



Professional Services Contract/Agreement

Between

Kansas City Kansas Public Schools, Unified School District No. 500 and

Ashley Smith, Ed.D./EduSigner, LLC

(Name of Individual/Organization)

1. **Fees:** The fees and/or expected payment schedule for this service is \$ 2,000/day (hour/day).
 - a. This Agreement is subject to the terms and provisions of the Kansas Cash Basis Law K.S.A. 10-1101. Specifically, the client is obligated only to pay periodic payments or monthly installments under the Agreement as may lawfully be made from funds budgeted and made available from any lawfully operated revenue producing source.

2. **Term:** This Agreement shall commence and become effective 07/15/2021 (mm/dd/yyyy) and when it is accepted and approved by either the Chief Financial Officer or the Superintendent of Schools, and shall end on 05/20/2022 (mm/dd/yyyy). The term of the Agreement may be terminated before the expiration date pursuant to paragraphs 7 or 8. Renewal of the contract is based on both parties and should be done annually.

3. **Locations:** Please list other schools you are working within the district:
West Park Elementary School _____

Please Route ALL Contracts to Dennis Covington's Office for Council Approval.

Approved: _____

4. **Services:** Provide explanation of services, including but not limited to specific goals that will be accomplished throughout the service and how is it connected to the School Improvement Plan (SIP)?

a. Goal 1:

We will create safe, respectful, and culturally responsive classrooms that will allow authentic connections between staff and students.

b. Goal 2:

We will make data-driven decisions as we strengthen culturally responsive practices using feedback from our community as we develop the possibilities for problems facing our focus groups.

a. Outcome(s) or the "How" you will accomplish the Goals set forth:

We will have a concrete plan (Culturally Responsive Classroom Strategic Plan) for creating a more culturally responsive & equitable environment within our roles and responsibilities. This plan will include action items that will be monitored by PLCs and the building leadership team.

5. **Vendor's Responsibility:** Please describe the responsibilities of the vendor throughout the term of the services:

* Communicate with the building leadership team about what they are seeing during their observations. Disaggregate and code the data collected by the building leadership team so it can be used to inform the next professional development experience.

* Develop all of the workbooks, slides, group activities, and presentation based on the disaggregated data.

6. **District Responsibility:** Please describe the responsibilities of the District throughout the term of the services:

* The building leadership team will assist with data collection (observations, discussions, PLC meeting insights, etc.) based on the professional development experience focus topics.

* Provide space that accommodates the group with a screen, projector, and other materials as requested during the professional development experience.

7. **Termination for Convenience:** Either party shall have the right to terminate this Agreement for its convenience upon sixty (60) calendar days advance written notice. Termination under this Section is without liability except for undisputed payment obligations for Services performed prior to the date of termination

8. **Termination for Cause:** Either party may terminate this Agreement upon thirty (30) calendar days written notice if the other party materially breaches this Agreement and fails to cure the breach within the 30 day notice period.

9. **Non-Discrimination:** the parties agree that they shall not discriminate against anyone on the basis of race, age, gender, national origin, religion, or disability with respect to the obligations under this Agreement.

10. **Notice:** All notices sent to USD No. 500 must be in writing and (i) hand delivered, (ii) sent by first class mail postage prepaid, or (iii) sent by overnight delivery service, to:

Kansas City Kansas Public Schools / USD 500
ATTN: Dennis Covington, CFO
2010 North 59th Street, 3rd Floor
Kansas City, Kansas 66104

11. All notices sent to professional services contractor must be in writing and (i) hand delivered, (ii) sent by first class mail postage prepaid, or (iii) sent by overnight delivery service, to:

Ashley Smith, Ed.D.
EduSigner, LLC
6324 N Chatham Ave #231
Kansas City, MO 64151

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement.

SIGNED:



(CONSULTANT)

BY: _____
NAME: Ashley Smith
TITLE: CEO
DATE 6/2/2021

**KANSAS CITY KANSAS PUBLIC SCHOOLS/USD
500**



BY: Dennis Covington
NAME: _____
TITLE: Chief Operating Officer
DATE: July 19, 2021

CONSULTANT AND PROFESSIONAL SERVICES CONTRACT

Consultant

Company Name: EduSigner, LLC
 Consultant Name: Ashley Smith, Ed.D.
 Address: 6324 N Chatham Ave #231
 City, State, Zip: Kansas City, MO 64151
 Federal Tax ID or SSN: 83-3074102
 Telephone Number: 816-663-0847

School District

Kansas City Kansas Public Schools
2010 N. 59th Street
Kansas City, KS 66104

W9 on File at KCKPS? Yes / No

8/9/21, 9/13/21, 11/1/21, 1/10/21-1/11/21, 2/24/21

Briefly describe services to be performed (including all dates of service):


~~Providing professional development experiences to West Park Elementary School on culturally responsiveness and restorative practices.~~

Rate: \$ 2,000 per day (Hour, Day, etc.). Maximum billable amount for the services: \$ 12,000

Independent Consultant Designation: Internal Revenue guidelines discourage consulting services agreements to individuals or organizations that conduct their businesses in a manner consistent with an employer/employee relationship. The answers to the following questions will assist in determining compliance with the Internal Revenue Code. NOTE: Not all answers must be "NO" to be considered an independent consultant. Indicate "Yes" or "No" by initialing the appropriate column.

	Yes	No
1. I am an employee of the District?	_____	X _____
2. I am required to receive significant district training before commencing work?	_____	X _____
3. My work is the same as/very similar to the work of other District employees?	_____	X _____
4. The District has complete control over when, where, and how the work is performed?	X _____	_____
5. The District has others who assist me in meeting the scope of their work?	_____	X _____
6. The scope of work is not for a definite period of time?	_____	X _____
7. Is the work to be performed on District property?	X _____	_____
8. Is payment based upon the amount of time worked (versus fixed rate for the job)?	_____	X _____
9. Is the District required to reimburse expenses related to the job?	_____	X _____
10. Does the District provide most of the tools and equipment used by the consultant?	X _____	_____
11. Does the consultant have a significant investment in facilities & equipment relative to the contact?	_____	X _____
12. Does the consultant spend more than 75% of his/her professional year working on District projects?	_____	X _____
13. Does the District have the right to discharge the consultant prior to completion of the scope of work?	X _____	_____
14. I correspond and invoice on my own letterhead and have my own business card.	X _____	_____
15. I have the right to the means and methods of accomplishing the result.	X _____	_____
16. I am not engaged in an occupation distinct from that of the school district.	_____	X _____
17. I am not engaged in work that is a regular component of the school district business.	_____	X _____
18. I supply the facility, instruments, materials, tools and place to do the work.	_____	X _____
19. I do not have to have a special skill to provide this service.	X _____	_____
20. My opportunity to profit or loss does not depend on my own management skill.	X _____	_____
21. I am not paid by the job.	X _____	_____
22. I have established an account with the Department of Revenue or other agency that collects taxes.	X _____	_____
23. I do not have any other customers for my services.	X _____	_____
24. I have a W9 form on file with the District at this time (if no, must be submitted).	X _____	_____

To Be Completed at Time of Request: I do declare and affirm that the answers listed above are a true and accurate reflection of the services to be performed by myself (under penalty of perjury).

<u>Requester</u>	<u>Date</u>	<u>Budget Administrator</u>	<u>Date</u>
	<u>6/2/21</u>		
Consultant	Date	Superintendent (if fee is greater than \$500 per day)	Date

Budget Number: _____

Fund	Responsibility	Location	Function	Object
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Complete the information below upon completion of the services (Copy-Purchasing Dept.).

I certify that above individual performed the duties as outlined. Contract is authorized for payment. Is billing attached? (Circle) Yes / No

<u>Requester</u>	<u>Date</u>	<u>Budget Administrator</u>	<u>Date</u>
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Purchase Order / Contract Number: _____

[Send Original to Purchasing]

Directions for Consultant and Professional Services

1. Type or legibly print consultant information. The company name, address and federal identification or social security number will be used for IRS information reporting and **must** be supplied.
2. Indicate the District Representative who will be overseeing the work of the consultant.
3. Briefly describe the services to be performed.
4. Identify the remuneration to be received by the consultant. There are three blanks available. The first two relate to work that is paid according to the actual time spent. If applicable, report the dollar amount and time period for the payment. The third blank is for a fixed dollar amount. If all three blanks are completed, the payment will be based upon the lower of actual time spent times the rate or the fixed maximum billing amount. Indicate N/A for any blank that is not applicable.
5. The "Independent Consultant Designation" section is used to comply with IRS guidelines relating to whether a person should be paid as an employee or a consultant. Appropriate determination cannot be made without answering these questions. You may need to confer with the consultant before answering the questions or send the form to them and ask that they complete this section.

When answering the question, please initial the appropriate "Yes/No" column. If the consultant is answering the question, please ask that they use their initials to record their answers. In the event the District is audited, follow up can be pursued with the appropriate person.

6. Note that an IRS form W9 must be on file with the District from the consultant before services are to be rendered. Copies of this form can be printed from the internet at www.kckps.org/purchasing.
7. Signature lines are available for the requestor, budget administrator, consultant, and superintendent. The only signatures at the time of remittance are the budget administrators and the consultants.

For services having a dollar amount of \$500.00 or more per day or more, the superintendent of schools must approve. For services a dollar amount greater equal to or greater than \$20,000.00, the Board of Education must approve the contract. The form will be routed to the appropriate people after it is submitted to the Purchasing Department.

8. Record the account number to be charged.
9. Pages one of the form, with the original signatures, should be sent to the Purchasing Department when complete, including the purchase order number. A copy of the completed consultant form should be retained by the building or department originating the request. If information is incomplete, it will be returned requesting additional information be completed. No commitment should be made to the consultant until the purchase order is issued.
10. When the consultant performs the service, the purchase order should be received on line and the invoice submitted to the Accounts Payable Department for payment.

EDUCATE. ENGAGE. EMPOWER.

CULTURALLY RESPONSIVE CLASSROOMS

A CUSTOM PROPOSAL PREPARED FOR:
WEST PARK ELEMENTARY



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**CEO, EDUSIGNER, LLC
EDUSIGNER.COM**

Purpose & Promise



In education, we basically have one job...to get our students to their designated finish line with as many diplomas, certificates, endorsements, and degrees as possible. Regardless of where a student begins, we have to figure out how to support them as they acquire and develop new skills so they can have more options in life.

Unfortunately, many of our educational institutions are underserving those "furthest from opportunity" (Standford d. School) and the disproportionate gaps within the system are continuing to widen. Schools with high levels of success view diverse aptitudes, attitudes, abilities, achievement levels, etc. from an asset-based framework.

If we can alter our mentality, then we can transform our reality. By intersecting restorative relational frameworks, metacognitive processes, design thinking, and culturally responsive competencies, we create a culture and climate conducive for individuals to develop the emotional capacity needed to empower themselves. We want those with the best understanding of the problems to help develop the possibilities.

Recent events have proven that we can't afford to wait until we have everything figured out. We have to take progressive, imperfect action and make adjustments as we are moving towards equity and inclusivity. As you do it, you learn it.

Smith, A. N. (2019). Shame Shapeshifters Masking as Disengagement: A Grounded Theory Study Examining Academic Achievement-Related Emotions in High School (Doctoral dissertation, University of Missouri-Kansas City).

VISION & MISSION

EduSigner = Educational Designer

VISION: EduSigner(s) believe in a world where educational spaces are places of healing to liberate the gifts locked inside each individual so they can take ownership of their own learning experiences.

MISSION: EduSigner(s) design educational experiences to engage and empower all learners by creating spaces for self-reflection and application to transform beliefs about the problems by focusing on the possibilities.



VALUES



Raw - Unapologetically Honest

Politics has its place but not in this coaching system. We name what we're seeing so we can put our energy toward solutions instead of cover-ups.



Real- Authenticity over Appearances

We are focused on pursuing excellence versus pretending we're perfect. No fake smiles allowed. It is okay not to be okay. Emotions are welcome.



Relevant - Advance Privately, Personally, & Professionally

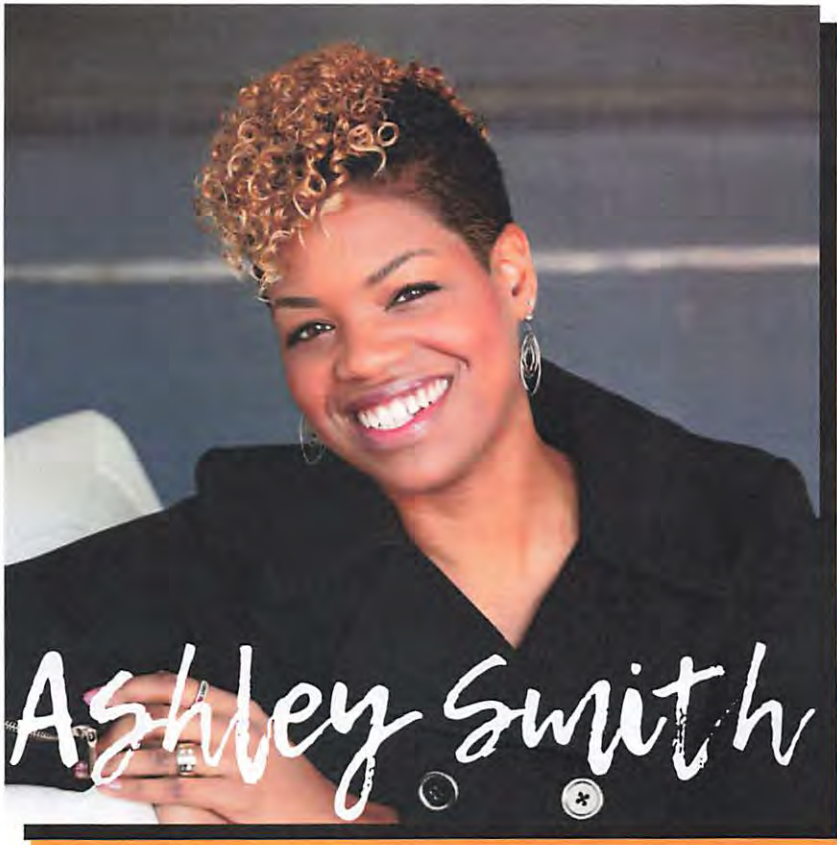
Transcending traditional "PD", you will be able to integrate the knowledge we give you to transform your entire world.



Relentless - Pursue Change Passionately

We often forget that people change systems. So, the system won't change until we do. If we change our mentality, we can alter our reality.

Gwinnett...Meet Your Coach



Let's Connect!



edesigner.com

@DrStrugglish



I'm Ashley Nicole Smith, and I coach change-makers. People on campuses, in corporations, and in communities with an unwavering belief that we can educate those around us so that everyone can feel empowered. My ultimate goal is to create spaces for institutional healing by focusing on individual healing. Think about how much stronger your college would be if you had the key to tap into the gifts and talents of everyone on campus. This could be life-changing for your community. Now, more than ever, people are counting on us to create empowering spaces where they can authentically show up and be seen.

I've been blessed to have had some really unique learning experiences. I hold a Bachelor's in Elementary Education, an endorsement in ELL, a graduate certificate from the International Institute of Restorative Practices, a Master's, and a Doctorate in School Administration K-12. I've been a teacher, an administrator, a district hearing officer, trainer, etc. but none of it prepared me for the unscripted, unplanned, unwelcomed encounter with diversity, equity, inclusion, and belonging that changed the entire course of my life.

I was perfectly executing the workshop model in my 7th grade ELA class when a student called me out for not "seeing" them. Suddenly, I woke up and I never knew I had been asleep. This started a 12-year journey where I began creating policies, procedures, and processes to ensure everyone has a seat at the table. I design educational experiences so people are exposed to new ways of thinking, moving, and being in this world. This is how we'll change the system.

COACHING FOR CHANGE

Every lesson in our coaching system has the goal of transforming practices. The new information first targets the emotions, then the intellect. From there, participants are challenged to apply the information and then report the findings. This cycle is the most effective way to get results in record time.



COACHING WORKFLOW

The three phases serve as the workflow for all of our coaching and consulting experiences. This is explained in section titled, the "Plan".

PHASE
1

AWARENESS

A personal and professional audit to explore gaps and needs

PHASE
2

ACTION

Completing multi-layered actions to work toward an aspiration

PHASE
3

ASSESSMENT & ACCOUNTABILITY

Assessing achievement while cementing the change

Philosophies

WEST PARK PROJECT PLAN: CULTURALLY RESPONSIVE CLASSROOMS

FOCUS TOPICS:

Culturally Responsiveness & Creating Community
Design Thinking: Centering the Student Experience
Communication Skills: Restorative Practices

West Park Plan Preview

Culturally Responsive Team or Early Adopter Group:

To ensure there is ongoing support, I recommend launching a culturally responsive team or an early adopter group comprised of a cross-section of the school. One model could be to have three members from a department, grade, or parent organization, such as a staff member, a student, and a stakeholder.

Each individual will choose a student focus group and they will engage with cultural responsiveness by developing a solution to a problem facing a need in with that focus group. Focus groups may be representatives of populations "furthest from opportunity", historically marginalized, underrepresented, or those that the data show are currently being underserved.

Culturally Responsive Classrooms Objectives:

- We will make data-driven decisions as we strengthen culturally responsive practices using feedback from our community as we develop the possibilities for problems facing our focus groups.
- We will create safe, respectful, and culturally responsive classrooms that will allow authentic connections between staff and students.
- We are proactive about advocacy and will take action while making adjustments along the way.
- We will use qualitative and quantitative data to monitor our personal and professional growth regarding the competencies throughout the duration of this learning opportunity (see personal/professional competencies).
- We will have a concrete plan (Culturally Responsive Classroom Strategic Plan) for creating a more culturally responsive & equitable environment within our roles and responsibilities.

This plan includes all in-person professional development experiences and coaching during PLCs.

Personal/Professional Competencies

CONNECTIONS

- We will create a safe space where we can authentically connect with others who have different ways of thinking, moving, and being in the world.
- We will speak from the heart and own our thoughts, actions, and emotions reserving the right to change.



CONTENT



- We will welcome the discomfort of uncertainty as we engage with culturally responsive practices.
- We will be reflective and monitor our growth regarding our evolving expertise, experiences, and emotions.

COMMUNICATION

- We will ask questions, listen using all of our senses, and engage in tough conversations.
- We will be introspective about our instincts and interact with others placing an emphasis on empathy, equity, and empowerment.



CULTURE & CLIMATE



- We will imagine the ways the world can be a better place and engage in average activism while approaching our purpose/aspirations.
- Learning is a process that involves strategically struggling towards success so we commit to strive until we succeed.



Welcome to... Culturally Responsive Classrooms

Phase 1 - Awareness

Pre-Work - July 15th

- Comparing & Contrasting Experiences

In-Person - August 9th (Full Day)

- Complex Identities
- Contextualizing Culture
- Conscious of Biases
- Creating Cultural Capacity
- Culturally Responsive Interviewing

Phase 2 - Action

In-Person - September 13th (Full Day)

- Communicating Restoratively
- Culturally Responsive Interviewing Mapping
- Creative Prototyping
- Culturally Responsive Classroom Strategic Plan

In-Person - November 1st (PLCs)

- Coaching Teams - CRC Strategic Plan

In-Person - January 10th & 11th (PLCs)

- Countering the Idea of "Control"
- Centering the Student's Story
- Culturally Responsive Classroom Strategic Plan

Phase 3 - Accountability & Assessment

In-Person - February 24th (1/2 Day)

- Changing the Narrative
- Check-ups & Clarifying the Measurements
- Connecting through Content
- The Culturally Responsive Community

Phase One: Awareness

What elements make up a person's or group's culture?
How do we describe culturally responsiveness, and what's the goal?
What actions can we take to be aware of our biases?

Pre-Work

Comparing & Contrasting Experiences: Reflect on your family values, what you consider to be important, the origin story that guided those beliefs, and how your experiences differ from your students'.

In-Person PD Experience - August 9th (AM)

Example Times: Proposed Workshop Topics:

- 9:00 - 9:30 am** • **Welcome, Objectives, Norms, & Intro Activity**
- 9:30 - 10:15 am** • **Complex Identities** - We all have a set of scripts or storylines that guide our lives. Some of us are aware of them, but very few of us reflect on the equations that we've developed in the background because of these scripts. We will identify the elements that form the foundation of our identities using the prework and explore the intersectionality of power dynamics that impact the culture of our organizations.
- 10:15 - 10:30 am** • **Break**
- 10:30 - 11:30 am** • **Contextualizing Culture** - We'll analyze the layers that make up culture and do some level setting. Terms such as culture, climate, culturally responsive, diversity, equity, inclusion, and belonging are often used interchangeably, but the nuances of their definitions are important. We'll explore concrete examples of these words and why we should be striving to create empowering spaces that are culturally responsive.
- 11:30 - 12:15 pm** • **Conscious of Biases** - Continuing the peel back the layers, we'll discuss the concept of "othering" and what barriers (beliefs, biases, background, etc.) prevent us from being able to empathize with those we deem "different." We all have biases and we must be aware of our lenses if we are going to be responsive to the needs of our students and families.
- 12:15 - 12:45 pm** • **Lunch**

Phase One:

Awareness

How can we increase our capacity and what should we be striving to achieve?
What are my strong areas and areas that need my focus?
Who should we consult as we co-create solutions that will actually work?

In-Person PD Experience - August 9th (PM)

Example Times: Proposed Workshop Topics:

12:45 - 1:00 pm • **After Lunch Energizer** - People Bingo

1:00 - 2:00 pm • **Creating Cultural Capacity** - Participants will be given 30 minutes to do a culturally responsive scavenger hunt in their classrooms. They will be finding artifacts in the following areas:

- Connections
- Content
- Communication
- Culture & Climate

They will self-assess their strongest areas and their areas of opportunity which will become a focus area in which they will get feedback from team members. Between now and the next session the PLC team and individual will collect artifacts that represent growth in that area.

2:00 - 3:00 pm • **Culturally Responsive Interviewing** - In the field of education, we develop solutions to problems "for" other people without getting their input. By identifying and interviewing populations (staff, students, community members, etc.) that are being underserved in our various departments, roles, and jobs, we will be able to co-create solutions by working "with" others saving valuable time and resources. We will talk about whom we're interviewing, how we're going to go through the process, and what we're trying to achieve. Helpful communication tips will be given, and we will practice ensuring we will be sensitive while asking tough questions and hearing critical feedback.

At the next PD event, participants will bring:

- **At least 3 cultural interviews with students**
- **A draft of their aspiration statement**
- **Artifacts from their focus area**

Phase Two:

Action

What beliefs, values, and experiences form the basis for your actions?
How can we create a space at the table for everyone?
How do we decide who or what should get our time and resources?

In-Person PD Experience - September 13th (AM)

Example Times: Proposed Workshop Topics:

- 9:00 - 9:30 am • **Welcome, Objectives, Norms, & "Aha" Moments**
- 9:30 - 11:00 am • **Communicating Restoratively** - In every interaction, there is an emotional exchange as our brains send and receive messages. Conflict is inevitable so we have to analyze the stories we tell ourselves in those moments by becoming curious. The best way to explain the concepts behind restorative communication techniques is through experience. During this time we will:
 - Use scenarios to engage in restorative questioning
 - Practice the format for making affective statements
 - Discuss processes that will allow us to "see" and "hear" one another (and our students) more effectively
- 11:00 - 11:15 am • **Break**
- 11:15 - 12:15 pm • **Culturally Responsive Interview Mapping** - We'll look at the responses from our cultural interviews and breaking them down to see what insights we discover. Insights include what was said and what was not said in both words and body language. Then, we'll use this information to revise the PLC team's aspiration/purpose statement that will guide the rest of the PD sessions. From this point, each team will have a slightly different focus area and priority group to achieve the overarching goal of becoming a more culturally responsive school.
- 12:15 - 12:45 pm • **Lunch**

Phase Two: **Action**

How can we shift from deficit thinking to asset-based thinking?
What methods will allow us to think innovatively?
What accountability measures will we use to ensure we're taking action?

In-Person PD Experience - September 13th (PM)

Example Times: Proposed Workshop Topics:

- 12:45 - 1:00 pm** • **After Lunch Gallery Walk**- Give feedback to other teams
- 1:00 - 2:00 pm** • **Creative Prototyping** - Using the aspiration/purpose statement as our design challenge, we will tap into design thinking principles to generate solutions. Different lenses and constraints will be used to develop ideas quickly while pushing educators to think outside of the traditional box to explore new ways to meet the needs of our priority group of students. By the end of this round, one idea will be selected to move forward as we bring all of the pieces together in the strategic plan.
- 2:00 - 3:00 pm** • **The Culturally Responsive Classroom Strategic Plan** - Pulling from all of the information that was presented, each team will create a plan that they believe will help them solve a specific problem for the population they identified. They will define their measurement tools as they create action steps along with an accountability system. Two weeks from this date, by September 27th, educators will complete a progress check form. This information will be used to determine the agenda for the coaching session on November 1st.

At the next Coaching Session in PLCs, participants will bring:

- **A copy of their feedback form**
- **Data and other artifacts from their Culturally Responsive Classroom Strategic Plan**
- **The team's accountability tracker**

Phase Two: Action

How can we empower our students?
What is my role in the classroom and what is the "right" amount of "control"?
How can we embed an element of our shift into "the system"?

In-Person Coaching - November 1st (PLCs)



Culturally Responsive Classroom Strategic Plan - Comparing where we are right now to the ideal version of what environment we want ALL to experience, we will examine the shift we made. We'll figure out what adjustments need to be made as we continue to empower our priority group of students.

In-Person Coaching - January 10th & 11th (PLCs)

Topic #1: Countering the Idea of Control - In many of our schools the idea of "control" has been misrepresented. We'll discuss how we can be more student-centered and create more spaces for them to feel empowered as learners.



Topic #2: Centering the Student's Story - Students should "see" elements of themselves represented in everything that we do. Sadly, that is not often the case and many don't center the student's story because it seems like such a daunting task. Let's break down manageable moves we can make so our students feel included and celebrated.

Topic #3: Culturally Responsive Classroom Strategic Plan - We will expand our priority group to include more learners while continuing to monitor the effectiveness of our shift. We will find ways to automate a piece of our accountability system.



At the next PD event, participants will bring:

- Artifact showing evidence of their CRC Strategic Plan
- An outline of the next week's lesson plans
- Data collected from the CRC shift

Phase Three:

Accountability & Assessment

How can we communicate our culturally responsive journey to others?
How can we share the responsibility of our shift with our students?
Can individuals navigate through the design process to co-create solutions?

In-Person PD Experience - February 24th (1/2 Day)

Example Times: Proposed Workshop Topics:

- 9:00 - 9:15 am** • **Welcome, Objectives, Norms, & Narrative Brainstorm**
- 9:15 - 9:30 am** • **Changing the Narrative** - As a result of shifting an element of our practice, we now have new scripts or stories that counter what we previously believed. We'll craft a new narrative (elevator pitch) that summarizes the story of our successes and what we're hoping to accomplish.
- 9:30 - 10:00 am** • **Check-ups & Clarifying the Measurements** - Matching our measurement tools with our aspirations and purpose is a difficult task. We'll analyze our tools and make any adjustments before scaling our shift. As we find ways to embed it in our systems, we'll discuss how students can assist with this process by taking ownership of various pieces of the shift.
- 10:00 - 11:00 am** • **Connecting through Content** - We'll look at the CRC Strategic Plan and the artifacts to see what other opportunities there were for expanding the shift. PLCs will brainstorm ideas for the next week that include their expansion ideas.
- 11:30 - 12:00 pm** • **Lunch**
- 12:00 - 1:00 pm** • **The Culturally Responsive Community** - We'll have a design sprint to find places in our school where we can be more culturally responsive. Individuals will co-create a shift they can make that will impact the larger school community. This will also be a time where groups demonstrate they can move through the design process.

Projected Budget:

EXPLANATION	EXPENSES
<ul style="list-style-type: none">• In-Person Professional Development Experiences<ul style="list-style-type: none">◦ August 9th◦ September 13th◦ November 1st◦ January 10th◦ January 11th◦ February 24th	<p style="text-align: right;">\$2,000</p> <p style="text-align: right;">\$2,000</p> <p style="text-align: right;">\$2,000</p> <p style="text-align: right;">\$2,000</p> <p style="text-align: right;">\$2,000</p> <p style="text-align: right;">\$2,000</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: right;">TOTAL = \$12,000</p>

COMPANY INFORMATION

Official Company Name: EduSigner, LLC

Company Website: edusigner.com

Company Address: 6324 N Chatham Ave #231
Kansas City, MO 64151

Company Representative: CEO - Ashley Smith, Ed.D.

Vendor Contact Email: asmith@edusigner.com

Accepted Forms of Payment: ACH, Check, Money Order, Paypal, Credit Card

If you have any questions or would like information on receiving a contract, please email asmith@edusigner.com. We love making our customers smile so let us know if there is anything we can do to better serve you.

