

REQUEST FOR PROPOSAL

Educational Consulting Services



Laurel School District
Business Office
Attn: Eunice Coleman
303 W. 8th Street
Laurel, MS 39441

Contact: Nashicka Mark, Chief Academic and Accountability Officer
Telephone: (601) 649-6391
Fax: (601) 649-6398
E-mail: nmark@laurelschools.org
District URL: www.laurelschools.org

RFP #:07-2025

**Submission Deadline: 10:00 am Central Standard
Time (CST) on or before March 31, 2025**

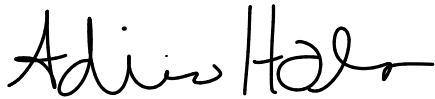
PROPOSAL COVER SHEET

Educational Consulting Services

Vendor Information

Name and Title	Adrienne Holmes, Owner/Consultant		
Company Name	Aim High Learning LLC		
Submission Date	March 29, 2025		
Phone Number	601-562-6146	Fax Number	
Mailing Address	562 State Avenue Philadelphia, Mississippi 39350		

By my signature below, I hereby represent that I am authorized to and do bind the offering vendor to the provisions of the attached proposal. The undersigned offers and agrees to perform the specified personal and professional services in accordance with provisions set forth in the Request for Proposals (RFP). Furthermore, the undersigned fully understands and assures compliance with the Conditions of Solicitation and Standard Terms and Conditions contained in the RFP. The undersigned is fully aware of the evaluation criteria to be utilized in vendor selection for approval. I further certify that Aim High Learning LLC is an authorized dealer in good standing of the products/services included in the proposal submitted in response to the RFP.



Authorized Signature

3-29-2025

Date

Organizational Details of Submitted Proposals

- I. Cover Letter:**
 - A. Complete and submit the provided PROPOSAL COVER LETTER within this packet (page 4), indicating the required information. This page should be placed at the very front of the vendor's submitted proposal
- II. Coaching/Mentoring Experience and Strategies:**
 - A. Describe your experience in coaching/mentoring and outline the strategies you employ. Please reference evidence-based research that informed the development of your training/support/mentoring/coaching methods
- III. Support Checklist of Services:**
 - A. Referencing the services outlined in the REQUEST FOR PROPOSALS section (page 6), indicate which type(s) of service(s) your organization offers.
- IV. Goals and Objectives:**
 - A. Describe the goals and objectives of the services you provide, demonstrating their alignment with best practices, state and national standards, and sustainability. Please include details about your coaching experience and strategies within this section.
- V. Measurable Outcomes and Evaluation:**
 - A. Specify the measurable outcomes expected from your services and outline how you will evaluate their delivery. Describe the internal checks you will use to ensure the services are on course, at what point you will make internal corrections to meet targets, and how progress or lack thereof will be presented.
- VI. Implementation Plans:**
 - A. Include any additional information regarding implementation plans that you wish to provide.
- VII. Resume and References:**
 - A. Attach a resume indicating your relevant experience, as well as the names and contact information of schools/individuals who can serve as references.

As an educational consultant with extensive experience in coaching and mentoring, I have had the privilege of working with a variety of educators, administrators, and school leaders across diverse educational settings, including special education, English Learning, and Behavioral Health. I have worked with educators guiding them on how to implement effective instructional strategies that align with standards and utilize curriculum effectively. My approach to coaching and mentoring is grounded in evidence-based practices that foster professional growth, reflective practice, and the cultivation of a culture of continuous improvement.

Experience in Coaching/Mentoring

I have worked with teachers at all levels, from early-career educators to seasoned professionals, across different subject areas and grade levels. This includes one-on-one coaching sessions, team-based mentoring, and large-scale professional development initiatives. The primary goal of my coaching and mentoring work is to support educators in enhancing their instructional practice, addressing challenges, and cultivating skills that lead to better outcomes for students.

In addition to working directly with teachers, I have worked alongside school leaders, collaborating in areas such as data analysis, strategic planning, academic and behavioral support, and fostering a positive school culture. This holistic approach has allowed me to build strong, collaborative relationships with stakeholders at all levels, creating a feedback-rich environment conducive to professional growth. (Joyce & Showers, 2002)

Coaching/Mentoring Strategies

1. **Personalized Goal Setting and Action Plans** I begin my coaching process by collaborating with the individual or group to identify their specific goals. These goals are rooted in both the educator's needs and the broader organizational objectives. I emphasize the importance of clear, actionable goals that are Specific, Measurable, Achievable, Relevant, and Time-bound (SMART). (Locke & Latham, 2002).
2. **Reflective Practice** Reflection is a central component of my coaching strategy. I encourage educators to engage in regular reflection about their practice, often through journaling, self-assessment, or structured reflection prompts. This process helps educators identify strengths, areas for growth, and strategies for improvement. (Schön, 1983).
3. **Modeling and Demonstration** Modeling best practices is another key strategy I use, particularly when coaching teachers. I often demonstrate specific instructional techniques or classroom management strategies and then allow educators to observe these practices in real time. (Joyce & Showers, 2002).
4. **Formative Feedback and Continuous Support** Providing timely and constructive feedback is essential in the coaching process. I prioritize formative feedback, which is

ongoing and specific, to help educators refine their practices. Additionally, I offer continuous support, including follow-up meetings, check-ins, and opportunities for educators to ask questions or share challenges they are encountering. (Hattie & Timperley, 2017).

5. **Data-Informed Decision Making** To guide instructional practices, I encourage educators to use data to inform their decisions. This includes both student achievement data and classroom observation data. I provide assistance on analyzing this data to identify trends, strengths, and areas for improvement. (Mandinach, 2012).

Evidence-Based Research Informing My Approach

1. **The Impact of Coaching on Teacher Development (Joyce & Showers, 2002)**
2. **Reflective Practice (Schön, 1983)**
3. **Feedback in Professional Development (Hattie & Timperley, 2007)**
4. **Data-Informed Instruction (Mandinach, 2012)**

Conclusion

The strategies I employ in coaching and mentoring are designed to create an environment where educators feel supported, challenged, and empowered to grow. Through a combination of personalized goal setting, reflective practice, collaborative learning, and evidence-based strategies, I work with educators to foster continuous improvement and the opportunity to generalize skills throughout their professional careers. The research that informs these strategies ensures that my coaching is grounded in best practices, maximizing the potential for positive outcomes for both educators and students.

Support Checklist for Educational Services

1. Content Expertise in K5 ELA and K5 Mathematics

- **Review and Analyze Standards:** Ensure understanding of current state and district standards in K5 ELA and K5 Mathematics.
 - **Provide Subject-Specific Knowledge:** Share deep knowledge of age-appropriate, grade-level content in both K5 ELA and K5 Math.
 - **Offer Strategy Guidance:** Provide instructional strategies for teaching key concepts in both subjects.
 - **Collaborate on Curriculum Design:** Work with teachers to design and refine lesson plans that align with best practices in ELA and Math.
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2. Data-Informed Decision-Making

- **Collect Student Data:** Use formative and summative assessments, quizzes, and performance data to understand student needs.
 - **Analyze Data Trends:** Review academic data to identify trends, strengths, and gaps in student learning.
 - **Set Targets Based on Data:** Collaborate with teachers to establish realistic, data-driven learning goals.
 - **Provide Data-Driven Recommendations:** Offer actionable insights based on analysis, advising on instructional adjustments.
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3. Standards Alignment

- **Review Standards Documents:** Ensure understanding of state and district-specific standards for both ELA and Math.
 - **Align Curriculum with Standards:** Work with teachers to ensure the curriculum is aligned with educational standards.
 - **Adjust Teaching Practices:** Advise teachers on how to adjust instructional practices to meet standards in all subjects.
 - **Track Student Progress Against Standards:** Monitor student performance and ensure alignment with the expected learning outcomes.
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4. Instructional Data Utilization

- **Identify Key Data Points:** Determine which data (e.g., formative assessments, classwork, quizzes) will most effectively guide instructional decisions.
 - **Support Data-Based Modifications:** Recommend adjustments to teaching methods based on data insights.
 - **Monitor Data Impact:** Regularly check how adjustments based on data are affecting student outcomes and make further recommendations.
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5. Customized Teaching

- **Differentiate Instruction:** Encourage and model differentiation techniques to address the varying learning styles and abilities in the classroom.
 - **Develop Learning Strategies:** Provide tailored strategies for students with special needs or specific learning challenges.
 - **Offer Extension Activities for Advanced Learners:** Develop enrichment opportunities for students who are performing above grade level.
 - **Support Personalized Learning Plans:** Help teachers create personalized learning plans for students who need additional support or challenge.
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6. Curriculum Enhancement

- **Evaluate Current Curriculum:** Assess existing curricula for alignment with standards and relevance to students' needs.
 - **Integrate Best Practices:** Introduce evidence-based instructional practices to enhance curriculum content.
 - **Update and Revise Materials:** Provide updated resources or activities that engage students and deepen understanding of core concepts.
 - **Collaborate on Curriculum Design:** Work with teachers and administrators to develop or revise curriculum guides that support long-term learning goals.
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7. Cultural Integration

- **Identify Relevant Cultural Contexts:** Analyze students' cultural backgrounds and integrate culturally relevant content into the curriculum.
- **Adapt Resources for Cultural Relevance:** Recommend learning materials, literature, and activities that reflect diverse cultures and perspectives.
- **Promote Cultural Sensitivity:** Provide professional development opportunities on cultural competence for teachers.

- **Celebrate Diverse Cultures in Lessons:** Integrate cultural awareness and celebrate diversity through class discussions, projects, and thematic lessons.
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8. Student Engagement Strategies

- **Incorporate Active Learning Techniques:** Advise on incorporating strategies like group work, hands-on activities, and real-world problem-solving to engage students.
 - **Utilize Technology for Engagement:** Suggest educational technologies (e.g., interactive apps, digital games) that can increase student participation.
 - **Foster a Growth Mindset:** Support teachers in creating a classroom environment that encourages risk-taking and celebrates mistakes as part of learning.
 - **Motivate Through Student Choice:** Offer strategies for providing students with choices in their learning to increase investment in their education.
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9. Instructional Delivery and Lesson Design

- **Provide Frameworks for Lesson Design:** Help teachers structure their lessons effectively using backward design, ensuring alignment with learning objectives.
 - **Model Instructional Techniques:** Provide coaching on effective delivery methods such as direct instruction, inquiry-based learning, and collaborative learning.
 - **Design Interactive Lessons:** Support teachers in creating dynamic, engaging lessons that integrate multimedia, cooperative learning, and student-led discussions.
 - **Support Differentiated Instruction:** Assist teachers in incorporating strategies for varying levels of student ability and engagement, including tiered lessons or flexible grouping.
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General Checklist for Ongoing Support

- **Regular Check-ins with Teachers:** Meet regularly with teachers to review progress, adjust strategies, and provide feedback.
 - **Monitor Student Progress:** Continuously assess the effectiveness of the strategies by tracking student outcomes and adjusting as needed.
 - **Provide Resources and Materials:** Supply teachers with updated resources, lesson plans, and activities aligned with best practices and standards.
 - **Gather Feedback for Improvement:** Solicit feedback from teachers on the effectiveness of implemented strategies and make adjustments accordingly.
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Conclusion:

This support checklist ensures a comprehensive, strategic approach to providing expertise and guidance across key educational services. It aligns with data-informed decision-making, standards adherence, culturally responsive teaching, and effective instructional practices. By using this checklist, teachers and students will receive consistent, targeted support that enhances both teaching effectiveness and student success in K-5 ELA and Mathematics.

Proposal Goals Description:

The primary goals of this consulting engagement are designed to foster a comprehensive and data-driven approach to both teacher development and student success. These goals aim to enhance the quality of instruction, provide individualized support for students, and create a culture of reflection and continuous improvement within the school community. I have had the privilege of working with a variety of educators, administrators, and school leaders across diverse educational settings, including special education, English Learning, and Behavioral Health. I have worked with educators guiding them on how to implement effective instructional strategies that align with standards and utilize curriculum effectively.

1. Instructional Coaching for K-5 ELA and K-5 Mathematics Teachers:

The goal of enhancing teaching effectiveness for K-5 English Language Arts (ELA) and Mathematics teachers is to support educators through personalized, ongoing coaching. This approach involves one-on-one interactions, collaborative lesson planning, and the application of evidence-based best practices in pedagogy. The intention is to empower teachers with the tools and strategies necessary to improve their teaching effectiveness, which, in turn, will lead to better student outcomes.

Key Components:

- **One-on-One Coaching:** Focused, individualized support sessions that address specific teaching challenges, provide feedback, and promote teacher reflection.
- **Collaborative Lesson Planning:** Engaging teachers in co-planning lessons that incorporate research-based instructional strategies, ensuring alignment with curricular goals and the needs of diverse learners.
- **Best Practices in Pedagogy:** Introducing and reinforcing evidence-based teaching strategies such as differentiated instruction, formative assessment, and active learning techniques that enhance student engagement and achievement in both ELA and Math.

2. Student Tutorials:

This goal focuses on providing targeted, data-driven, individualized academic support for students in need of additional assistance in mastering core K5 ELA and K5 Mathematics concepts. The aim is to ensure that struggling students receive the necessary intervention to close learning gaps and potentially achieve proficiency in essential skills.

Key Components:

- **Data-Driven Approach:** Utilizing formative and summative assessment data to identify students' specific academic needs, enabling tailored instructional plans that address those areas of concern.
- **Individualized Support:** Offering one-on-one or small group tutoring sessions designed to provide extra help to students struggling with foundational ELA and Math concepts. This personalized attention allows for targeted remediation.
- **Mastery of Core Concepts:** Focus on reinforcing key skills and knowledge in ELA and Math, such as reading comprehension, writing skills, foundational mathematics operations, and problem-solving strategies.

3. Teacher Development and Student Success:

This goal aims to foster a culture of professional reflection and growth among teachers, ensuring that they continuously refine their teaching practices. At the same time, it seeks to guarantee that every student receives the academic support required to succeed. The goal is to create a collaborative, growth-oriented environment in which teachers and students thrive.

Key Components:

- **Reflection and Professional Growth:** Encouraging teachers to engage in reflective practices that promote self-awareness and foster ongoing professional development. Providing opportunities for teachers to reflect on their teaching methods, assess their effectiveness, and make necessary adjustments.
- **Cultivating a Growth Mindset:** Promoting a school-wide culture where both teachers and students embrace challenges, view mistakes as learning opportunities, and strive for continuous improvement. This is essential for fostering long-term success in both teaching and learning.
- **Focus on Student Success:** Ensuring that teachers have the support and resources to meet the needs of all students, including those who may require additional intervention or enrichment, fostering an inclusive learning environment where every student has the opportunity to succeed.

Conclusion:

Together, these goals reflect a holistic approach to improving both teacher effectiveness and student outcomes. By focusing on individualized coaching for teachers, data-driven student support, and fostering a culture of reflection and growth, the consulting engagement aims to create an environment that supports all members of the educational community. This approach, backed by research on effective pedagogy, individualized learning, and professional development, will ultimately lead to enhanced teaching practices and greater student achievement in K-5 ELA and K-5 Mathematics.

Measurable Outcomes and Evaluation for Proposed Goals

The following outlines measurable outcomes, evaluation methods, internal checks, and corrective actions for each goal of the proposed consulting engagement, designed to ensure the effectiveness and continuous improvement of services provided to K-5 ELA and Mathematics teachers and students.

1. Instructional Coaching for K-5 ELA and K-5 Mathematics Teachers

Measurable Outcomes:

- **Improvement in Teacher Instructional Practices:** The number of teachers adopting and consistently using best practices in pedagogy (e.g., differentiated instruction, formative assessment techniques, active learning strategies).
- **Increased Student Engagement and Achievement:** Observable increase in student engagement and academic performance in ELA and Math, measured through student assessments (pre- and post-tests, formative assessments).
- **Teacher Confidence and Satisfaction:** Increased self-reported teacher confidence in implementing instructional strategies, measured through surveys or interviews after coaching cycles.

Evaluation Methods:

- **Teacher Self-Assessment:** Pre- and post-coaching self-assessments completed by teachers to evaluate their perceived confidence and effectiveness in implementing best practices.
- **Lesson Observation and Feedback:** Regular classroom observations followed by feedback sessions to assess the integration of newly learned strategies and provide actionable recommendations.
- **Student Performance Data:** Monitoring the progress of students through formative and summative assessments to evaluate the impact of improved instructional practices on student achievement.

Internal Checks and Corrections:

- **Checkpoints:** Formal mid-cycle evaluations to assess whether teachers are successfully implementing strategies. Feedback sessions will be conducted to assess teacher progress and identify areas requiring additional support.
- **Adjustments:** If teachers are not consistently applying strategies or if there is minimal improvement in student outcomes, adjustments will be made. This may include additional modeling, revised lesson planning sessions, or more frequent one-on-one coaching.

- **Progress Review:** Regular check-ins with school leadership to ensure that coaching goals are aligned with broader district or school priorities. Teacher feedback surveys will be used to evaluate whether their needs are being met, and whether they feel the support is effective in enhancing their practice.

Presentation of Progress/Lack of Progress:

- **Progress Reports:** Monthly reports summarizing key activities, observed progress in teacher practice, and changes in student achievement.
 - **Teacher Surveys:** Mid-cycle and end-of-engagement surveys to gather feedback from teachers on coaching effectiveness, which will be compared with initial baseline data to assess growth.
 - **Student Data Reports:** Academic performance data (e.g., test scores, grades) will be analyzed to identify trends and improvements, shared in a digestible format with school leadership and teachers.
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2. Student Tutorials

Measurable Outcomes:

- **Improvement in Student Mastery of Core Concepts:** A measurable increase in student proficiency in key ELA and Math concepts, assessed through pre- and post-test scores or benchmarks.
- **Student Engagement and Participation:** A measurable increase in student engagement during tutorial sessions, which could include participation rates, homework completion rates, or attendance in tutorial sessions.
- **Closing Achievement Gaps:** Reduction in the achievement gap for students receiving targeted tutoring, as evidenced by improved scores for struggling students on district-wide assessments or formative evaluations.

Evaluation Methods:

- **Pre- and Post-Testing:** Student progress will be measured through pre- and post-tests on targeted academic skills in ELA and Math. The percentage of students showing improvement in these areas will be recorded.
- **Formative Assessment Data:** Ongoing data collection from quizzes, practice items, sample test items, and spiral reviews completed during tutorials to track incremental student progress.
- **Feedback from Students and Teachers:** Feedback forms or brief surveys from students and teachers will be collected regularly to assess the perceived effectiveness of the tutorials.

Internal Checks and Corrections:

- **Weekly Data Review:** Regular review of tutorial data (attendance, participation, and academic progress) to monitor which students are making gains and which may need additional intervention or different strategies.
- **Adjustments:** If certain students are not showing adequate progress, tutorial methods may be modified. This could include varying the instructional approach, providing different resources, or adjusting the tutoring schedule.
- **Consultation with Teachers:** Periodic consultations with classroom teachers to assess whether students receiving tutorials are demonstrating improvement in their regular classwork, adjusting the tutorial focus based on classroom observations.

Presentation of Progress/Lack of Progress:

- **Progress Reports:** Monthly student progress reports, which include data on attendance, participation, and improvement in core academic areas. These reports will be shared with teachers and school leadership.
 - **Assessment Data:** Summarized data reports comparing student pre- and post-test scores to show the degree of improvement and identify trends.
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3. Teacher Development and Student Success

Measurable Outcomes:

- **Increased Teacher Reflective Practice:** More teachers regularly engaging in reflective practices, measured through teacher self-reports or artifacts such as lesson plans or reflective journals..
- **Increased Student Achievement:** A measurable improvement in student academic performance, particularly for those receiving additional instructional support, across both ELA and Math.

Evaluation Methods:

- **Teacher Reflection Journals:** Teachers will be encouraged to keep reflective journals or participate in structured reflection sessions, allowing them to track their own professional growth and identify how their teaching practices are evolving.
- **Student Achievement Data:** Monitoring overall student achievement through ongoing assessments (e.g., test scores, grades, and student work) to track the correlation between teacher development and student performance.

Internal Checks and Corrections:

- **Mid-Cycle Reviews:** Regular check-ins with teachers and school leadership to assess whether reflective practices and collaboration are being implemented effectively. If necessary, adjustments to the support structures will be made.

- **Feedback Loops:** Collecting and analyzing feedback from teachers to gauge the effectiveness of the culture of professional growth, adjusting support based on the feedback received.
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Conclusion:

The proposed consulting engagement includes clear, measurable outcomes for instructional coaching and student tutorials.. By utilizing regular data collection, formative assessments, teacher feedback, and student progress tracking, the evaluation process ensures that all activities are aligned with the intended goals. Internal checks, ongoing evaluations, and corrective actions will be implemented as needed to keep the services on course and ensure that both teachers and students are receiving the support they need to succeed. Progress will be communicated transparently to all stakeholders, with reports that provide clear evidence of impact.

Implementation Plan for the Proposed Goals

1. Instructional Coaching for K-5 ELA and K-5 Mathematics Teachers

Objective: Enhance teaching effectiveness through ongoing, one-on-one coaching, collaborative lesson planning, and the implementation of best practices in pedagogy.

Steps:

1. Initial Assessment and Goal Setting (Weeks 1-2)

- **Action:** Conduct individual meetings with each teacher to assess their strengths, areas for growth, and teaching goals. This includes reviewing existing student data and identifying specific needs in ELA and Math.
- **Resources:** Teacher self-assessments, student achievement data, curriculum guidelines.
- **Responsibility:** Educational consultant, teachers, school leadership.

2. Coaching Cycle Design (Weeks 2-3)

- **Action:** Develop a customized coaching plan for each teacher, including:
 - One-on-one coaching sessions (weekly or bi-weekly).
 - Collaborative lesson planning focused on best practices (differentiated instruction, formative assessments, active learning).
- **Resources:** Coaching framework, lesson planning templates, best practice research.
- **Responsibility:** Educational consultant, teachers.

3. Coaching Sessions (Weeks 4-9)

- **Action:** Implement weekly or bi-weekly coaching sessions. The consultant will observe classroom teaching, provide feedback, and model effective teaching strategies.
- **Resources:** Classroom observation tools, feedback forms, peer lesson observation protocols.
- **Responsibility:** Educational consultant, teachers.

4. Ongoing Collaborative Lesson Planning (Throughout Engagement)

- **Action:** Engage teachers in collaborative lesson planning to ensure the integration of best practices into the curriculum. This will occur during scheduled planning sessions (e.g., weekly or bi-weekly).
- **Resources:** Collaborative lesson planning time, curriculum guides, best practice materials.
- **Responsibility:** Educational consultant, teachers.

5. Mid-Cycle Review and Adjustments (Week 6)

- **Action:** Conduct a midpoint review to evaluate the progress of coaching, review teacher self-assessments, and adjust coaching strategies as necessary.
- **Resources:** Teacher feedback surveys, student performance data.
- **Responsibility:** Educational consultant, teachers.

6. Final Evaluation and Reflection (Weeks 8-9)

- **Action:** At the conclusion of the coaching cycle, conduct a final evaluation. Review the impact on teaching effectiveness, student outcomes, and teacher satisfaction through surveys, interviews, and observation.
 - **Resources:** End-of-cycle teacher surveys, student achievement data, classroom observations.
 - **Responsibility:** Educational consultant, teachers, school leadership.
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2. Student Tutorials

Objective: Provide targeted, data-driven individualized support for students needing extra help in mastering core academic concepts in ELA and Math.

Steps:

1. Identification of Students for Tutorials (Week 9)

- **Action:** Use formative assessment data, classroom teacher referrals, and standardized test results to identify students who require additional support in ELA and Math.
- **Resources:** Student achievement data, diagnostic assessments.
- **Responsibility:** Teachers, educational consultant.

2. Design Tutorial Sessions (Week 10)

- **Action:** Develop individualized tutoring plans for each student, focusing on the specific gaps in their academic skills. Set clear, measurable goals for each student's progress.
- **Resources:** Tutorial lesson plans, targeted instructional materials, standard based instructional materials, data reports.
- **Responsibility:** Educational consultant, teachers, tutors.

3. Implementation of Tutorial Sessions (Weeks 11-18)

- **Action:** Begin one-on-one or small group tutoring sessions for targeted students. Sessions should be scheduled based on student availability and times organized by teachers, consultants, and administrators.

- **Resources:** Instructional materials (worksheets, practice problems), tutoring space.
 - **Responsibility:** Educational consultant, tutors.
4. **Continuous Monitoring and Data Collection (Throughout Engagement)**
- **Action:** Collect data on student progress during tutoring sessions using formative assessments, quizzes, and teacher feedback.
 - **Resources:** Progress tracking tools, formative assessments.
 - **Responsibility:** Tutors, teachers, educational consultant.
5. **Mid-Cycle Review (Week 14)**
- **Action:** Review progress based on student assessments. Adjust tutoring plans if necessary and provide additional support or new strategies for students who aren't making expected progress.
 - **Resources:** Student progress reports, assessment data.
 - **Responsibility:** Educational consultant, tutors, teachers.
6. **Final Evaluation and Reporting (Weeks 18-19)**
- **Action:** At the end of the cycle, evaluate student progress through post-assessment data and teacher feedback. Compare pre- and post-test scores to assess improvement and report on the success of the tutoring sessions.
 - **Resources:** Student test results, progress reports.
 - **Responsibility:** Educational consultant, tutors, teachers.

Timeline Overview

Goal	Weeks 1-3	Weeks 4-9	Weeks 4-9	Weeks 8-9
Instructional Coaching	Initial assessment, goal setting, coaching cycle design	Coaching sessions, lesson planning	Ongoing coaching, adjustments	Final evaluation, reflection
Goal	Weeks 9-10	Weeks 11-18	Weeks 11-18	Weeks 18-19
Student Tutorials	Identification of students, design tutorial plans	Begin tutoring sessions, monitor progress	Continue tutoring, data collection	Final evaluation, report progress

Resources Required:

- **For Coaching:** Lesson plans, feedback forms, observation tools, teaching materials.
 - **For Student Tutorials:** Instructional materials (worksheets, practice problems, sample test items), space for tutoring sessions, tracking tools for progress.
 - **For Teacher Development:** Reflection templates, goal-setting resources, teacher feedback tools.
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Budget and Fees

Below is a breakdown of the estimated costs for the instructional coaching and student tutorial services:

Service	Cost
Initial Consultation & Needs Assessment	\$1,000 per day x 2
Instructional Coaching	\$1,000 per day x 6
Student Tutorial Services	\$1,000 per day x 12
Final Evaluation & Recommendations	\$1,000 per day x 1
Total Estimated Cost	\$21,000

Note: The budget is based on an estimated number of days to meet the needs and scope of work. Final costs will be tailored based on specific needs and the scope of work.

Conclusion:

This implementation plan sets a clear and structured path for achieving the goals of instructional coaching, student tutorials, and teacher development. By following this plan, we ensure that both teachers and students are supported throughout the process with continuous monitoring, feedback, and adjustments as necessary to meet the targets for improved teaching effectiveness and student success.



Adrienne Holmes, M.Ed.

Curriculum & Instruction

Special Ed. Teacher

Interventionist

Instructional Coach/Consultant

Aimhighlearning31@gmail.com

601-562-6146

[Adrienne Holmes's Bling Card](#)

<https://aimhighlearning.my.canva.site/>

Seeking a professional career that will allow me the opportunity to apply my expertise to meet the demands of today's educational settings. My strengths include self motivation, learning on the fly and the ability to work as an individual or in groups and cross-functional teams. I believe my success is directly derived from my ability to find solutions while working under pressure, managing multiple projects and collaborating with teams to develop effective plans.

EDUCATION

Western Governors University – Salt Lake City, Utah

Masters of Science - Curriculum & Instruction - Graduate Dec. 2022

Hinds Community College- Raymond, MS

Vocational Certification- Practical Nursing- Graduate Dec. 2016

Mississippi State University – Starkville, Mississippi

Bachelor of Arts Degree Major: Interdisciplinary Studies- May, 2006

East Central Community College – Decatur, Mississippi

Associate Degree - Education Dec. 2002

Teacher Record- 120 Hour TEFL Certification- 2024

WORK EXPERIENCE

Aim High Learning -Educational Consultant- June 2024-Present

Provide instructional support for schools in MS specializing in exceptional education and bottom 25% in ELA and Math

Performance Based Education Company- June 2024- Present

Provide instructional support for schools in MS specializing in exceptional education

Philadelphia Public School District- Interventionist Feb. 2023 - June 2024 Hours worked per week - 40 hours

Teaching Contract- 210 days

Supervisor - Melishia Hancock, Principal

- Implement specialized interventions to meet the unique needs of students with reading and math deficits and learning gaps.
- Evaluate and assess student learning progress against instructional objectives
- Follow state mandated due process procedures and follow Tier process functions assigned to students

Choctaw Tribal Schools - Choctaw, Mississippi Special Education Teacher 2015 - 2023

- Develop specialized learning plans to meet the unique needs of students with disabilities to engage learning
- Evaluate and assess student learning progress against instructional objectives
- Follow state mandated due process procedures and functions as IEP Manager to assigned students
- Facilitated online learning program for students (credit recovery/alternative diploma)
- Managed and supervised students in the work study program.

Professional References

Mendy Bowen, Special Ed. Director for Neshoba County Schools mbowen@neshobacentral.com

Gwenda Purnell, Contractor/Project Manager for South Delta Middle School purnellgwenda@gmail.com

Melisha Hancock, Former Principal for Philadelphia Public Schools 601-575-0270 mhancock@pbecms.com

Fred Hickmon, Former Principal for Choctaw Tribal Schools, 601-562-0371 fredhickmon@gmail.com

SKILLS

Active Listener and Effective Communicator, Strong Written and Verbal communication skills, Detail Oriented, the ability to multitask, maintain student confidentiality, and Team player. Proficient in Apple iWork (Numbers, Pages and Keynote) and Microsoft (Excel, Word and PowerPoint) Proficient in Microsoft Office and Google docs and applications. Worked closely with analyzing qualitative and quantitative data. Reviewing and developing aligned ELA/Reading and Math assessments for grades 2nd-8th. Managed student programs and organizations while collaborating with staff. MTSS committee member and proficient in Special Education instruction and policy procedures. .

Licenses and Certifications

Licensed Practical Nurse/ IV Therapy

Mississippi Educators License

Behavior Tech Certification

Google Cyber Security Certification

Database Engineer Professional Certification- 3 of 9 courses completed



AIMHIGH
LEARNING

Exceptional Ed. Services

About Us

We help... Students apply and generalize learning and behavior strategies to be successful in educational settings and in the community.

We also help... General and Special Ed. teachers implement instructional and behavior strategies in inclusive and/or non-inclusive settings.

Services

Developing Data Aligned...
PLAAFPs (present level of achievement & functional performance)
Transition Assessments/Plans
Annual Goals
Short Term Objectives

Progress Monitoring Strategies and Data Collection (IEP/Tier)
Differentiated Instruction Strategies
Social Emotional Learning Strategies
Self Contained Classroom Setup

Services

Interventions...
Reading/ELA
English Learners
Behavior & Social Emotional
ABA Strategies

*Interventions are effective for... Low performing students, individuals with SLD, ADD/ADHD, Autism, ED

Consultant



Adrienne Holmes, MEd, RBT, LPN is a seasoned educator with over 16 years of experience. She is certified in K12 Mild/Moderate Disabilities and completed Teaching English as a Foreign Language (TEFL) 120 hour course. Also a Licensed Practical Nurse, Registered Behavior Technician, and a self published author. Adrienne strives to assist students and educators with support to reach their full potentials.

Contact Us

aimhighlearning31@gmail.com

PROFESSIONAL SERVICES CONTRACT

This Professional Services Contract ("Contract") is made and entered into between Aim High Learning LLC ("Contractor") and the Laurel School School District ("LSD" or "District") for the period of August, 2025 through December, 2025 for an amount **not to exceed** \$ 21,000 as specified in Exhibit A.

List Budget Number(s):

Scope of Work and Compensation

During the Term, Contractor shall be paid a fixed fee to perform the services described on Exhibit "A" attached hereto. In no event shall this fee increase. However, the LSD will always take advantage of price decreases. Such services shall be performed in a competent and professional manner, and in compliance with the terms and conditions set forth in the Contract.

WHEN DISTRICT FUNDS:

Attachment: Exhibit "A": Include detailed Scope of Work and Compensation

WHEN FEDERAL FUNDS:

If the life of the contract is:

- **\$10,000 up to \$249,999.99 include: Contractors Request for Proposals that show detailed Scope of Work, Compensation, Measurable Goals (at least 2 quotes required).**

Contract Administrator

For all Contracts the department should name a Contract Administrator. The Contract Administrator shall be chosen prior to the beginning of the contract. The Contract Administrator will be responsible for the tasks, technical requirements service performance, and verifying that payments are in compliance with the contract.

Personal Liability

Contractor acknowledges that the individual executing the Contract on behalf of the LSD is doing so only in his/her official capacity. To the extent any provision contained in the Contract exceeds such authority, Contractor agrees that it will not look to the individual in his/her personal or individual capacity or otherwise seek to hold the individual personally liable for exceeding such authority.

Independent Contractor

Based upon the Internal Revenue Code, the Contractor has been classified as an independent contractor and assumes all responsibility for reporting any earnings to Federal and State authorities where required by law and paying such taxes as may be required thereon. The contractor shall perform all services as an independent contractor and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by the contractor with respect to third parties shall be binding on the LSD.

No Third Parties

There are no other parties to this Contract. No obligations to third parties are provided herein, whether by the express or implied terms and conditions. Neither party shall be liable to any third party based upon this Contract, its terms and conditions, or a party's actions taken hereunder.

Entire Contract

The parties hereto acknowledge that this Contract constitutes the entire Contract of the parties with respect to the supplies or services described herein and supersedes and replaces any and all prior negotiations, understandings and agreements, written or oral, between the parties relating hereto. No terms, conditions, understandings, usages of the trade, course of dealings or agreements, not specifically set out in this Contract or incorporated herein, shall be effective or relevant to modify, vary, explain or supplement this Contract.

Severability

If any part of this Contract is declared to be invalid or unenforceable, such invalidity or unenforceability shall not affect any other provision of the Contract, and to that end the provisions hereof are severable. In such an event, the parties shall amend the Contract as necessary to reflect the original intent of the parties and to bring any invalid or unenforceable provisions in compliance with applicable law.

Insurance

(Applicable when the life of the Contract is in excess of \$25,000, or if requested by the District.)

In accordance with MS Code §31-5-51 (7), if entering into a formal contract which exceeds \$25,000.00, Contractor shall carry, pay for, and keep in force, with a company licensed to do business in Mississippi, certifying that it has appropriate and comprehensive insurance covering any incident arising from its operation. Policy shall name the Laurel School School District as Additional Insured. Such insurance shall at a minimum, include the following types of insurance and coverage limits:

- 1.) Comprehensive Commercial General Liability – with limits not less than \$1 million each occurrence
- 2.) Workmen's compensation as required by law and employer's liability with limits not less than \$500,000 per person per accident.
- 3.) Vehicle Liability – if vehicles or mobile equipment are used in the performance of the obligations. Contractor shall maintain liability insurance for all owned, non-owned or hired vehicles so used in an amount not less than \$1 million per occurrence combined single limit.

Contractor shall pass down the insurance obligations contained herein to all tiers of subcontractors working under this Agreement. Contractor agrees to notify the District of any claim by a third party or any incident or event that may give rise to a claim arising from the performance of this Agreement.

Certificates of insurance shall state that thirty (30) days prior written notice will be given to District before the policy may be canceled or changed. The official Certification of adequate insurance coverage shall be presented to District within five (5) working days of notification of award of contract and shall list District as additional insured.

Assignment

Contractor shall not assign or subcontract in whole or in part, its rights or obligations under this Contract without prior written consent of the LSD. Any attempted assignment without said consent shall be void and of no effect.

Authority to Contract

Contractor warrants (a) that it is a validly organized business with valid authority to enter into this Contract; (b) that it is qualified to do business and in good standing in the State of Mississippi; (c) that entry into and performance under this Contract is not restricted or prohibited by any loan, security, financing, contractual, or other Contract of any kind, and (d) notwithstanding any other provision of this Contract to the contrary, that there are no existing legal proceedings or prospective legal proceedings, either voluntary or otherwise, which may adversely affect its ability to perform its obligations under this Contract.

Modification or Renegotiation

This Contract may be modified only by written Contract signed by the parties hereto. The parties agree to renegotiate the Contract if federal and/or state revision of any applicable laws or regulations makes changes in this Contract necessary.

Public Records

Notwithstanding any other provisions, Contractor acknowledges that the terms of this Contract are subject to the Mississippi Public Records Act ("MPRA"), Mississippi Code Annotated §25-61-1 et seq. (1972, as amended). All disclosures by the District must be made in compliance with District policies and procedures established in accordance with the Mississippi Public Records Act, Miss. Code Ann. § 25-61-1 et seq.

LSD Confidential Information

Contractor will: (a) hold Confidential Information in confidence and (b) use its best efforts to protect Confidential Information in accordance with the same degree of care with which it protects its own Confidential Information. The Contractor will promptly give notice to the District of any unauthorized use or disclosure of the District's Confidential Information. The Contractor agrees to assist the District in remedying any such unauthorized use or disclosure of the District's Confidential Information.

Personal or Student Data Privacy Terms and Provisions.

To the extent applicable to this service Contract, Personally Identifiable Information (PII) Data/Student Education Records, and other non-public Data shall not be shared, sold, distributed, made available, or otherwise used for any purpose outside of those absolutely necessary for the performance of the Contract. PII includes but is not limited to: The name; Name of the student's parent, if student, or any family members; Address; A personal identifier, such as a

social security number, Driver's License or if student, student number, or biometric record; Other direct identifiers, such as the date of birth, place of birth, and mother's maiden name.

Data Breach Notifications

In the event of a suspected or confirmed security breach, compromise, or unauthorized access of PII or Student Education Records, Contractor will notify the LSD in accordance with applicable state law or immediately and without unreasonable delay, whichever occurs sooner. In the event a Security Breach is confirmed, Contractor and the LSD will work together to prepare and transmit notification(s) to the affected persons, the entire cost of which will be borne solely by Contractor. Contractor agrees to not send notice to persons affected by the breach pursuant to Mississippi Code § 74-24-29 or any other Federal or State law without first obtaining the LSD's approval for such notice, which approval will not be unreasonably withheld.

Personal or Student Data Security Controls

To the extent applicable to this service Contract, Contractor will encrypt all PII, or Student Education Records, in transit over public networks and at rest in Contractor's systems. Contractor will also implement the following security measures for all accounts with access to PII or Education Records: (1) two-factor authentication; (2) individual and separate usernames and accounts; (3) logging of all access; (4) implementation of the principle of least privilege; and (5) criminal background checks to ensure the user(s) of such accounts have no felony convictions, convictions that indicate a lack of honesty, or are registered sex offenders. Contractor will also implement the following measures: (1) industry-standard physical security and access controls; (2) 24/7 recorded video surveillance of Contractor-owned, rented, or leased premises where PII or Education Records are stored; (3) firewalls for all external data connections; (4) backup of the PII and Education Records to at least one site separated geographically from the primary site by at least 250 miles; and (5) implementation of a procedure for regular and timely installation of all necessary software updates and patches on any systems storing or with access to PII or Education Records. Contractor shall contractually require that all subcontractors with custody of or access to PII or Education Records take and implement these same measures. Contractor shall allow the District to take whatever steps are reasonably necessary to verify the implementation of the measures contained in this section.

Return and Destruction of Personal or Student Data Destruction or Education Records.

Upon termination of the Contract for any reason, Contractor shall release and return all Education Records within ten (10) business days, in a CSV or other format usable by the District. Contractor shall be assessed a penalty of Five Thousand Dollars (\$5,000.00) per day payable to the District for each business day in excess of ten (10) days from termination that said Education Records are not returned, with no cap or limit as to the amount of such damages. To the extent applicable to this service Contract, Contractor will ensure that all Personally Identifiable Information and Education Records in its possession will be securely destroyed at the end of this Contract, e.g., data wiping, degaussing, or shredding.

FERPA

To the extent applicable to the service contract, the Contractor shall protect and maintain all records, information and data collected pursuant to the Contract in accordance with applicable state and federal laws and regulation, including without limitation, the Family Education Rights and Privacy Act, 20 U.S.C. § 1232g; 34 CFR Part 99 ("FERPA"). To the extent applicable, Contractor is deemed a "school official" as defined by FERPA. The District retains exclusive ownership and direct control of all records subject to FERPA ("Education Records"). Specifically and without limiting the generality of the foregoing, the Contractor shall protect and maintain any and all Personally Identifiable Information from Education Records of the District's students consistent with applicable FERPA regulations and shall fully cooperate with the District in any request for such information. Any provision of the Contract that conflicts with this paragraph is deleted.

Damages

Any damage or loss to the LSD's property as a result of any action by the Contractor in the execution or performance of any item or service in this Contract, shall be repaired to the satisfaction of the LSD Board of Education, at the Contractors expense, within a reasonable time set forth by the LSD.

Hold Harmless

Contractor agrees that it will, and hereby does, indemnify, defend and hold harmless LSD from and against any and all claims, damages, losses, costs and expenses of every kind and nature, including court costs and attorney fees and claims for damages resulting from or arising out of any infringement claim or claim of bodily injury, death or damage to real or tangible personal property caused by Contractor and/or its partners, principals, agents, employees or subcontractors in the performance of this Contract. LSD will promptly notify Contractor in writing of any claim to be

indemnified hereunder, of which LSD has knowledge, and Contractor in turn will promptly notify LSD of any such claim. Contractor shall, at its sole expense, control the defense of such suit to the extent allowed by Mississippi law. The parties agree to cooperate with one another in the defense of any such matter.

Billing Information

A LSD Purchase Order shall be issued for the services provided under this Contract. Payments to the Contractor shall be made only upon completion of services or per the scope of work. Detailed invoice(s) shall note the Purchase Order number and sent to Laurel School District, Attn: Accounts Payable, 476 Highland Colony Parkway, Ridgeland, MS 39157. All billing will be in accordance with MS Code §31-7-305. Payments will be made to contractor within 45 days from the date the invoice is received at the district office, provided all is satisfactory based on the Contract requirements. The invoice shall show complete details of services rendered. LSD is exempt from sales and use tax. Exemption from sales tax is provided by statute of the law.

Compliance with Laws:

The Contractor understands that LSD is an equal opportunity employer and therefore maintains a policy which prohibits unlawful discrimination based on race, color, creed, sex, age, national origin, physical handicap, disability, genetic information, or any other consideration made unlawful by federal, state, or local laws. All such discrimination is unlawful and the Contractor agrees during the term of the Contract that the Contractor will strictly adhere to this policy in its employment practices and provision of services. The Contractor shall comply with, and all activities under this Contract shall be subject to, all applicable federal, State of Mississippi, and local laws and regulations, as now existing and as may be amended or modified.

Governing Law

Contractor acknowledges that LSD is a political subdivision of the State of Mississippi. Parties agree that this Contract is subject to Mississippi law and any provision of the Contract that is in direct conflict with any Mississippi law shall be deemed unenforceable. Any litigation with respect thereto shall be brought in the courts of Laurel School District, Mississippi. Contractor expressly agrees that under no circumstances shall LSD be obligated to pay an attorney's fee or the cost of legal action to Contractor.

Notice

Any notice required or permitted to be given under this Contract shall be in writing and sent by certified United States mail, postage prepaid, return receipt requested, to the party to whom the notice should be given at their usual business address. Notice shall be deemed given when actually received or when refused. The parties agree to promptly notify each other of any change of address.

Extraordinary Circumstances

If either party is rendered unable, wholly or in part, by reason of strikes, accidents, acts of God, weather conditions or any other acts beyond its control and without its fault or negligence to comply with any obligations or performance required under this Contract, then such party shall have the option to suspend its obligations or performance hereunder until the extraordinary performance circumstances are resolved. If the extraordinary performance circumstances are not resolved within a reasonable period of time, however, the non-defaulting party shall have the option, upon prior written notice, of terminating the Contract.

Mutual Termination

The LSD or Contractor may mutually agree to terminate this Contract. Payment shall be made for the services provided up to the agreed upon date of termination.

Termination for Convenience

The LSD may, when interests of the LSD so require, terminate the Contract in whole or in part, for the convenience of the LSD. Payment shall be made for the services provided up to the agreed upon date of termination.

Termination for Cause/Non-Performance

In the event either party fails to comply with the terms and conditions of the Contract, the non-defaulting party shall give thirty (30) days written notice to terminate the Contract. The Contract shall then terminate thirty (30) days from the date of the written notice. The non-defaulting party may also pursue any remedy available within the laws of the State of Mississippi. Upon termination, all obligations of LSD to make payments required hereunder shall cease.

Termination Due to Unavailability of Funds

It is expressly understood and agreed that the obligation of LSD to proceed under this Contract is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of this Contract are, at any time, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Mississippi to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to LSD, LSD shall have the right upon ten (10) working days written notice to the Contractor, to terminate this Contract without damage, penalty, cost or expenses to the Contractor of any kind whatsoever. The effective date of termination shall be as specified in the notice of termination.

Access to Records

The Contractor agrees that the LSD, or any of its duly authorized representatives, at any time during the term of this Contract, shall have access to, and the right to examine any pertinent books, documents, papers, and records of Contractor related to Contractor's charges and performance under this Contract. Contractor shall maintain reasonable complete and accurate records of the operations associated with this Contract and all fees and expenses charged to LSD, or paid on behalf of LSD, with respect to goods and/or services secured by this Contract. The Contractor will retain such records for the period of the Contract plus three years from the ending date or termination of the Contract. All records, reports, and other information shall remain or become the property of the LSD. This Contract does not give Contractor any rights, implied or otherwise, to data, content, or intellectual property, except as expressly stated in the Contract. This includes the right to sell or trade Data.

E-Verification Compliance

Contractor represents and warrants that it will ensure compliance with the Mississippi Employment Protection Act, Miss. Code Ann. §71-11-1 et seq. and shall register and participate in the status E-verification system for all newly hired employees.

Ethics: Gratuities and Kickbacks

By signing this Contract, the Contractor certifies that neither it nor any of its employees, representatives or agents have offered or given gratuities, in the form of entertainment, gifts or otherwise, to any director, officer or employee of the LSD with the view toward securing favorable treatment in the awarding, amending, or the making of any determination with respect to the performing of this Contract. The right of Contractor to proceed may be terminated after notice and hearing, the LSD determines that a Contractor, any agent, or other representative of Contractor gave or agreed to give, any employee in connection with any decision, approval, disapproval, recommendation, preparation or any part of a program requirement or a purchase request, as listed in Miss Code Ann. 97-11-53.

Representation Regarding Contingent Fees

By signing this Contract, the Contractor represents that it has not retained a person to solicit or secure a LSD contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee.

Debarment or Suspension

By signing this Contract, the Contractor agrees that neither it nor its principals are currently debarred or suspended from entering into a contract with a federal department, any political subdivision, a governing authority, agency of the State of Mississippi, or any other state, and that it is not an agent of a person or entity that is currently debarred from entering into a contract with a federal department, any political subdivision, a governing authority, agency of the State of Mississippi, or any other state. If at any time during the term of the Contract the Contractor becomes debarred or suspended, you must notify the LSD immediately.

Conflict of Interest

By signing this Contract, the Contractor certifies no involvement, financial or otherwise, that any member of the LSD board of education, employee, officer or agent of the LSD may have in the Contractor's organization. Contracts shall be in accordance with Miss Code Ann. §37-11-27.

Background Check and Fingerprint Screening When Working with Students

Student safety is a priority of the LSD. Consequently, all Contractors working directly with students agree that such Contractors shall be pre-screened and have a background check and fingerprinting screening. All such Contractors shall submit to fingerprint screening by the LSD which shall bill the Contractor for the fingerprint screening. (The current rate for fingerprint processing is \$40.00; this rate may increase.) Contractors hereby acknowledge that until the LSD has notified the Contractor that the fingerprint and background check has been completed to the satisfaction, in its sole discretion, of the LSD, no contract with the LSD may be approved. Further, Contractor agrees

that if any disqualifying information is received by the LSD from a background check and fingerprinting, any contract with Contractor is rendered null and void.

WHEN PAYMENT IS MADE USING FEDERAL FUNDS

The Contractor must disclose, in writing, any potential conflicts of interest to the LSD. (\$200.112)

Mandatory Disclosures (\$200.113)

The LSD must disclose to the Federal awarding agency, i.e. MDE, all violations of Federal criminal law involving fraud, bribery, or gratuity potentially affecting the Federal award.

FEDERAL GOVERNMENT REQUIRED CONTRACT PROVISIONS

By signing this Contract, the Contractor agrees to all applicable federal laws, rules regulations, including without limitation any and all requirements of contractors, subcontractors, materialmen, suppliers pertaining to employees, wages, labormen, workforce issues, minority and disadvantaged businesses, environmental and safety standards, monitoring and reporting, limitations on the use of certain telecommunications and video surveillance equipment, anti-lobbying, applicable requirements of the Purple Book, all requirements of **Appendix II to 2 CFR Part 200**, and any other requirements, obligations or limitations imposed by Laws on Contractor or Owner with regard to the Work.

Appendix II to Part 200—Contract Provisions for Non-Federal Entity Contracts Under Federal Awards: (Appendix II to Part 200)

The Parties agree that any and all federal laws that are required to be included in this Contract are incorporated by reference herein and made a part of this Contract. Contractor, as part of its obligations under this Contract and for no additional cost, agrees to cooperate with and provide necessary documentation and/or information reasonably requested by the LSD for purposes of satisfying any monitoring or reporting requirements imposed by federal laws. Invalidity of any portion of this Contract under the United States shall not affect the validity of the remainder of this Contract.

SIGNATURE PAGE FOLLOWS

The parties acknowledge and agree that this Contract may be executed by electronic signature, which shall be considered as an original signature for all purposes and shall have the same force and effect as an original. Without limitation, "electronic signature" shall include faxed versions of an original signature or electronically scanned and transmitted versions (e.g., via pdf) of an original signature.

IN WITNESS WHEREOF, the Laurel School District and the Contractor, have executed this Contract as of the day and year first set forth above.

Laurel School District

303 W. 8th Street
Laurel, MS 39402

LSD Authorized Signature

Title: _____

Date: _____

LSD Contract Administrator Signature

Title: _____

Date: _____

LSD Superintendent Approval

***Required for Federal Programs PD*

Date: 3-29-2025

CONTRACTOR QUESTIONNAIRE:

- 1.) Are you currently an employee or substitute teacher of the LSD? Yes____No X. If yes, payment must be made through payroll, not accounts payable.
- 2.) Are you a retiree of PERS? Yes____No X. If yes, contact PERS for information needed to be approved as an independent contractor. The PERS approval letter must be with the Agreement before it can be fully executed. This is required every fiscal year.
- 3.) Do the services provided in this Scope of Work require that you work directly with students, as stated above in the Background Check and Fingerprint Screening When Working with Students? Yes X No ____ If yes, by signing this Agreement, the Contractor agrees to a background check and fingerprint screening procedures as mentioned above.

Aim High Learning LLC

Business Name/Contractor

Address: 562 State Avenue

Philadelphia, MS 39350

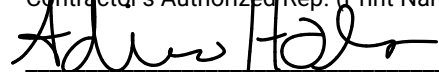
99-4437317

Taxpayer Identification Number

SAM.gov Unique Entity Identifiers (EUIs). EUI replaces DUNS and should be in place by 03/01/22 when \$25,000 or greater for FY)

Adrienne Holmes, M.Ed.

Contractor's Authorized Rep. (Print Name)



Contractor's Authorized Rep. Signature

Title: Owner/Consultant

Date: 3-29-2025

- 4.) Have you ever been terminated, dismissed, or asked to leave employment due to any arrests, charges, or allegations that involved sexual/physical abuse or molestation? Yes____No X

REQUIRED APPROVALS: \$5,000 up to \$25,000 - Finance Director
\$25,000.01 and over - LSD Board of Education