para professionals, and other key individuals to support awareness of the needs and capabilities of students with vision loss; guide technique demonstrations; blindfold activities; sensitivity training
 9. Parent/Staff Advocacy: Open communication between instructor, school personnel and parents to ensure quality services

Orientation & Mobility Services

1. Comprehensive Orientation & Mobility Evaluation: Develop understanding between specialist and student; identify current level of function; determine student needs for training as related to age-appropriate needs for travel
2. IEP Development: Establish realistic and measureable goals of expected achievement based on student's current and potential level of function, indoor/outdoor Travel in familiar or unfamiliar environments, and use of public transportation
3. Techniques/Skills for Independence: Instruction in the use of a white cane; self-protective techniques; familiarization procedures; environmental sequence; street crossing strategies; special travel environments; use of public transportation
4. Orientation to Environment: Systematic instruction of search patterns and familiarization procedures including teacher-directed familiarization in which a student will be assisted by the Orientation & Mobility instructor to become familiar with an environment or self-directed familiarization based on the student's level of confidence; training for generalization and skill transfer in indoor, residential, small business, and downtown areas where appropriate
5. Staff/Peer Training and Consultations: educational presentations to students, faculty, parents, para professionals, and other key individuals to support awareness of the needs and capabilities of students with vision loss; guide technique demonstrations; blindfold activities; sensitivity training
6. Parent/Staff Advocacy: Open communication between instructor, school personnel and parents to ensure quality services

Deliverables: The Service Provider will provide printed notes from each student appointment on a monthly basis, which serve as a backup for Lighthouse Louisiana's monthly invoice. The School System will be responsible for data entry, electronic records, and physical filings relating to such notes. The Service Provider will not be responsible for data entry, filings, or record keeping beyond what is set forth in this Agreement.

Optional Environmental Review: An environmental review with recommendations is available at no charge for contracting institutions who submit a signed contract by the specified deadline. This assessment is conducted by an Orientation & Mobility Instructor who will provide the facility with useful information to identify strengths and suggested areas for improvement to foster a low vision and blind friendly environment in and around the school grounds. This service is offered to assist facilities in creating an optimal environment for students with vision loss to learn, travel, and play with their sighted peers. It is not sanctioned by the U.S. government as a means to evaluate or enforce ADA compliance.

Service Fees: Instruction typically takes place in and around the school campus. Services are provided on a one-on-one basis and shall be billed at the following rates as needed:

Service	Provider	Rate
Complete Functional Vision/Learning Reading Medium Evaluation	Teacher of the Visually Impaired	\$450.00
Braille of Instructional Materials Specific to Student per IEP Goals	Teacher of the Visually Impaired	\$3.74 per Braille page-to be billed separately from monthly services invoice
Instructional Materials Specific to Student per IEP Goals	Teacher of the Visually Impaired	Cost of Materials-To be billed separately from monthly services invoice
Comprehensive Orientation & Mobility Evaluation	Orientation & Mobility Specialist	\$350.00
White cane & Accessories	Orientation & Mobility Specialist	Cost of Materials-To be billed separately from monthly services invoice
Direct Services (to include preparation, documentation & consultation time with teachers & administrators)	Teacher of the Visually Impaired/ Orientation & Mobility Specialist	\$75.00 per hour
Preparation for / Participation in IEP Meeting*	Teacher of the Visually Impaired/ Orientation & Mobility Specialist	\$75.00 per hour

Mileage	Teacher of the Visually Impaired/ Orientation & Mobility Specialist	\$.535 per mile
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*IEP participation is billed by the hour per specialist attending the IEP. Service providers will charge by the hour for time invested in scheduled IEP meetings. Expedited IEP service fees may apply – see below.

Parental Permission: School System shall timely provide Lighthouse Louisiana with the full name of the child to be served, the full name(s) of the child’s parent(s) or guardian(s), and a telephone number for such parent(s) or guardian(s).

Ophthalmological Data: Current ophthalmological data is required to complete a functional vision evaluation. School System shall obtain a current ophthalmological report (within the past year) and shall provide a hard copy to the Service Provider and email in PDF format to the Lighthouse Services Support Coordinator, Debbie Hickman, at dhickman@lighthouselouisiana.org within the first 20 days following the request for services. Lighthouse Louisiana will not begin any assessments prior to receipt of the ophthalmological report, and a functional vision will not be scheduled until such information is received.

Billing: Invoices will be generated on a monthly basis and are due within thirty (30) days of receipt. Lighthouse Louisiana may, in its sole discretion, suspend providing the services under this agreement should an outstanding balance exist beyond forty-five (45) days.

Cancellation Policy: If an appointment needs to be rescheduled or cancelled, the School System must provide Lighthouse Louisiana with not less than two hours’ notice prior to the start of the scheduled session with the Teacher of the Visually Impaired / Orientation & Mobility Specialist. Notice must be given to the Lighthouse Louisiana Services Support Coordinator, Debbie Hickman, at (504)899-4501, Ext 265. Failure to give timely notice will result in the full session being charged.

No-School Days: It is the responsibility of School System to inform the Service Provider of all holidays, staff development, testing days, or other days that will prevent the student from receiving services at the scheduled time. Failure to give timely notice will result in the full session being charged.

Scheduling Accommodations: IEP meetings and progress report due dates shall be provided by the Contracting Institution via email to the Lighthouse Louisiana Services Support & Data Coordinator, Debbie Hickman, via email at dhickman@lighthouselouisiana.org, at least 10 days prior to ensure availability and sufficient time for preparation. If less than 10 days’ prior notice is given, then the IEP request shall be considered expedited, and an expedited service fee of \$250 per Service Provider shall be charged (in addition to hourly charges for the Service Provider).

If the Teacher of the Visually Impaired is the teacher of record on the IEP, then the Contracting Institution shall consult the Teacher of the Visually Impaired prior to scheduling the meeting to ensure his/her availability and attendance at the IEP. Hard copies of IEPs and completed evaluations shall be provided by the Contracting Institution at the beginning of the Contracting Institution’s year for each student labeled Visual Impairment: Blindness/Partial Sight. In addition, the Contracting Institution shall provide the Teacher of the Visually Impaired with a

signed hard copy of the document for any reevaluations/IEPs conducted during the contracted year.

Information and Communication Requirements: In order to provide optimum services, open communication is required between School Administrators, teachers, parents, Lighthouse Louisiana Service Providers, and the Lighthouse Services Support & Data Coordinator. Lighthouse Louisiana shall provide all relevant contact information for Lighthouse Service Providers to school personnel with the expectation that problems or concerns will be directed to the appropriate Service Provider to ensure quick and effective resolutions for all queries. In return, the Contracting Institution shall provide Lighthouse Louisiana with the name, phone number and email of appropriate staff to contact regarding questions or concerns on behalf of the Service Provider. Instructions regarding the billing process, sign-in procedure, parking, and other relevant information required to support the provision of services shall be provided by the Contracting Institution (via the Facility Data Form) upon signature of this agreement. In summary, the Contracting Institution is responsible for providing the following information to Lighthouse Louisiana prior to the provision of services:

- Signed contract for Teacher of the Visually Impaired, Orientation & Mobility, or Teacher of the Visually Impaired / Orientation & Mobility services on or before June 1, 2018
- Completed Facility Data Form for each location under contract
- Current Ophthalmological Report from each student's eye care provider
- Current copy of Parent Permission form to authorize services
- Parent/Guardian contact information
- School calendar to indicate holidays, testing days, special events, and early dismissals.
- Student schedules to indicate homeroom periods, class periods, lunch, and ideal times for specialized instruction

New Student Referrals: The Contracting Institution shall email the Lighthouse Services Support & Data Coordinator (dhickman@lighthouselouisiana.org) with the name and facility information for each new student to be served under this contract and shall attach an updated Facility Data Form to reflect the new information.

Itinerant Schedules: Lighthouse Louisiana Service Providers will establish a weekly or monthly schedule for instruction with the assistance of each student's teacher at the beginning of the school year. However, the Contracting Institution shall recognize that schedules for itinerant services may fluctuate depending upon traffic, IEP/Reevaluation meetings for other institutions, and unforeseen events that require immediate attention. When this occurs, the Lighthouse Louisiana Service Providers shall contact the appropriate school personnel to inform them of the necessary change and shall attempt to reschedule the time, if possible to support the needs of the student.

Declaration of Expectations: Lighthouse Louisiana agrees to offer comprehensive, quality services to fulfill the requirements of all Individual Education Plans (IEPs) for Vision Services. The Contracting Institution agrees to provide Lighthouse Louisiana with a clear and reasonable description of the role and expectations of the Lighthouse Louisiana Service Provider in the event that the contracting agency employs more than one provider to address the needs of their students with vision impairment. This statement will be submitted on the Lighthouse Louisiana Declaration of Expectations form and signed by all parties prior to the initiation of services to ensure that the appropriate services are being provided and emailed to the Lighthouse Services

Support & Data Coordinator at dhickman@lighthouseLouisiana.org. Consultation from outside agencies or programs other than Lighthouse Louisiana that are directly related to the role and scope of the Services provided under this contract may be considered a conflict of interest without a Declaration of Expectations form and may lead to termination of services.

Term: The period of this agreement is July 1, 2018 through May 31, 2019, unless terminated sooner pursuant to this agreement.

Termination of Contract: Either party may terminate this agreement for any reason or no reason upon thirty (30) days written notice. Additionally, Lighthouse Louisiana may terminate this agreement immediately should School System materially breach its obligations under this agreement. Notice of Termination shall be mailed by Lighthouse Louisiana via certified mail to School System at the address set forth above. In the case of Contracting Institution requesting termination, Notice of Termination shall be mailed to Lighthouse Louisiana via certified mail at the above address to the attention of Debbie Hickman, Lighthouse Services Support & Data Coordinator. Lighthouse Louisiana shall submit its request for final reimbursement within thirty (30) days following the termination of this Agreement.

Important Deadlines: This contract must be signed and submitted to Lighthouse Louisiana on or before June 1, 2018 to guarantee the availability of services for the new school year. Contracting Institutions who submit contracts after June 1, 2018 will not be guaranteed services and may be placed on a waiting list until such services can be made available. Teacher of the Visually Impaired and Orientation & Mobility service providers will determine student needs for new or updated assessments by July 21, 2018 for all students under signed contract on or before June 1, 2018.

Miscellaneous: This agreement may only be amended, modified, or supplemented by an agreement in writing signed by each party hereto, and any of the terms thereof may be waived, only by a written document signed by each party to this agreement or, in the case of waiver, by the party or parties waiving compliance. This agreement shall be governed by and construed in accordance with the laws of the State of Louisiana. Each party irrevocably submits to the exclusive jurisdiction and venue of the federal and state courts located in Orleans Parish, Louisiana in any legal suit, action, or proceeding arising out of or based upon this agreement or the Services provided hereunder. This agreement may be executed in multiple counterparts and by facsimile or PDF signature, each of which shall be deemed an original and all of which together shall constitute one instrument.

Questions regarding the provision of services and invoicing shall be directed to Debbie Hickman, Lighthouse Services Support & Data Coordinator at 899-4501 ext. 265.

Contracting Institution Name: Contract Administrator

Signature_____

Date_____

Print Name/Title_____

Phone / Email_____

Lighthouse Louisiana - President:

Signature_____

Print Name/Title Renee Vidrine, President

Date_____

ALL VOTES MUST BE LIVE, CAST ALOUD AND RECORDED



**RESOLUTION for FIRSTLINE SCHOOLS
FLS-RSL-18-0086**

COMMUNITIES IN SCHOOLS and FIRSTLINE SCHOOLS 2018-19 CONTRACT

WHEREAS, FirstLine Schools’ Board of Directors wishes to exercise appropriate oversight in the service contracts and Memoranda of Understanding above \$25,000 between FirstLine and its service providers and partners;

WHEREAS, Communities in Schools’ mission is to surround students with a community of support, empowering them to stay in school and achieve in life. CIS provides direct services and establishes partnerships among service agencies, business organizations, community members and the school to effectively provide the vital non-academic resources and supports that low-income and disadvantaged youth need to stay to succeed and stay on the path to graduation. CIS will provide a site coordinator to work in the school with students, staff and families. Through the work of CIS, partnerships are built that bring comprehensive resources and supports into the school to meet the needs of at-risk students and address risk factors known to be common among students who are in the process of dropping out of school for the 2018-19 school year for a total amount of \$465,000.

and WHEREAS, the FirstLine Schools’ Board of Directors has reviewed [Communities in Schools’ contract](#) for the 2018-2019 year;

BE IT RESOLVED, The Board of Directors, pursuant to this subjective revision; said contract will be modified to be of one year in duration and for each agreement to be signed by the school director that FirstLine Schools’, Chief Academic Officer, Sabrina Pence on behalf Samuel J. Green Charter School, Arthur Ashe Charter School, Langston Hughes Academy, Phillis Wheatley Community School, and FirstLine Live Oak Charter School and Chief Financial Officer, Gizelle Banks, authority to enter into contractual terms with Communities in Schools.

Approval For	Amount	Service Type
Communities in Schools	\$465,000	non-academic school resources and support for at risk youth.

Board Secretary _____

ALL VOTES MUST BE LIVE, CAST ALOUD AND RECORDED



Printed Name _____

Witness _____ Date _____

Printed Name _____

Votes cast-August 4, 2018

No	Board Member	Vote
1.	Greg St. Etienne, Vice President	
2.	Alison Hartman, Secretary	
3.	Monique Cola	
4.	Derius Harrell	
5.	Christian Rhodes	
6.	George Freeman	
7.	Christy Slater	
8.	Charles West	
9.	Carol Starr	



Communities In Schools

Our South

Communities in Schools of the Gulf South, Inc.
School Support Agreement for
Langston Hughes Academy

3. **Internationalization of Higher Education**

The process of internationalization of higher education is a complex one that involves many different stakeholders and a variety of different activities. It is a process that is ongoing and constantly evolving.

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- 1. **1.1** Internationalization of higher education is a process that involves many different stakeholders and a variety of different activities.
- 2. **1.2** Internationalization of higher education is a process that involves many different stakeholders and a variety of different activities.
- 3. **1.3** Internationalization of higher education is a process that involves many different stakeholders and a variety of different activities.

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4. **Internationalization of Higher Education**

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- 3. **1.3** Internationalization of higher education is a process that involves many different stakeholders and a variety of different activities.

1. The first step in the process of developing a curriculum is to identify the needs of the students and the community. This involves a thorough analysis of the current curriculum and the identification of gaps and areas for improvement.
2. The second step is to establish a curriculum committee. This committee should be composed of representatives from the school, the community, and the parents. The committee's role is to oversee the development and implementation of the curriculum.
3. The third step is to conduct a needs assessment. This involves gathering information about the students' interests, abilities, and needs. This information is used to guide the development of the curriculum.
4. The fourth step is to select the content and materials. This involves choosing the topics, concepts, and skills to be taught, as well as the textbooks, resources, and activities to be used.
5. The fifth step is to develop the curriculum plan. This involves creating a detailed outline of the curriculum, including the sequence of topics, the number of hours for each topic, and the assessment methods.
6. The sixth step is to implement the curriculum. This involves teaching the curriculum to the students and monitoring their progress.
7. The seventh step is to evaluate the curriculum. This involves assessing the effectiveness of the curriculum and making adjustments as needed.
8. The eighth step is to revise the curriculum. This involves updating the curriculum to reflect changes in the students' needs and the community's requirements.
9. The ninth step is to disseminate the curriculum. This involves sharing the curriculum with other schools and educators.
10. The tenth step is to continue to improve the curriculum. This involves ongoing evaluation and revision of the curriculum to ensure it remains relevant and effective.

1. The first part of the test is a listening exercise. It consists of 10 questions. You will hear a recording of a conversation between two people. You will have to listen carefully to the details of the conversation. The questions are multiple choice.
2. The second part of the test is a reading exercise. It consists of 10 questions. You will read a short text and answer the questions. The questions are multiple choice.
3. The third part of the test is a writing exercise. It consists of 10 questions. You will have to write a short text in response to the questions. The questions are open-ended.
4. The fourth part of the test is a speaking exercise. It consists of 10 questions. You will have to speak in response to the questions. The questions are open-ended.
5. The fifth part of the test is a grammar exercise. It consists of 10 questions. You will have to choose the correct form of the verb. The questions are multiple choice.
6. The sixth part of the test is a vocabulary exercise. It consists of 10 questions. You will have to choose the correct word. The questions are multiple choice.
7. The seventh part of the test is a pronunciation exercise. It consists of 10 questions. You will have to choose the correct pronunciation of the word. The questions are multiple choice.
8. The eighth part of the test is a functional language exercise. It consists of 10 questions. You will have to choose the correct phrase. The questions are multiple choice.
9. The ninth part of the test is a strategy exercise. It consists of 10 questions. You will have to choose the correct strategy. The questions are multiple choice.
10. The tenth part of the test is a final exercise. It consists of 10 questions. You will have to choose the correct answer. The questions are multiple choice.

Administrative Management in the Public Sector

1. The public sector is a complex system of organizations and individuals that are organized to provide public services. The public sector is a key component of the national economy and is responsible for the provision of essential services to the population.

2. Organizational Structure

The organizational structure of the public sector is characterized by a high degree of hierarchy and a clear division of labor. The structure is designed to ensure the efficient delivery of public services.

Public sector organizations are typically organized into departments, divisions, and units.

3. Public Service

The public sector is responsible for the provision of a wide range of public services, including education, health care, social security, and public transport. The public sector is also responsible for the regulation of private industry and the provision of public infrastructure. The public sector is a key provider of social services and is responsible for the well-being of the population.

4. Public Sector Management

The public sector is managed by a variety of public sector management bodies, including the public sector commission, the public sector board, and the public sector council. These bodies are responsible for the overall management of the public sector and for ensuring that public services are delivered efficiently and effectively.

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The late 19th century was a period of rapid change in the United States. The industrial revolution had transformed the economy, and the population was growing rapidly. The country was expanding westward, and the government was struggling to manage the new territories.

The Gilded Age was a period of great wealth and corruption. The industrialists of the Northeast and Midwest were amassing fortunes, while the farmers in the West were struggling. The government was often influenced by these powerful interests, leading to a period of political reform.

1. The Gilded Age

The Gilded Age was a period of rapid industrialization and economic growth. The United States was becoming a world power, and the country was expanding westward. The government was struggling to manage the new territories, and the population was growing rapidly.

2. Political Reform

The Gilded Age was a period of political reform. The government was struggling to manage the new territories, and the population was growing rapidly.

- 1. The Gilded Age
- 2. Political Reform
- 3. The Progressive Era
- 4. The Spanish-American War
- 5. The Philippine-American War
- 6. The United States and the World
- 7. The United States and the World
- 8. The United States and the World
- 9. The United States and the World
- 10. The United States and the World

3. The Progressive Era

The Progressive Era was a period of social and political reform. The government was struggling to manage the new territories, and the population was growing rapidly. The Progressive Era was a period of social and political reform.

Continuity of service of the trustee in a trust agreement
Trust Agreement

The trustee is a person who holds property for the benefit of another person. The trustee is a person who holds property for the benefit of another person. The trustee is a person who holds property for the benefit of another person.

Trust Agreement





Communities in Schools of Greater New Orleans, Inc.
Memorandum Agreement for
Arthur A. Breaux Charter School

2. Corporate Governance

The board of directors is the highest authority in the company and is responsible for the overall management and control of the company. The board is elected by the shareholders and is responsible for the company's performance and the interests of the shareholders.

The board of directors is responsible for the company's strategy, financial performance, and the interests of the shareholders. The board is also responsible for the company's compliance with the law and the ethical standards of the industry. The board is elected by the shareholders and is responsible for the company's performance and the interests of the shareholders.

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1. The following information is for the year ended 31/12/2020. The company has a number of departments and the following information is available for each department.

2. The following information is for the year ended 31/12/2020. The company has a number of departments and the following information is available for each department.

3. The following information is for the year ended 31/12/2020. The company has a number of departments and the following information is available for each department.

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7. The following information is for the year ended 31/12/2020. The company has a number of departments and the following information is available for each department.

8. Accounting

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10. Accounting

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11. The following information is for the year ended 31/12/2020. The company has a number of departments and the following information is available for each department.

10. **CONCLUSIONS**

The first part of the paper is devoted to the study of the asymptotic behavior of the solutions of the system (1) for large values of the parameter ϵ . It is shown that the solutions of the system (1) are asymptotically equivalent to the solutions of the system (2) for large values of ϵ .

In the second part of the paper the asymptotic behavior of the solutions of the system (1) is studied for small values of the parameter ϵ . It is shown that the solutions of the system (1) are asymptotically equivalent to the solutions of the system (3) for small values of ϵ . The asymptotic behavior of the solutions of the system (3) is studied in the third part of the paper. It is shown that the solutions of the system (3) are asymptotically equivalent to the solutions of the system (4) for small values of ϵ .

11. **REFERENCES**

1. A. A. Andronov, *Mathematical Theory of Nonlinear Oscillations*, Moscow, 1966.

2. A. A. Andronov and A. G. Vitushkin, *Mathematical Theory of Nonlinear Oscillations*, Moscow, 1977.

3. A. A. Andronov and A. G. Vitushkin, *Mathematical Theory of Nonlinear Oscillations*, Moscow, 1979.

4. A. A. Andronov and A. G. Vitushkin, *Mathematical Theory of Nonlinear Oscillations*, Moscow, 1981.

5. A. A. Andronov and A. G. Vitushkin, *Mathematical Theory of Nonlinear Oscillations*, Moscow, 1983.

6. A. A. Andronov and A. G. Vitushkin, *Mathematical Theory of Nonlinear Oscillations*, Moscow, 1985.

7. A. A. Andronov and A. G. Vitushkin, *Mathematical Theory of Nonlinear Oscillations*, Moscow, 1987.

8. A. A. Andronov and A. G. Vitushkin, *Mathematical Theory of Nonlinear Oscillations*, Moscow, 1989.

12. **APPENDIX**

The following table shows the asymptotic behavior of the solutions of the system (1) for large values of the parameter ϵ . It is shown that the solutions of the system (1) are asymptotically equivalent to the solutions of the system (2) for large values of ϵ .

13. **REFERENCES**

1. A. A. Andronov, *Mathematical Theory of Nonlinear Oscillations*, Moscow, 1966.

2. A. A. Andronov and A. G. Vitushkin, *Mathematical Theory of Nonlinear Oscillations*, Moscow, 1977.

3. A. A. Andronov and A. G. Vitushkin, *Mathematical Theory of Nonlinear Oscillations*, Moscow, 1979.

4. A. A. Andronov and A. G. Vitushkin, *Mathematical Theory of Nonlinear Oscillations*, Moscow, 1981.

IV. Introduction to the Study

V. Conclusion



Communities in Schools

Gulf South

Communities in Schools of the Gulf South, Inc.
Mutual Support Agreement for
The OIA Academy

1. State Sovereignty and Federalism

The principle of state sovereignty is a central element of the federal system. It means that each state has the authority to govern itself, subject to the limitations of the federal Constitution.

State sovereignty is not absolute, however. The federal government has certain powers that are reserved for it, and the states have certain powers that are reserved for them. The Tenth Amendment to the Constitution states: "The powers not delegated to the United States by the Constitution, nor prohibited to the States by it, are reserved to the States respectively, or to the people."

State Sovereignty

- 1. State Sovereignty is the power of a state to govern itself, free from external interference.
- 2. State Sovereignty is a key principle of federalism.
- 3. State Sovereignty is a key principle of the federal system.

State sovereignty is a key principle of federalism. It means that each state has the authority to govern itself, subject to the limitations of the federal Constitution.

2. State Sovereignty and Federalism

State Sovereignty and Federalism

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- 3. State Sovereignty is a key principle of the federal system.

Computer Science 101: Introduction to Algorithms

1. The first step in solving a problem is to understand the problem. This involves identifying the input and output, and determining the constraints. Once the problem is understood, the next step is to design an algorithm. An algorithm is a sequence of steps that can be followed to solve the problem. The algorithm should be efficient, meaning that it should use as few resources as possible to solve the problem. Finally, the algorithm should be implemented in a programming language. This involves translating the algorithm into code that a computer can execute.
2. The second step in solving a problem is to analyze the algorithm. This involves determining the time and space complexity of the algorithm. Time complexity is a measure of the amount of time an algorithm takes to run. Space complexity is a measure of the amount of memory an algorithm uses. Analyzing the complexity of an algorithm allows us to compare different algorithms and choose the one that is most efficient for a given problem.
3. The third step in solving a problem is to test the algorithm. This involves running the algorithm on a set of test cases. The test cases should be chosen to represent a wide range of possible inputs. By testing the algorithm, we can verify that it works correctly and that it is efficient.
4. The fourth step in solving a problem is to optimize the algorithm. This involves making changes to the algorithm to make it run faster or use less memory. Optimization is often done by hand, but it can also be done automatically using tools like compilers and optimizers.
5. The fifth step in solving a problem is to document the algorithm. This involves writing a clear and concise description of the algorithm. The description should include the input and output, the steps of the algorithm, and the time and space complexity. Documenting the algorithm makes it easier for others to understand and use.
6. The sixth step in solving a problem is to communicate the algorithm. This involves presenting the algorithm to others, either in a classroom or in a professional setting. Communicating the algorithm allows us to share our knowledge and to receive feedback from others.
7. The seventh step in solving a problem is to evaluate the algorithm. This involves comparing the algorithm to other algorithms and determining its relative performance. Evaluation is often done using benchmarks, which are standard test cases that are used to compare different algorithms.
8. The eighth step in solving a problem is to improve the algorithm. This involves making changes to the algorithm to make it even more efficient. Improving the algorithm is often done by hand, but it can also be done automatically using tools like compilers and optimizers.
9. The ninth step in solving a problem is to maintain the algorithm. This involves keeping the algorithm up-to-date and ensuring that it continues to work correctly. Maintenance is often done by hand, but it can also be done automatically using tools like version control systems.
10. The tenth step in solving a problem is to reuse the algorithm. This involves using the algorithm to solve other problems. Reusing the algorithm allows us to save time and effort by not having to start from scratch each time we solve a new problem.

Chapter 1: Introduction to Algorithms

Introduction to the History of Mathematics

1. The history of mathematics is a long and varied one, spanning thousands of years and cultures.
 2. The earliest known mathematical records are the clay tablets from Mesopotamia, which date back to around 3000 BC.
 3. The ancient Egyptians and Greeks made significant contributions to the field, including the discovery of the Pythagorean theorem.
 4. The Islamic Golden Age saw a resurgence of mathematical knowledge, with scholars like Al-Khwarizmi and Ibn al-Haytham making important discoveries.
 5. The Renaissance brought a renewed interest in mathematics, leading to the work of figures like Fibonacci and Simon Stevin.
 6. The 17th and 18th centuries were marked by the work of Newton and Leibniz, who developed calculus, and the work of Euler, who made significant contributions to number theory.
 7. The 19th century saw the development of set theory and the work of mathematicians like Gauss and Riemann.
 8. The 20th century was a period of rapid advancement, with the discovery of quantum mechanics and the development of modern physics.
 9. The history of mathematics is a testament to the human ability to understand and describe the world around us.
 10. The study of the history of mathematics provides a valuable perspective on the development of our current mathematical knowledge.
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 - The history of mathematics is a testament to the human ability to understand and describe the world around us.
 - The study of the history of mathematics provides a valuable perspective on the development of our current mathematical knowledge.

Introduction to the Study of Mathematics

The purpose of this course is to provide a solid foundation in the basic concepts and techniques of mathematics. This course is designed for students who are new to the study of mathematics and who need a strong background in the subject.

1. The Real Number System

The real number system is the set of all numbers that can be represented on a number line. It includes the rational numbers and the irrational numbers.

Number line: _____

2. The Real Number System

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Introduction of the Financial Management System

The financial management system is a key component of the organization's overall management system. It is responsible for the efficient and effective use of the organization's financial resources. The system is designed to provide accurate and timely financial information to management and other stakeholders.

The system is based on the principles of financial management, which include the identification, measurement, and control of financial resources. The system is designed to provide a clear and concise picture of the organization's financial performance and position. It is a critical tool for management to make informed decisions about the organization's financial future.

1. Objectives of the System

The primary objective of the financial management system is to provide accurate and timely financial information to management and other stakeholders. This information is used to make informed decisions about the organization's financial future. The system also aims to improve the efficiency and effectiveness of the organization's financial operations.

2. Components of the System

The financial management system consists of several key components:

- Accounting System
- Financial Reporting System
- Financial Control System
- Financial Planning System

The accounting system is the foundation of the financial management system. It is responsible for recording and summarizing the organization's financial transactions.

- Accounting System
- Financial Reporting System
- Financial Control System
- Financial Planning System

3. Importance of the System

The financial management system is a critical tool for management to make informed decisions about the organization's financial future. It provides a clear and concise picture of the organization's financial performance and position. The system is designed to improve the efficiency and effectiveness of the organization's financial operations.

The authors have no competing financial interests. The authors have no competing financial interests. The authors have no competing financial interests.

Author	Address	Country
Dr. [Name]	[Address]	[Country]



Communities In Schools

DuS South

Communities in Schools of the DuS South, Inc.
School Support Agreement for
Jeffrey L. Davis Charter School

1. Accounting and Business

The primary purpose of accounting is to provide information about the financial performance and position of a business. This information is used by management, investors, and other stakeholders to make informed decisions.

Accounting is a systematic process of recording, summarizing, and reporting in monetary terms the transactions and events which are in part at least of financial character, and interpreting the results thereof. It is a discipline that provides a common language for business transactions and events, allowing them to be recorded, summarized, and reported in a way that is understandable to all.

- 1. **Recording** - The process of capturing financial transactions as they occur.
- 2. **Summarizing** - The process of condensing large amounts of data into a more manageable format.
- 3. **Reporting** - The process of communicating financial information to stakeholders.

Accounting is a vital part of any business, providing the information needed to make informed decisions and to ensure the long-term success of the organization.

2. Accounting Principles and Practices

Accounting Principles

Accounting principles are the guidelines that govern the recording and reporting of financial transactions. These principles ensure that financial statements are prepared in a consistent and reliable manner.

- 1. **Consistency** - The principle that requires a business to use the same accounting methods from period to period.
- 2. **Objectivity** - The principle that requires financial statements to be based on objective evidence.
- 3. **Full Disclosure** - The principle that requires a business to disclose all relevant financial information.

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1. Introduction

The purpose of this report is to provide a comprehensive overview of the project and its findings.

Date: _____ Page: _____ of _____

2. Objectives

The primary objectives of this study were to investigate the impact of the proposed changes on the organization's performance. The study was designed to identify key areas for improvement and to provide actionable recommendations. The data collected was analyzed using statistical methods to determine the significance of the findings. The results of the study are presented in the following sections.

3. Methodology

The research methodology employed in this study was a combination of qualitative and quantitative approaches. Data was collected through a series of interviews and surveys. The analysis was conducted using a range of statistical techniques to ensure the validity and reliability of the results.

The study was conducted over a period of six months. The data was analyzed and the findings were presented to the management team. The results of the study are presented in the following sections.

4. Results and Discussion

The results of the study indicate that the proposed changes have had a significant impact on the organization's performance. The findings suggest that the changes have led to an increase in efficiency and a reduction in costs. The discussion of the results highlights the key areas for improvement and provides recommendations for future action.

The study has identified several key areas for improvement and has provided a range of recommendations for future action. The findings of the study are presented in the following sections.

1. Introduction: The purpose of this report is to provide a comprehensive overview of the current state of the market for [Product/Service] and to identify key trends and opportunities for growth.

2. Market Overview

The market for [Product/Service] has experienced significant growth over the past five years, driven by increasing demand for [Key Feature/Benefit]. This growth is expected to continue as the market matures and new entrants enter the space. Key factors influencing the market include [Factor 1], [Factor 2], and [Factor 3].

3. Competitive Landscape

The competitive landscape is highly fragmented, with several key players vying for market share.

- Company A: Market leader with a strong focus on [Key Feature].
- Company B: A major competitor offering a more affordable solution.
- Company C: A newer entrant with innovative technology.
- Company D: A niche player serving a specific segment.

Overall, the market is characterized by intense competition and rapid technological change.

- Company E: A global player with extensive distribution.
- Company F: A local player with deep industry expertise.
- Company G: A startup with a disruptive business model.
- Company H: A well-established player with a long history.

4. Key Trends and Opportunities

Several key trends are shaping the market, including the increasing adoption of [Technology/Trend]. This trend presents significant opportunities for companies that can leverage [Technology/Trend] to enhance their offerings and improve customer experiences. Additionally, the growing emphasis on [Trend 2] is creating new market segments and demand for [Product/Service].

Key opportunities for growth include expanding into new geographic markets, developing new product lines, and forming strategic partnerships. Companies that can effectively address these opportunities will be well-positioned for long-term success.

Year	Event
1800	...
1810	...
1820	...
1830	...
1840	...
1850	...
1860	...
1870	...
1880	...
1890	...
1900	...



Communities In Schools

Our South

Communities in Schools of the Gulf South, Inc.
School Support Agreement for
Mills Elementary Community School

2017-2018

1. Introduction to the Study of History

The study of history is a discipline that seeks to understand the past and its impact on the present. It involves the collection, analysis, and interpretation of evidence to reconstruct events and processes that have shaped human societies over time.

History is not just a collection of facts, but a way of thinking about the world. It helps us to understand the complexities of human behavior and the forces that have shaped our societies. By studying history, we can gain insights into the patterns of human development and the challenges we face today.

- 1. **Historical Context** - Understanding the time and place of an event is crucial for interpreting its significance.
- 2. **Primary Sources** - These are direct accounts or artifacts from the time being studied, such as letters, diaries, and photographs.
- 3. **Secondary Sources** - These are works that analyze and interpret primary sources, such as textbooks and scholarly articles.

History is a dynamic field that evolves as new evidence is discovered and as our understanding of the past deepens. It is a discipline that is both challenging and rewarding, offering a unique perspective on the human experience.

2. The Study of History: A Methodological Approach

Methodological Approaches to History

Historians use various methodological approaches to study the past. These approaches are based on different types of evidence and the questions they seek to answer. The most common approaches are:

- 1. **Archaeology** - The study of material remains from the past, such as tools, buildings, and artifacts, to understand human behavior and societies.
- 2. **Oral History** - The collection and analysis of spoken accounts, interviews, and testimonies to understand the experiences of individuals and communities.
- 3. **Quantitative History** - The use of statistical methods and mathematical models to analyze historical data and identify patterns and trends.

1. The first step in the process of developing a business plan is to conduct a market analysis. This involves identifying the target market, understanding the needs and preferences of the target audience, and assessing the competitive landscape. This information is crucial for determining the viability of the business idea and for developing a marketing strategy.
2. The second step is to develop a financial plan. This involves estimating the costs of the business, determining the revenue streams, and projecting the financial performance over a period of time. This plan is essential for securing financing and for monitoring the business's financial health.
3. The third step is to create a marketing and sales strategy. This involves identifying the most effective ways to reach the target market, developing a sales plan, and implementing a marketing campaign. This strategy is critical for generating leads and converting them into customers.
4. The fourth step is to develop an operational plan. This involves identifying the resources needed to run the business, determining the processes and procedures, and establishing a timeline for implementation. This plan is essential for ensuring that the business can operate efficiently and effectively.
5. The fifth step is to create a management team. This involves identifying the key roles and responsibilities, recruiting qualified individuals, and establishing a clear line of communication. A strong management team is essential for the success of the business.
6. The sixth step is to develop a risk management plan. This involves identifying the potential risks to the business, assessing their impact, and developing strategies to mitigate them. This plan is essential for protecting the business from unforeseen events.
7. The seventh step is to create a legal and regulatory framework. This involves identifying the legal requirements for the business, obtaining the necessary licenses and permits, and ensuring compliance with all applicable laws and regulations. This framework is essential for protecting the business from legal liabilities.
8. The eighth step is to develop a contingency plan. This involves identifying the potential scenarios that could lead to the failure of the business, determining the steps to be taken in each scenario, and establishing a timeline for implementation. This plan is essential for ensuring that the business can survive and recover from any setbacks.
9. The ninth step is to create a monitoring and evaluation system. This involves identifying the key performance indicators (KPIs) for the business, establishing a system for tracking and reporting on these indicators, and developing a process for reviewing and adjusting the business plan as needed. This system is essential for ensuring that the business is on track to achieve its goals.
10. The tenth step is to create a communication plan. This involves identifying the key messages for the business, determining the most effective ways to communicate these messages, and implementing a communication strategy. This plan is essential for building a strong brand and for maintaining a positive reputation.

Conclusion

CONSTITUTIONAL PRINCIPLES OF THE UNITED STATES & THE FEDERAL GOVERNMENT
THE FEDERAL GOVERNMENT

1. The federal government is a system of government that is organized into three branches: the executive, the legislative, and the judicial.
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**Administrative Form of the National Council on Economic Education
THE NATIONAL COUNCIL ON ECONOMIC EDUCATION**

1. **Name of the school, college or university to which this form is being sent:** _____

2. Applicant's Name

Address: _____

City: _____

3. Applicant's Grade

4. **Applicant's Address:** _____

5. Applicant's School

6. Applicant's School or College and District

7. _____

The budgetary process is a complex one, involving many different groups and individuals. It is a process that is designed to ensure that the organization has the resources it needs to meet its goals and objectives. The budgetary process is a key part of the financial management process and is essential for the success of any organization.

10.1: THE BUDGETARY PROCESS

The budgetary process is a complex one, involving many different groups and individuals. It is a process that is designed to ensure that the organization has the resources it needs to meet its goals and objectives. The budgetary process is a key part of the financial management process and is essential for the success of any organization.

10.2: THE BUDGETARY PROCESS

- 1. The budgetary process is a complex one, involving many different groups and individuals.
- 2. It is a process that is designed to ensure that the organization has the resources it needs to meet its goals and objectives.
- 3. The budgetary process is a key part of the financial management process and is essential for the success of any organization.
- 4. The budgetary process is a complex one, involving many different groups and individuals.
- 5. It is a process that is designed to ensure that the organization has the resources it needs to meet its goals and objectives.
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10.3: THE BUDGETARY PROCESS

The budgetary process is a complex one, involving many different groups and individuals. It is a process that is designed to ensure that the organization has the resources it needs to meet its goals and objectives. The budgetary process is a key part of the financial management process and is essential for the success of any organization.

Administrative Management - The Managerial Process

The manager's activities are organized into a series of administrative functions. These functions are: Planning, Organizing, Staffing, Directing, and Controlling.



ALL VOTES MUST BE LIVE, CAST ALOUD AND RECORDED



RESOLUTION for FIRSTLINE SCHOOLS
FLS-RSL-18-0087

ANet and FIRSTLINE SCHOOLS 2018-19 CONTRACT

WHEREAS, FirstLine Schools’ Board of Directors wishes to exercise appropriate oversight in the service contracts and Memoranda of Understanding above \$25,000 between FirstLine and its service providers and partners;

WHEREAS ANET provides an online platform for resources, assessments and report analysis for the 2018-19 school year for a total amount of \$95,000.;

WHEREAS, the FirstLine Schools’ Board of Directors has reviewed [ANET’s agreement](#) for the 2018-2019 year; and

BE IT RESOLVED, that the Board of Directors authorizes Chief Executive Officer, Jay Altman, and Chief Financial Officer, Gizelle Banks, authority to enter into contractual terms with Achievement Network (“ANET”)on behalf of FirstLine Schools.

Approval For	Amount	Service Type
ANet	\$95,000	Online platform

Board Secretary _____

Printed Name _____

Witness _____ Date _____

Printed Name _____

Votes cast-August 4, 2018

No	Board Member	Vote
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ALL VOTES MUST BE LIVE, CAST ALOUD AND RECORDED



1.	Greg St. Etienne, Vice President	
2.	Alison Hartman, Secretary	
3.	Monique Cola	
4.	Derius Harrell	
5.	Christian Rhodes	
6.	George Freeman	
7.	Christy Slater	
8.	Charles West	
9.	Carol Starr	

Program Agreement

This Program Agreement (this "Agreement") is between The Achievement Network, LTD., a Massachusetts nonprofit corporation with a principal place of business at One Beacon Street, Boston, Massachusetts 02108 ("ANet") and the member listed below ("Member"). Each of ANet and Member may be referred to herein individually as a "Party" or collectively as the "Parties." This Agreement includes, collectively, (1) this Cover Sheet, (2) the attached Program Description Page, (3) the attached Member Data Page, and (4) the attached Standard Terms and Conditions.

Member: FirstLine Schools New Orleans
Address: PO Box 791729, New Orleans, LA 70179
Phone: (504) 267-9038

Invoicing Contact:	Invoicing Email: fls.budget@firstlineschools.org
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Effective Date: The earlier of (a) the date this Agreement is last signed below, and (b) the provision of services by ANet to Member hereunder.

Program Dates: July 1, 2018 - June 30, 2019

Fees and Payment Schedule:

School Name	Program Fee	Assessment Format	Online Assessment Fee	Total Fees
Arthur Ashe Charter School	\$16,000	Grades 3-4: Paper/Pencil Grades 5-8: Online	\$3,600	\$19,600
Langston Hughes Academy	\$16,000	Grades 3-4: Paper/Pencil Grades 5-8: Online	\$3,400	\$19,400
Samuel J Green Charter School	\$16,000	Grades 3-4: Paper/Pencil Grades 5-8: Online	\$2,400	\$18,400
Phillis Wheatley Community School	\$16,000	Grades 3-4: Paper/Pencil Grades 5-8: Online	\$3,200	\$19,200
FirstLine at Live Oak	\$16,000	Grades 3-4: Paper/Pencil Grades 5-8: Online	\$2,400	\$18,400
Total	\$80,000	--	\$15,000	\$95,000

Total Payment: \$ 95,000.00 _____

Payment Information:

50% of Fees due by July 1, 2018 \$ 47,500.00 _____

Balance of Fees due by September 1, 2018 \$ 47,500.00 _____



Each of the Parties has caused this Agreement to be executed on its behalf by its duly authorized representatives as of the Effective Date and agrees that an electronic signature of a duly authorized representative constitutes a valid signature for such Party.

MEMBER

By: _____

Print Name: _____

Title: _____

Date: _____

**DocuSigned by:
THE ACHIEVEMENT NETWORK, LTD.**

By: *Madeline Brown* _____
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Print Name: Madeline Brown

Title: Executive Director

Date: 5/25/2018

Program Agreement

Program Description Page

Program Description: ANet will provide:

1. ONLINE PLATFORM

Access for every teacher and administrator to ANet's online platform myANet, containing

- a. RESOURCES
 - i. Planning – Resources, protocols and templates to facilitate planning, including the ANet Schedule of Assessed Standards, Standards and Objectives Guides aligned to State Standards and Common Core Standards, and example lesson or instructional plans
 - ii. Professional Learning materials - sessions, videos, and virtual learning modules that provide guidance on planning from texts and standards and teaching and learning cycle practices
 - iii. Platform materials - screencasts and guides to using features found on myANet
- b. ASSESSMENT MATERIALS
 - i. Up to 4 regularly scheduled interim assessments in Mathematics for grades 3,4,5,6,7,8
 - ii. Up to 4 regularly scheduled interim assessments in English Language Arts for grades 3,4,5,6,7,8
 - iii. Quiz Tool access – Assessment tool for teachers
- c. REPORTING AND ANALYSIS
 - i. Online Reports containing analysis of scheduled interim assessment results (the “Reports”), which include:
 1. Member student summaries by whole school, class, grade and student level
 2. Item analysis by grade
 3. Member Network comparisons and out of Network comparisons available through <https://my.achievementnetwork.org>. A “Network” includes all ANet member schools assigned to Member’s Network. “Member’s Network” includes all schools sharing the same Schedule of Assessed Standards as Member.

2. INTERIM ASSESSMENT LOGISTICS AND SUPPORT

- a. Electronic delivery for all scheduled interim assessment materials and answer sheets
- b. If purchasing paper-based assessments:
 - i. Printing of paper assessments as determined by Member (additional fees apply)
 - ii. FedEx pick-up at school site for paper assessment answer sheets
 - iii. Scanning and scoring for multiple choice portions of assessment answer sheets
- c. If purchasing online assessments:
 - i. Coordinating set-up for access to online assessments including login-ins
 - ii. Scoring for machine scored portions of assessment
- d. Logistics training for key personnel at school site
- e. Ongoing support via phone and email

3. NETWORK EVENTS

- a. Each ANet Network may offer additional optional specific professional learning events throughout the school year for Member and other ANet partner schools to access. The exact offering number and type will vary by Network.
- b. Events may include but are not limited to the following:
 - i. Professional learning series: A professional learning series is an opportunity to bring leaders together to learn from each other and from ANet facilitators on a topic.
 - ii. Network meeting: An opportunity to bring schools together across the network to learn from each other and from ANet facilitators (typically offered fall/winter and/or spring). These events often provide opportunities for sharing best practices across schools.
 - iii. Learning walk: An opportunity to bring participants together in schools to learn from each other through observation and debrief.
 - iv. Artifact review: An opportunity to bring leaders together to look at teacher plans and/or student work from classrooms where practice is shifting as a result of the content shared through

professional learning.

4. MEMBER RESPONSIBILITIES

- a. Member will work with its information technology team to ensure that emails from 'achievementnetwork.org' are not blocked or filtered as spam.
- b. Member will provide to ANet within six (6) weeks of the beginning of the applicable school year teacher information for all ANet-involved teachers, including (1) name, (2) grade and subject taught, and (3) email address, updated as necessary to reflect changes in the staffing structure.
- c. Member will provide to ANet by the end of the applicable calendar year school-level targets for state assessments.

Program Agreement

Member Data Page

Member Data:

Member will provide the following information:

1. For the year prior to the Program Start Date, and all years during the Program (Optional):

a. *To be provided when available:*

- i. State assessment outcomes (1) by student, including student demographic information, scaled scores, and proficiency levels, and (2) by grade, including number of students at each proficiency band and total number of students tested.
- ii. Student outcomes when available, including (1) mobility rate, (2) retention rate (students “held back”), and (3) graduation or progression rate.

b. *To be provided by the end of the applicable calendar year, or when available:*

- i. School-level demographics, including (1) total enrollment, (2) percentage of students in each race/ethnic category, (3) percentage ELL/FEP/LEP/NEP, (4) percentage special education/students with disabilities, (5) percentage FRL, and (6) Title I status.

2. For all years during the Program:

a. *To be provided within six (6) weeks of the beginning of the applicable school year:*

- i. Required Student information, including (1) first name, (2) last name, (3) birthdate or SASID, (4) grade. This information should be updated regularly within the online platform to reflect changes in the student body.
- ii. Required Enrollment information, including (1) class name, (2) subject, (3) teacher first name, (4) teacher last name, (5) teacher email for access to myANet
- iii. Optional Student Information, including (1) race/ethnicity, (2) FRL, ELL/FEP/LEP/NEP, special education status

Program Agreement

Standard Terms and Conditions

BACKGROUND

ANet offers a program consisting of educational services and materials, including an online platform (the “Platform”), curriculum and teaching resources, assessment materials, assessment analysis, training and coaching and network events, as described on the Program Description Page (collectively, the “Program”). Member desires to use the Program in accordance with the terms and conditions set forth herein.

1. THE PROGRAM

1.1 Program: ANet agrees to implement the Program for Member during the Term. Member agrees to commit the resources and personnel necessary to fully participate in the Program.

1.2 Use Rights: Subject to the terms of this Agreement and effective as of the Program Start Date (as defined on the Cover Sheet), ANet hereby grants to Member the following use rights, during the Term:

(a) *Access to the Platform*: a non-exclusive, non-transferable right to access and use the Platform, solely for Member’s internal education-related purposes in connection with the implementation of the Program.

(b) *Assessment Materials*: a non-exclusive, non-transferable license to use, reproduce and distribute solely to Permitted Users (as defined below) the Assessment Materials (as defined on the Program Description Page) provided to Member during the Program, solely for Member’s internal education-related purposes in connection with the implementation of the Program.

(c) *Resources*: a non-exclusive, non-transferable license to use and reproduce in hard copy form the Resources (as defined on the Program Description Page) provided to Member during the implementation of the Program, solely for Member’s internal, informational purposes related to Member’s educational mission.

(d) *Other Downloadable Content*: with respect to such additional content and materials that are owned by or licensed to ANet and made available for download by Member through proper use of the Platform (collectively, “Additional Content”, and together with the Assessment Materials and Resources, “ANet Content”), a non-exclusive, non-transferable license to download a copy of any portion of such Additional Content, and use such Additional Content solely for Member’s internal

education-related purposes in connection with the implementation of the Program.

1.3 Permitted Users. “Permitted Users” shall mean Member’s personnel who have a professional need to know or need to access the Platform and ANet Content in connection with the implementation of the Program. ANet will either issue to Member or authorize a Member administrator to create and issue to each Permitted User, a user identification number and/or password for access to and use of the Platform. Member and its Permitted Users are responsible for maintaining the confidentiality of all user identification numbers and/or passwords and for ensuring that each user identification number and/or password is used only by the Permitted User to which it was issued. Member shall be solely responsible for the Permitted Users’ compliance with this Agreement, and for any and all activities that occur under Member’s account. Member will restrict Permitted Users from sharing passwords. Member will immediately notify ANet of any unauthorized use of Member’s account or any user identification number and/or password, or any other breach of security known to Member. Member will ensure that it has obtained any and all necessary and appropriate consents from students and parents to (a) provide student personally identifying information to ANet, and (b) establish student accounts and student access to the Platform. ANet will have no liability for any liability arising from Member’s failure to comply with the terms set forth in this Section.

1.4 Restrictions. The rights and licenses set forth in Section 1.2 are granted subject to the following restrictions:

(a) The Platform and ANet Content shall be used or accessed only by Permitted Users;

(b) Results of the Assessment Materials may not be used for the purposes of evaluating or determining the employment status of personnel of Member;

(c) Member shall not, directly or indirectly, and Member shall not encourage or assist, or knowingly permit any User to: (i) reverse engineer, decompile, disassemble or otherwise attempt to discover the object code or source code of the Platform; (ii) modify, translate, or create derivative works based on any element of the Program or the Platform; (iii) license, sublicense, sell, resell, rent, lease, distribute, assign, or transfer its rights to use the Platform or any elements of the Program, or otherwise commercially exploit or make available to any third party any portion of the Platform or Program; (iv) use the Program for timesharing purposes, to process data on behalf of third parties, or otherwise

for the benefit of any person or entity other than for the benefit of Member and Permitted Users at Member's facility; (v) remove any proprietary notices from any materials furnished or made available to Member; (vi) publish any evaluation of the Platform without ANet's prior written consent; (vii) use the Platform for any purpose other than its intended purpose; (viii) use or access the Platform from or for the benefit of any facility or location other than the Member's primary facility; (ix) circumvent or otherwise interfere with any user authentication or security of the Platform, or disrupt the integrity or performance of the Platform; (x) attempt to gain unauthorized access to the Platform or its related systems or networks or any ANet Content; or (xi) use the Platform to store or transmit infringing, libelous, or otherwise unlawful or tortuous content or material, or to store or transmit content or material in violation of any rights of any third party.

1.5 Ownership; Reservation of Rights. Subject only to the rights expressly granted to Member under this Agreement, as between ANet and Member, all rights, title and interest in and to the Platform and the ANet Content, and any other ANet materials furnished or made available hereunder, and all modifications and enhancements thereof, including all copyright rights, patent rights and other intellectual property rights in each of the foregoing, will remain with and belong exclusively to ANet or ANet's licensors and providers, as applicable.

1.6 Feedback. The Parties acknowledge that Member or Permitted Users may, from time to time, provide to ANet ideas, feedback and suggestions about the Platform (collectively, "Feedback"). ANet and its licensors and providers shall be free to use such Feedback as they see fit without obligation of any kind to Member.

2. MEMBER MATERIALS; MEMBER DATA; MEMBER GENERATED CONTENT

2.1 Member Materials and Member Data. "Member Materials" means any and all information or materials provided to ANet by Member in connection with the implementation of the Program, including, without limitation, the Member Data and student performance results on the scheduled interim assessments (as defined on the Member Data Page).

2.2 Provision of Member Materials. Member agrees to provide ANet with all Member Materials necessary or desirable for ANet to implement the Program, including without limitation the Member Data. Such Member Materials shall be provided promptly when requested or otherwise agreed by the Parties, provided that the Member Data shall be provided in accordance with the timing set forth on the

Member Data Page. Member acknowledges that timely provision of such Member Materials is essential to the success of the Program. Member represents to ANet that it has all necessary rights to provide such Member Materials (including the Member Data) to ANet.

2.3 Access to Member Data Through State and Other Agencies. Member agrees to allow relevant agencies, including but not limited to the state education agency or local education agency to directly release registration, demographic and performance data for Member to ANet.

2.4 License to Member Materials. Subject to the terms and conditions of this Agreement, Member hereby grants to ANet a worldwide, non-exclusive, irrevocable, assignable, royalty-free, perpetual license to use, reproduce, distribute, display and create derivative works of Member Materials in connection with the implementation of the Program.

2.5 Reports. Member acknowledges and agrees that Member Data, and the student performance on the scheduled interim assessments at the grade, school and organizational level, may be disclosed, published, distributed and otherwise used by ANet in Reports (as defined on the Program Description Page) provided to Member. Such Reports shall comply at all times with Section 5 of this Agreement, as well as with the Family Educational Rights and Privacy Act of 1974 ("FERPA").

2.6 Aggregate Data. During or following the Term, ANet and its subcontractors shall have the right to disclose, distribute and use any Member Materials and any other information input into the Platform ("Input Data"), as part of an aggregate set of data that does not identify any such data as being related to any specific Member student ("Aggregated Data"). Member acknowledges that ANet and its subcontractors may (a) compile Aggregated Data based on Member Materials and Input Data, and (b) distribute such Aggregated Data to third parties.

2.7 Use of Member Materials. Except as otherwise set forth in this Agreement, ANet shall not use, disclose or distribute to third parties Member Materials other than (a) as part of Aggregated Data, (b) to its subcontractors who require such information in connection with the implementation of the Program, (c) to third parties for research and evaluation purposes, or (d) for its own internal professional development or evaluative purposes to help improve ANet products and services. For clarity, the results of any research described in the foregoing clause (c) may be disclosed, published, distributed and otherwise used by ANet without restriction, provided that Member Materials is not revealed in such disclosure, publication, distribution or use other than as part of Aggregated Data. Member hereby grants to ANet and its subcontractors a non-exclusive, perpetual,

irrevocable, worldwide, royalty-free, fully paid license to use, reproduce, modify and distribute the Member Materials and Input Data in connection with the uses described in the foregoing clauses (a)-(d).

2.8 Member Generated Content.

(a) Member is solely responsible for all “Member Generated Content” (defined below) and Users use of the Member Generated Content. ANet does not guarantee the accuracy, integrity or quality of Member Generated Content. ANet obtains no ownership rights to Member Generated Content. By using ANet’s services, Member approves of ANet’s right to access, retain, use and disclose Member Content solely for the purpose of providing Services hereunder.

(b) Member represents and warrants that it has all necessary rights and authority in the Member Generated Content to permit ANet to display such content on the Platform without infringing the rights of any copyright owners, violating any applicable laws or violating the terms of any license or agreement to which it is bound.

(c) During the Term, Member permits ANet the right to publicly perform, publicly display and digitally perform the Member Generated Content only on or in conjunction with the use and hosting of the Platform in accordance with the terms of this Agreement. Member grants no rights other than expressly granted herein, and ANet will not exceed the scope of its license hereunder.

(d) “Member Generated Content” means any Quiz Tool items or other third party content, tools or resources imported or posted by Member to the Platform.

2.9 Student Records. With respect to any access by ANet to any “Education Records” (as such term is defined in FERPA held by Member under or in connection with this Agreement, ANet shall be acting as a legal agent and shall be deemed to be a “school official” (as such term is defined under FERPA) of Member. As between the Parties, any Education Records protected by FERPA submitted to ANet by Member in connection with this Agreement shall be deemed the Confidential Information of Member subject to Section 5. ANet agrees not to disclose any FERPA protected Education Record to any third party except as permitted by FERPA or as authorized or permitted by Member or this Agreement. ANet will implement or cause to be implemented technical and administrative security measures to protect the confidentiality, integrity and security of the Education Records as further detailed in Section 2.10 below.

2.10 Data Security. ANet certifies that it and, after reasonable investigation, diligence and inquiry, its vendors,

consultants, contractors and other parties engaged by ANet in contact with Member Materials have established, implemented, and will maintain comprehensive information security programs detailing administrative, technical, and physical safeguards designed to ensure the security and confidentiality of Member Materials, protect against anticipated threats or hazards to the security and integrity of Member Materials, protect against unauthorized access to or use of Member Materials, and provide for the proper disposal of Member Materials, all as required by applicable law and this Agreement. During the Term, Member reserves the right to assess ANet’s controls and security practices to ensure compliance with these requirements one time per calendar year, upon 14 business days’ advance notice to ANet and during ANet’s normal business hours. All costs incurred by Member for such assessments shall be at Member’s expense.

3. **FEES; PAYMENT TERMS**

3.1 Fees; Payment Terms. All payments for fees as set forth on the Cover Sheet shall be made by Member or, if applicable and as set forth on the Cover Sheet, by a sponsoring entity on behalf of Member, to ANet in accordance with the payment schedule set forth on the Cover Sheet. Payments are non-refundable and cannot be pro-rated. ANet reserves the right to terminate services related to the Program and this Agreement if any payment is more than thirty (30) days past due.

3.2 Printing. Member is responsible for all printing and printing costs associated with duplicating the Assessment Materials prior to the administration of each assessment, as set forth on the cover sheet.

4. **TERM, TERMINATION**

4.1 Term. Unless earlier terminated as described below, the term of the Agreement shall commence on the Effective Date and continue for the period set forth on the Cover Sheet (the “Term”).

4.2 Termination. Each Party may terminate this Agreement upon written notice in the event the other Party commits any material breach of this Agreement and fails to cure such breach within thirty (30) days after written notice of such breach.

4.3 Obligations on Termination.

(a) Upon the expiration or termination of this Agreement, Member shall (a) cease using the Platform and all ANet Content, and (b) promptly return to ANet or, at ANet’s option, destroy, all copies of any ANet Content in Member’s possession or control.

(b) During the 30 days following termination or expiration of this Agreement, ANet will not erase any Member Generated Content and Member may retrieve Member Generated Content from the Platform without assistance from ANet.

4.4 Survival. The following Sections shall survive any expiration or termination of this Agreement: Sections 1.5, 1.6, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 3, 4.3, 4.4, 5, 6, 7, 8, 9, 10, 11 and 12.

5. CONFIDENTIALITY

5.1 Confidential Information.

(a) *Definition*: “Confidential Information” means any and all information or data, regardless of whether it is in tangible form, disclosed orally or in writing, by either Party (the “Disclosing Party”) to the other Party (the “Receiving Party”), (a) that the Disclosing Party has identified as confidential or proprietary (either orally or in writing), and (b) such information which is reasonably understood by a reasonable person to be confidential or proprietary information of the Disclosing Party; provided, however, that in any event ANet’s Confidential Information shall include (i) all information relating to the Program, including without limitation the ANet Content and the Platform, and (ii) the terms of this Agreement, including without limitation pricing information.

(b) *Exclusions*: Information and data will not be deemed “Confidential Information” if such information: (i) is known to the Receiving Party prior to receipt from the Disclosing Party directly or indirectly from a source other than one having an obligation of confidentiality to the Disclosing Party; (ii) becomes known (independently of disclosure by the Disclosing Party) to the Receiving Party directly or indirectly from a source other than one having an obligation of confidentiality to the Disclosing Party; (iii) becomes publicly known or otherwise ceases to be secret or confidential, except through a breach of this Agreement by the Receiving Party; or (iv) is independently developed by the Receiving Party without use of or reference to the Disclosing Party’s Confidential Information.

(c) *Obligations*: The Parties shall use reasonable measures to protect the secrecy of, avoid disclosure and unauthorized use or reproduction of the other Party’s Confidential Information. Without restricting or otherwise limiting the exercise by a Party of the rights and licenses expressly granted to it under this Agreement, Confidential Information may be disclosed to only (1) such employees and consultants of the Parties as

may have a need to know such information in connection with the exercise of its rights and performance of its obligations under this Agreement, and (2) legal or financial advisors of the Parties, provided that such employees and consultants are bound by written agreements, and advisors are bound by ethical duties, in each case respecting such Confidential Information in accordance with the terms of this Section 5.1.

6. REPRESENTATIONS, WARRANTIES AND EXCLUSIONS

6.1 Representations and Warranties. ANet represents and warrants to Member that ANet shall implement the Program in a professional and workmanlike manner. Each Party represents and warrants to the other Party that such Party has the required rights, power and authority to enter into this Agreement and to grant all rights, authority and licenses granted hereunder.

6.2 Disclaimer. EXCEPT AS EXPRESSLY SET FORTH HEREIN, THE PROGRAM (INCLUDING WITHOUT LIMITATION THE PLATFORM AND ANET CONTENT) IS PROVIDED “AS IS” WITHOUT ANY WARRANTY OF ANY KIND AND ANET DISCLAIMS ANY AND ALL WARRANTIES, INCLUDING, BUT NOT LIMITED TO IMPLIED WARRANTIES OF MERCHANTABILITY, TITLE, NON-INFRINGEMENT, AND FITNESS FOR A PARTICULAR PURPOSE. MEMBER ACKNOWLEDGES THAT ANET DOES NOT WARRANT THAT THE PROGRAM (INCLUDING WITHOUT LIMITATION THE PLATFORM) WILL BE PROVIDED IN AN UNINTERRUPTED OR ERROR FREE FASHION AT ALL TIMES, OR THAT THE PROGRAM WILL MEET MEMBER’S REQUIREMENTS.

7. INDEMNIFICATION

7.1 Indemnification by ANet. ANet shall defend at its expense any claim, suit or proceeding (each, a “Claim”) brought against Member by any third party to the extent such Claim is based upon a claim that Member’s proper use of the Platform or any ANet Content in accordance with the terms of this Agreement infringes such third party’s rights under any United States patent or copyright, and ANet shall pay all costs and damages finally awarded against Member by a court of competent jurisdiction as a result of any such Claim. If Member’s proper use of the Platform or any ANet Content in accordance with the terms of this Agreement constitutes or in ANet’s opinion might be held to constitute infringement as set forth above, ANet may, at its option, (a) modify the Platform or ANet Content, as applicable, so as to avoid infringement or misappropriation; (b) procure the right for Member to continue to use the Platform or ANet Content, as applicable; or (c) terminate the Agreement and provide to Member a refund of the prorated fees. The foregoing indemnity shall not apply to any Claim based upon or arising from any use of the Platform or ANet Content outside the

scope of this Agreement or in a manner for which it was not designed.

7.2 Indemnification by Member. Member shall defend at its expense any Claim brought against ANet by a third party to the extent such Claim (a) arises out of ANet's proper use of the Member Materials in accordance with the terms of this Agreement, or (b) alleges that any Member Generated Content infringes the intellectual property rights or proprietary rights of others or has caused harm to a third party. Member shall pay all costs and damages finally awarded against ANet by a court of competent jurisdiction as a result of any such Claim.

7.3 Additional Terms. The foregoing obligations in this Section 7 are subject to the Party that is seeking indemnification (a) promptly notifying the other Party in writing of such Claim; (b) promptly giving the other Party the right to control and direct the investigation, preparation, defense and settlement of such Claim; and (c) giving assistance and full cooperation for the defense of same.

8. LIMITATION OF LIABILITY

UNDER NO CIRCUMSTANCES AND UNDER NO LEGAL THEORY, WHETHER IN TORT, CONTRACT, OR OTHERWISE, SHALL ANET BE LIABLE TO MEMBER FOR ANY INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL OR PUNITIVE DAMAGES OF ANY CHARACTER, INCLUDING, WITHOUT LIMITATION, DAMAGES FOR LOSS OF GOODWILL, LOST PROFITS, LOST SALES OR BUSINESS, WORK STOPPAGE, COMPUTER FAILURE OR MALFUNCTION, LOST DATA, OR FOR ANY AND ALL OTHER DAMAGES OR LOSSES, EVEN IF ANET HAS BEEN ADVISED, KNEW OR SHOULD HAVE KNOWN OF THE POSSIBILITY OF SUCH DAMAGES. ANET SHALL NOT BE LIABLE FOR ANY DAMAGES, COSTS, OR LIABILITIES IN EXCESS OF THE FEES PAID OR PROPERLY PAYABLE BY MEMBER UNDER THIS AGREEMENT FOR THE TWELVE (12) MONTHS PRECEDING THE TIME OF ANY CLAIM.

9. NON-SOLICITATION

During the Term and for one year thereafter, each Party agrees not to solicit, entice or persuade any employee or consultant of the other Party to leave the services of such other Party, provided that the foregoing shall not prevent any Party from employing or engaging such an employee who is responding to a general recruiting solicitation. Without limiting the foregoing, in the event that either Party plans on engaging or employing any person that such Party knows is or was an employee or consultant of the other Party during the Term, such Party must provide prior written notice to the other Party.

10. PUBLICITY

10.1 ANet shall be entitled to (a) identify Member as a customer of ANet, (b) use Member's name in any marketing, promotional or sales literature, or in any other form of publicity, and (c) publicize, by news release or other public announcements, the existence of an arrangement between the Parties.

10.2 Member hereby grants permission to take photographic, audio and video recordings of Member employees, contractors and consultants during sessions with Member and Member and Network events. ANet will use such photographic, audio and video recordings only for the purposes of education, professional learning, advertising, promotion, marketing, and/or public relations. Member waives any right to royalties or other compensation arising or related to the use of such images and recordings. Member represents that it has all necessary rights to grant such permission to ANet including having acquired all related and necessary consents from its employees, contractors and consultants.

11. DISPUTES

Any controversy or claim arising out of or relating to this Agreement, or breach thereof, shall be settled as follows: Members of the senior management of both Parties shall meet to attempt to resolve such disputes. If a dispute cannot be resolved within ten (10) business days, either party may make a written demand for mediation. Within thirty (30) days after such written notification, the parties shall meet for one (1) day with an impartial mediator. The costs and expenses of the mediator shall be shared equally by the parties. If the dispute is not resolved by mediation, the dispute shall be settled by binding arbitration conducted in accordance with the JAMS procedures pursuant to its Streamlined Arbitration Rules and Procedure, by a single arbitrator, in Boston, Massachusetts. The arbitrator shall be selected as provided in the Streamlined Arbitration Rules and Procedure. The arbitrator may not award non-monetary or equitable relief of any sort. The arbitrator shall have no power to award damages inconsistent with this Agreement. No discovery shall be permitted in connection with the arbitration unless it is expressly authorized by the arbitrator upon a showing of substantial need by the Party seeking discovery. All aspects of the arbitration shall be treated as confidential. Neither the parties nor the arbitrator may disclose the existence, content or results of the arbitration, except as necessary to comply with legal or regulatory requirements. Before making any such disclosure, a Party shall give written notice to all other parties and shall afford such parties a reasonable opportunity to protect their interests. The result of the arbitration shall bind the Parties, and judgment on the arbitrator's award may be entered in

any court having jurisdiction. Each Party shall bear its own costs of the arbitration. The fees and expenses of the arbitrator shall be shared equally by the Parties.

12. GENERAL

12.1 Relationship. Nothing in this Agreement shall be construed to place the Parties in an agency, employment, franchise, joint venture, or partnership relationship. Neither Party will have the authority to obligate or bind the other in any manner.

12.2 Governing Law, Jurisdiction. All disputes, claims or controversies arising out of this Agreement, or the negotiation, validity or performance of this Agreement, or the transactions contemplated hereby shall be governed by and construed in accordance with the laws of the Commonwealth of Massachusetts without regard to its rules of conflict of laws. Subject to and without limiting Section 11 of this Agreement, each of the Parties hereto hereby irrevocably and unconditionally consents to submit to the sole and exclusive jurisdiction of the courts of the Commonwealth of Massachusetts and of the United States of America located in the Commonwealth of Massachusetts for any litigation among the Parties hereto arising out of or relating to this Agreement pursuant to Section 12.9.

12.3 No Assignment. Neither Party may assign this Agreement, in whole or in part, or, in the case of Member, sublicense any of the rights granted herein, in each case without the prior written consent of the other Party, provided, however, that either Party (the "Assigning Party") may assign this Agreement without the written consent of other Party to an entity succeeding to all or substantially all the assets and business of the Assigning Party by merger or purchase, provided that such entity expressly assumes all of the terms and conditions of this Agreement. Any attempted assignment, delegation or transfer by an Assigning Party in violation hereof shall be null and void. Subject to the foregoing, this Agreement shall be binding on the Parties and their successors and assigns. For clarity, ANet may subcontract any of its obligations hereunder to a third party.

12.4 Severability. In the event that any provision of this Agreement is found to be unenforceable, such provision will be reformed only to the extent necessary to make it enforceable, and such provision as so reformed (and all other provisions) will continue in effect, to the extent consistent with the intent of the Parties as of the Effective Date.

12.5 Force Majeure. ANet shall not be deemed in breach hereunder for any cessation, interruption or delay in the performance of its obligations due to causes beyond its reasonable control, including, without limitation, earthquake, flood, or other natural disaster, act of God, labor controversy,

civil disturbance, terrorism, war (whether or not officially declared) or the inability to obtain sufficient supplies, transportation, or other essential commodity or service required in the conduct of its business, or any change in or the adoption of any law, regulation, judgment or decree.

12.6 Amendment; Waiver. This Agreement may not be amended or modified, in whole or part, except by a writing signed by duly authorized representative of both Parties. No provision or part of this Agreement or remedy hereunder may be waived except by a writing signed by a duly authorized representative of the Party making the waiver. Failure or delay by either Party to enforce any provision of this Agreement will not be deemed a waiver of future enforcement of that or any other provision.

12.7 Notices. All notices under or related to this Agreement will be in writing and will reference this Agreement. Notices will be deemed given when: (i) delivered personally; (ii) sent by confirmed telecopy or other electronic means; (iii) three (3) days after having been sent by registered or certified mail, return receipt requested, postage prepaid; or (iv) one (1) day after deposit with a commercial overnight carrier, with written verification of receipt. All communications will be sent to the addresses set forth on the Cover Sheet or such other addresses designated pursuant to this Section 12.7.

12.8 Entire Agreement. This Agreement constitutes the entire agreement between the Parties. It supersedes and replaces all prior or contemporaneous understandings or agreements, written or oral, regarding such subject matter, and prevails over any conflicting terms or conditions contained on printed forms submitted with purchase orders, sales acknowledgments or quotations.

12.9 Remedies. Each Party retains all rights not expressly granted hereunder and any and all remedies herein expressly conferred upon a Party will be deemed cumulative with and not exclusive of any other remedy conferred hereby, or by law or equity upon such Party, and the exercise by a Party of any one remedy will not preclude the exercise of any other remedy available under this Agreement or otherwise. Because a breach of any obligations set forth in Sections 5 (Confidentiality), 1.5 (Ownership) and 9 (Non-Solicitation) will irreparably harm a party and substantially diminish the value of a Party's proprietary rights or its Confidential Information, the Parties agree that if either Party believes in good faith that the other Party has or intends to breach any of its obligations thereunder, the other Party shall, without limiting its other rights or remedies, be entitled to seek equitable relief (including, but not limited to, injunctive relief) to enforce its rights hereunder, including without limitation protection of its proprietary rights. The Parties agree that a

Party need not invoke the procedures set forth in Section 11 in order to seek injunctive or declaratory relief.

ALL VOTES MUST BE LIVE, CAST ALOUD AND RECORDED



**RESOLUTION for FIRSTLINE SCHOOLS
FLS-RSL-18-0088**

**Memorandum of Understanding 2018-19
Between
ReNEW Therapeutic Program and FirstLine Schools**

WHEREAS, FirstLine Schools’ Board of Directors wishes to exercise appropriate oversight in the service contracts and Memoranda of Understanding above \$25,000 between FirstLine and its service providers and partners;

WHEREAS, ReNEW Therapeutic programs mission is to integrate therapeutic and educational services for students with complex socioemotional and behavioral needs, which cannot be met within the traditional school setting, so that they are given a renewed educational experience and are equipped with skills to access the full range of educational opportunities and choices available to them;

and WHEREAS, the FirstLine Schools’ Board of Directors has reviewed [ReNEW's Therapeutic programs Memorandum of Understanding](#) for the estimated costs of up to \$79,000 for the 2018-2019 year; and

BE IT RESOLVED, that the Board of Directors authorizes Chief Executive Officer, Jay Altman, and Chief Financial Officer, Gizelle Banks, authority to enter into contractual terms with Achievement Network (“ANET”)on behalf of FirstLine Schools.

Approval For	Amount	Service Type
ReNEW Therapeutic program	\$79,000 \$3300 monthly per student FY17-18 FLS had 2 students	renewed educational experience

Board Secretary _____

ALL VOTES MUST BE LIVE, CAST ALOUD AND RECORDED



Printed Name _____

Witness _____

Date _____

Printed Name _____

Votes cast-August 4, 2018

<u>No</u>	<u>Board Member</u>	<u>Vote</u>
1.	Greg St. Etienne, Vice President	
2.	Alison Hartman, Secretary	
3.	Monique Cola	
4.	Derius Harrell	
5.	Christian Rhodes	
6.	George Freeman	
7.	Christy Slater	
8.	Charles West	
9.	Carol Starr	



MEMORANDUM OF UNDERSTANDING

This Agreement is made and entered into on between ReNEW Reinventing Education (ReNEW) and **FirstLine Schools, Inc.** for the period from August 1, 2018 to June 28, 2019 (the Term).

Whereas ReNEW is engaged in providing instructional and related services, support and case management for public school students and operates the ReNEW Therapeutic Program for students with exceptionalities who meet program entry criteria.

Mission

The ReNEW Therapeutic Program (RTP) integrates therapeutic and educational services for students with complex socioemotional and behavioral needs, which cannot be met within the traditional school setting, so that they are given a renewed educational experience and are equipped with skills to access the full range of educational opportunities and choices available to them.

Purpose and Scope

RTP will provide a planned, supervised program of intensive counseling and therapeutic supports in individual and small-group settings, in addition to delivering differentiated instruction in all core content areas, aligned to ReNEW's content scope and sequence and school calendar. Additionally, all related services included in the student's Individual Education Program will be provided by ReNEW per the prescriptions therein. The student will remain enrolled as a student at FirstLine Schools, Inc. and under their jurisdiction maintain all responsibilities as the Local Education Agency, including for purposes of the Individuals with Disabilities Education Act (IDEA).

Roles and Responsibilities

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU. The initial appointees of each organization are:

ReNEW Therapeutic Program 1607 S. Carrollton Avenue New Orleans, LA 70118 Camille Alexander, Director calexander@renewschools.org (504) 810-4855	FirstLine Schools, Inc. 300 N. Broad Street, Suite 207 New Orleans, LA 70119 Allisyn Swift, Lead Network Psychologist aswift@firstlineschools.org (504) 352-2759
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ReNEW agrees and commits to all of the following roles and responsibilities:



- Fulfill all responsibilities in each phase of the placement process, outlined below.
- Engage in ongoing communication with sending school as agreed upon during entry meeting.
- Provide services in accordance with students Individual Education Plans.
- Immediately communicate any barriers to fulfilling contractual obligations as soon as they occur.

FirstLine Schools, Inc. agrees and commits to all of the following roles and responsibilities:

- Fulfill all responsibilities in each phase of the placement process, outlined below.
- Retain full accountability for the student during placement at RTP, including but not limited to testing accountability, state reporting requirements, and maintaining student records in the Special Education Reporting System (SER).
- Engage in ongoing communication with RTP staff as agreed upon during entry meeting.
- At no point in time can the sending school refuse to allow the student to return to the school unless that student has fulfilled 8th grade promotion requirements and will be entering 9th grade.

The table below outlines specific roles and responsibilities of each party in each phase of the RTP placement process:

	Sending School Responsibilities	RTP Responsibilities
Referral Process (Approximately 2 weeks)	<ul style="list-style-type: none"> ▪ Complete and submit referral packet. ▪ Respond to requests for additional information within 2 business days. ▪ In the event of an on-site observation, secure parental consent and seek participation in psychosocial assessment. 	<ul style="list-style-type: none"> ▪ Review referral packet for completion. ▪ Notify referring school of receipt of completed packet OR status of incomplete packet within one week of receipt. ▪ Review referral packet and communicate next steps to referring school <u>within 3 business days of receipt of complete packet.</u> ▪ Conduct appropriate assessment, observations at referring school site to determine program fit. ▪ Admissions team will make final admissions decision. <p><i>Note: If the program is full at the time of referral, RTP staff will still review the referral packet. RTP will notify the referring school of whether the student</i></p>

		<p><i>meets program criteria and if an observation will be scheduled. If the student is a good fit, the student will be placed on a wait list.</i></p>
<p>Intake Process (1 – 2 weeks)</p>	<ul style="list-style-type: none"> ▪ Provide RTP staff with all updated academic and progress monitoring data ▪ Participate in sending Partnership Meeting between home school and RTP staff to outline home school-RTP relationship. ▪ Schedule IEP meeting, to be held at RTP site. ▪ Update IEP, in collaboration with RTP staff & finalize IEP in SER. 	<ul style="list-style-type: none"> ▪ Conduct Orientation Meeting at RTP site, with parent and child. ▪ Draft individualized care plan with instructional, behavioral, therapeutic/counseling, and medical goals/plans aligned to program structures. ▪ Execute sending school Partnership Meeting ▪ Develop student transition timeline and process, which may include a gradual entry into RTP.
<p>During Placement at RTP</p>	<ul style="list-style-type: none"> ▪ Participate in monthly progress check-ins with RTP staff (phone/ in-person). ▪ Maintain all IEP compliance in SER, including: ensuring IEP is current, amendments as necessary, and submit IEP progress reports. ▪ Coordinate state testing as needed. ▪ Coordinate and execute triennial re-evaluation as needed. 	<ul style="list-style-type: none"> ▪ Provide monthly progress updates (email re: academic and behavior progress) ▪ Provide copies of progress reports/communication sent home to parent/guardian. ▪ Send MONTHLY reports that include: attendance, seclusion and restraint documentation, grades and behavior level progress. ▪ Provide transportation. ▪ Provide all related services as outlined on student’s IEP. ▪ Regularly update all data tracking tools. ▪ Draft IEP Progress Reports using RTP template for reports.
<p>During Transition Process (Timelines may vary)</p>	<ul style="list-style-type: none"> ▪ Participate in Transition Planning Meeting prior to child’s transition and commit to recommendations in transition plan for duration of transition and post-transition time period. ▪ Collaborate with RTP staff to determine a “best fit” setting or 	<ul style="list-style-type: none"> ▪ Conduct summative assessments to quantify progress in core content. ▪ Synthesize overall academic and behavioral data. ▪ Draft individualized transition plan with clear, measurable behavior goals (developed in

	<p>classroom.</p> <ul style="list-style-type: none"> ▪ Accommodate flexible schedule as student returns to classroom. ▪ Ensure adequate staffing to facilitate supports needed. <p>During transition:</p> <ul style="list-style-type: none"> • Conduct daily progress monitoring related to transition plan. ▪ Participate in regularly scheduled meetings with RTP staff and provide updates on student performance relative to lagging skills and behaviors. ▪ Maintain IEP in SER & other state reporting/testing duties. ▪ Coordinate and execute triennial re-evaluation as needed. ▪ Follow crisis response protocol. 	<p>collaboration with home school).</p> <ul style="list-style-type: none"> ▪ Share the transition plan during the Transition Planning Meeting. ▪ Draft IEP Progress Reports using RTP template (until child spends majority of time in home school setting).
<p>POST TRANSITION</p>	<ul style="list-style-type: none"> ▪ Schedule IEP meeting to amend IEP to current placement. ▪ Commit to recommended post-transition plans, including revised BIP, etc. ▪ Participate in monthly communication and follow-up between school administrator, school-based members of IEP team, and RTP staff (may be done virtually). 	<ul style="list-style-type: none"> ▪ Conduct biweekly communication for up to 2 months with home school point person & teacher(s). ▪ Participate in IEP meetings as requested.

Terms of Understanding

The term of this MOU is effective from August 1, 2018 through the end of the 2018-2019 school year, including the Extended School Year Program. For students returning to RTP in the 2019-2020 school year, the MOU may be renewed at the option of ReNEW.

This MOU must be completed for each student placed at RTP during the 2018-2019 school year. Please see attached Appendix for the student covered by this MOU.

Notwithstanding any statement herein regarding the Term of this Agreement, either ReNEW or the provider shall have the right to terminate this Agreement at any time, with or without cause, and without further liability to the other. Such notice of termination must be delivered in writing to the other party.



Confidentiality

Pursuant to Act 837 of the State of Louisiana (R.S. 17:3914), ReNEW is authorized by FirstLine Schools, Inc. to maintain student information in the performance of this Agreement. ReNEW and FirstLine Schools, Inc. will abide by terms of this agreement's Appendix B.

Information Sharing

FirstLine Schools, Inc. retains full accountability and jurisdiction for any students placed at RTP, including all state reporting responsibilities. Thus it is essential that RTP staff regularly and accurately share information such as attendance and SER progress report information with the sending school.

ReNEW treats student and family data with privacy and security. Pursuant to federal and state regulations governing the use of data and the communication of sensitive information, the following protocol shall be followed by all RTP staff and school staff:

- A student's OneApp ID number and/or Louisiana Secure ID number will be used as a unique identification number.
- The unique identification number will be used when communicating about a student via email. The student's name, birth date, and other identifying information will not be included in any unsecured communications.
- When sharing education records or other confidential information, including but not limited to RTP referral forms, student attendance and behavior records, and IEPs:
 - Via email – these documents will be password-protected and will be sent as email attachments. The password to access the documents will be sent in a separate email. The body of the emails will include no identifying information about the student apart from the unique identification number. Please see "Password Protecting Documents" in the Appendix for information about password protecting common document types.
 - Via fax – these documents will be sent with a cover sheet which includes the subject line, "Confidential student information: [Unique Identification Number]." The RTP and school personnel agree that the data will be kept in an area that has limited access only to authorized personnel.
 - Via mail – the envelope will be sealed and will be addressed to a specific contact person. No identifying information about the student will appear on the outside of the envelope.

Exclusionary Criteria

The ReNEW Therapeutic Program does not serve children with certain special education classifications, such as autism, and who cannot perform basic life and self-care skills (such as feeding and toileting).



In order to provide appropriate treatment, children's parents must, at minimum, consent to RTP as a placement and participate in an in-person psychosocial assessment. RTP reserves the right to refuse admission to a student or to terminate placement if a parent is unable to meet these minimum criteria.

The ReNEW Therapeutic Program reserves the right to use its professional judgement regarding admissions decisions for children who may not benefit from the services offered by the program.

Emergency Protocols

In case of a behavioral, medical, or other unexpected emergency, ReNEW Therapeutic Program reserves the right to do the following:

- Call a crisis team (i.e. MCRT, Children's Hospital, Suicide Prevention Hotline)
- Call the police/911

During the program entry meeting, held between home school and RTP staff, staff members will determine when and how the home school would like to be notified of any emergency situations that may arise.

Termination

This MOU terminates for a child upon complete return to their home school/Local Education Agency. Complete return is determined when the student no longer receives any services on the site of the ReNEW Therapeutic Program.

Any changes to the student's placement, including termination of services, must be done through the IEP meeting process. Parents or guardians have the right to terminate special education services and withdraw the child from special education services at any time without an IEP meeting.

In very rare circumstances, RTP staff may determine that a child poses too great of a safety risk to the RTP community and/or the child cannot have his or her needs met at the program site. In these cases, RTP reserves the right to return the student to their home school/Local Education Agency and/or to recommend homebound services or another alternate placement. Such a decision will be executed through the IEP process and will not be done without prior communication with the home school.

ReNEW reserves the right to terminate this MOU if FirstLine Schools, Inc. breaches any terms of the MOU, including but not limited to:

- Failure to meet obligations defined under the partnership agreement, including biweekly communication;
- Failure to submit payment on time.

RENEW SCHOOLS

If the home school or the child's parent or family decides to terminate placement in RTP but not terminate special education services, this must be done through the IEP process and with two weeks' notification to provide time to schedule the IEP meeting.

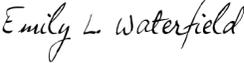
RTP reserves the right to terminate services for children whose parents or guardians fail to meet minimum participation expectations.

Fees & Payment

FirstLine Schools, Inc. will compensate ReNEW as follows:

- \$3300 per month per student for every month, or portion therein that student is placed in the ReNEW Therapeutic Program and school is in session.
 - Prorated daily rate of: \$165 for periods less than 2 weeks
- \$3000 for Extended School Year Services if the IEP team determines the student qualifies.
- Invoices will be sent on a monthly basis to ap@firstlineschools.org and full payment is expected within thirty days of receipt of invoice.

Signing below confirms that all parties have reviewed, understand and agree to the content of this Agreement.

	7/26/2018
Signature	Date
Sabrina Pence	
Chief Academic Officer - FirstLine Schools, Inc.	
	7/25/2018
Signature	Date
Emily Waterfield	
Chief of Student Services - ReNEW Schools	
	7/25/2018
Signature	Date
Camille Alexander	
School Director - ReNEW Therapeutic Program	



APPENDIX A: STUDENTS INCLUDED IN THIS AGREEMENT

Student ID: 9166916283 SMI., CHR.



APPENDIX B: CONFIDENTIALITY

WHEREAS, the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g and its implementing regulations codified at 34 C.F.R 99. 1 et seq. make personally identifiable student information in education records confidential and, subject to certain exceptions, prohibits the disclosure of such information to third parties,

WHEREAS, FERPA and its implementing regulations allow for an educational agency or institution to share personally identifiable student-level data with contractors performing work on their behalf,

WHEREFORE, ReNEW Reinventing Education. (Hereinafter referred to as “ReNEW”) and FirstLine Schools, Inc. (hereinafter referred to as “Contractor”) do execute this appendix (“Appendix”) subject to the terms and conditions specified herein.

1. Services Provided

This Appendix is being executed contemporaneously with a/an agreement for therapeutic program services dated effective August 1, 2018, by and between ReNEW and Contractor to provide for education services for students who are at-risk and whose exceptional circumstances require an alternate school setting (hereinafter referred to as “MOU/Contract”).

2. Privacy Compliance

This Appendix is entered into by ReNEW and Contractor in accordance with the provisions of the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232(g), et seq., (FERPA) and RS 17:3914. ReNEW and Contractor hereby acknowledges that all document or other material in which student information is contained or which is derived from a student’s education records are deemed confidential pursuant to FERPA and RS 17:3914 and will not be disclosed by ReNEW and Contractor to any third party.

3. Access to Information and Computer Systems/Information Storage, Retention, and Disposition Policies

ReNEW and Contractor shall each maintain the data, whether in hard copy or electronic form, in an area that has limited access and may only be accessed by authorized personnel. ReNEW and Contractor shall not permit removal of the data from the limited access area. ReNEW and Contractor will ensure that access to the data maintained on computer files or databases is controlled by password protection. ReNEW and Contractor shall establish procedures to ensure that the target data cannot be extracted from a computer file or database by unauthorized individuals. ReNEW and Contractor shall maintain all physical products containing student-level data in locked cabinets, file drawers, or other secure locations when not in use.



4. Security Breach

As used in this Appendix, “Security Breach” means any act or omission that compromises either the security, confidentiality or integrity of student information or the physical, technical, administrative or organizational safeguards put in place by ReNEW and Contractor that relate to the protection of the security, confidentiality or integrity of student data, or receipt of a verifiable complaint in relation to the privacy practices of ReNEW and Contractor or a breach of this Appendix relating to such privacy practices.

ReNEW and Contractor shall take reasonable steps and best efforts, in accordance with industry standards and applicable laws, to prevent security breaches. ReNEW and Contractor shall also take reasonable steps, in accordance with industry standards and applicable laws, to immediately remedy any security breach and prevent any further security breach, each at its own expense in accordance with standard practices and applicable law.

ReNEW shall provide Contractor with the name and contact information for an employee who shall serve as the primary security contact and shall be available to assist as a contact in resolving issues and fulfilling obligations associated with a security breach, as well as the name and contact information of an employee to serve this role when the primary contact cannot be available; Contractor shall immediately notify ReNEW in writing of a security breach after Contractor becomes aware of it; and

Immediately following the notification of a security breach, ReNEW and Contractor shall coordinate with each other to investigate the security breach. ReNEW and Contractor agree to cooperate in handling of the matter, including: (i) assisting with any investigation; (ii) providing physical access to the facilities and operations affected; (iii) facilitating interviews with employees and others involved in the matter; and (iv) making available all relevant records, logs, files, data reporting and other materials required to comply with applicable law or industry standards and as otherwise required and (v) providing any notices to persons or organizations affected by the security breach as required by law.

ReNEW and Contractor shall ensure that all procedures implemented to address a Security Breach shall be in compliance with all applicable state and federal laws.

6. Liaison Officials

The Contractor’s liaison and ReNEW’s liaison for the implementation of this Appendix and for receipt of all notices or other communications required or permitted under this Appendix is:



FirstLine Schools, Inc.
300 N. Broad Street, Suite 207
New Orleans, LA 70119
Attn: Rebekah Cain

ReNew Reinventing Education
1607 S. Carrollton Avenue
New Orleans, LA 70118
Attn: Kael Saloy

7. Term of Appendix

This Appendix shall begin August 1, 2018, and shall terminate on June 28, 2019. The effective date of this Appendix may be extended only if an amendment to that effect is duly executed by the parties and approved by the necessary authorities prior to said termination date. If either party informs the other that an extension of this Appendix is deemed necessary, an amendment may be prepared by one party for appropriate action by the other party.

8. Assignment of Contract

Neither the Contractor nor ReNEW shall assign any interest in this Appendix by assignment, transfer, or novation, without prior written consent of the other.

9. Jurisdiction, Venue and Governing Law

Exclusive jurisdiction and venue for any and all suits between the Contractor and ReNEW arising out of, or related to, this Appendix shall be in the Civil District Court for the Parish of Orleans, State of Louisiana. The laws of the State of Louisiana, without regard to Louisiana law on conflicts of law, shall govern this Appendix.

10. Survival

Contractor's obligation under Clauses 2, 3, 4, 5, and 6 shall survive expiration and/or termination of this Appendix and the MOU/Contract.

ALL VOTES MUST BE LIVE, CAST ALOUD AND RECORDED



**RESOLUTION for FIRSTLINE SCHOOLS
FLS-RSL-18-0089
The Mind Institute and FIRSTLINE SCHOOLS 2018-19 CONTRACT**

WHEREAS, FirstLine Schools’ Board of Directors wishes to exercise appropriate oversight in the service contracts and Memoranda of Understanding above \$25,000 between FirstLine and its service providers and partners;

WHEREAS, the Mind Research Institute provides an online platform for [ST Math services](#) for the 2018-19 school year for a total estimated amount of \$31,000.;

WHEREAS, the FirstLine Schools’ Board of Directors has reviewed quote for the 2018-2019 year; and

BE IT RESOLVED, that the Board of Directors authorizes Chief Executive Officer, Jay Altman, and Chief Financial Officer, Gizelle Banks, authority to enter into contractual terms with Lighthouse for the Blind on behalf of FirstLine Schools.

Approval For	Amount	Service Type
Mind Research Institute	\$31,300	ST Mth Services

Board Secretary _____

Printed Name _____

Witness _____ Date _____

Printed Name _____

Votes cast-August 4, 2018

No	Board Member	Vote
1.	Greg St. Etienne, Vice President	
2.	Alison Hartman, Secretary	

ALL VOTES MUST BE LIVE, CAST ALOUD AND RECORDED



3.	Monique Cola	
4.	Derius Harrell	
5.	Christian Rhodes	
6.	George Freeman	
7.	Christy Slater	
8.	Charles West	
9.	Carol Starr	



Quote

111 Academy Drive, Suite 100
 Irvine, CA 92617
 949-345-8700
 866-569-7014
 www.mindresearch.org

Page 1 of 3
Date 2/24/2018
Quote # 1430353
Expires 7/30/2018
Renewal Rep Robert Snow
E-mail psnow@mindresearch.org
Phone

Bill To
 FIRST LINE SCHOOLS
 300 N. BROAD STREET, STE 207
 NEW ORLEANS LA 70119

Ship To
 FIRSTLINE SCHOOLS INC
 PO BOX 791729
 NEW ORLEANS LA 70179

Qty	Item		Rate	Amount
1	Annual Service/Renewal Fee - \$3,000	7/1/2018 - 6/30/2019	\$3,000.00	\$3,000.00
	Samuel J. Green Charter School (251-350 licenses)			
	ST Math Annual Service/Renewal Fee Includes:			
	<ul style="list-style-type: none"> • Renewal of ST Math Gen5 Software License • Ongoing Minor Software Updates • Self-Guided Online Courses (Asynchronous via Web Browser) • Just-in-Time Live Webinars (Instructor-Lead via WebEx) • Technical Support during Standard Business Hours via Email, Chat or Phone • Weekly School Progress Reports Delivered via Email 			
1	Annual Service/Renewal - Fluency Site License Renewal - Unlimited Fluency at ST Math School	7/1/2018 - 6/30/2019	\$200.00	\$200.00
	Samuel J. Green Charter School			
	Renewal - Unlimited Fluency at ST Math School			
1	Annual Service/Renewal Fee - \$4,000	7/1/2018 - 6/30/2019	\$4,000.00	\$4,000.00
	Langston Hughes Academy Charter School (451-550 licenses)			
	ST Math Annual Service/Renewal Fee Includes:			
	<ul style="list-style-type: none"> • Renewal of ST Math Gen5 Software License • Ongoing Minor Software Updates • Self-Guided Online Courses (Asynchronous via Web Browser) • Just-in-Time Live Webinars (Instructor-Lead via WebEx) • Technical Support during Standard Business Hours via Email, Chat or Phone • Weekly School Progress Reports Delivered via Email 			
1	Annual Service/Renewal - Fluency Site License Renewal - Unlimited Fluency at ST Math School	7/1/2018 - 6/30/2019	\$200.00	\$200.00

Please submit purchase orders:
 By email: purchaseorders@mindresearch.org
 By Fax: 1-866-569-7014
 You can view our technical requirements [here](#).
 Thank you for being an ST Math partner!

Thank you for being an ST Math partner! By submitting payment for quoted services, you agree to MIND Research Institute's Terms of Use as described at <http://www.mindresearch.org/misc/terms/>.

MIND Research complies with applicable state and federal laws and regulations and uses commercially-available measures to protect and maintain the security of any collected data. Our Privacy Policy can be found at <http://www.mindresearch.org/misc/privacy/>.



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 866-569-7014
 www.mindresearch.org

Page 2 of 3
Date 2/24/2018
Quote # 1430353
Expires 7/30/2018
Renewal Rep Robert Snow
E-mail psnow@mindresearch.org
Phone

Qty	Item		Rate	Amount
	Langston Hughes Academy Charter School			
	Renewal - Unlimited Fluency at ST Math School			
1	Annual Service/Renewal Fee - \$5,000	7/1/2018 - 6/30/2019	\$5,000.00	\$5,000.00
	Arthur Ashe Charter School (551-650 licenses)			
	ST Math Annual Service/Renewal Fee Includes:			
	• Renewal of ST Math Gen5 Software License			
	• Ongoing Minor Software Updates			
	• Self-Guided Online Courses (Asynchronous via Web Browser)			
	• Just-in-Time Live Webinars (Instructor-Lead via WebEx)			
	• Technical Support during Standard Business Hours via Email, Chat or Phone			
	• Weekly School Progress Reports Delivered via Email			
1	Annual Service/Renewal - Fluency Site License Renewal - Unlimited Fluency at ST Math School	7/1/2018 - 6/30/2019	\$200.00	\$200.00
	Arthur Ashe Charter School			
	Renewal - Unlimited Fluency at ST Math School			
1	Annual Service/Renewal Fee - \$5,000	7/1/2018 - 6/30/2019	\$5,000.00	\$5,000.00
	Phillis Wheatley Community School (551-650 licenses)			
	ST Math Annual Service/Renewal Fee Includes:			
	• Renewal of ST Math Gen5 Software License			
	• Ongoing Minor Software Updates			
	• Self-Guided Online Courses (Asynchronous via Web Browser)			
	• Just-in-Time Live Webinars (Instructor-Lead via WebEx)			
	• Technical Support during Standard Business Hours via Email, Chat or Phone			
	• Weekly School Progress Reports Delivered via Email			
1	Annual Service/Renewal - Fluency Site License Renewal - Unlimited Fluency at ST Math School	7/1/2018 - 6/30/2019	\$200.00	\$200.00
	Phillis Wheatley Community School			
	Renewal - Unlimited Fluency at ST Math School			
250	NEW ST MATH FLUENCY SUBSCRIPTION	7/1/2018 - 6/30/2019	\$4.00	\$1,000.00

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Page 3 of 3
Date 2/24/2018
Quote # 1430353
Expires 7/30/2018
Renewal Rep Robert Snow
E-mail psnow@mindresearch.org
Phone

Qty	Item	Rate	Amount
	Live Oak Academy		
	New ST Math Fluency Single Student Subscription License (Bundled with regular ST Math subscription license)		
250	ST MATH STUDENT LICENSE - ADD-ON	7/1/2018 - 6/30/2019	\$50.00 \$12,500.00
	Live Oak Academy (New School)		
	<ul style="list-style-type: none"> • Add-on of ST Math Gen5 Software License for Number of Students Indicated to current total of ST Math Student Licenses • Ongoing Minor Software Updates • Self-Guided Online Courses (Asynchronous via Web Browser) • Just-in-Time Live Webinars (Instructor-Lead via WebEx) • Technical Support during Standard Business Hours via Email, Chat or Phone • Weekly School Progress Reports Delivered via Email 		
Subtotal			\$31,300.00
Tax Total (%)			\$0.00
Total			\$31,300.00

Please submit purchase orders:
 By email: purchaseorders@mindresearch.org
 By Fax: 1-866-569-7014
 You can view our technical requirements [here](#).
 Thank you for being an ST Math partner!

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