



COMMONWEALTH OF VIRGINIA

County of Henrico

Non-Professional Services Contract Contract No. 2626B

This Non-Professional Contract (this “Contract”) entered into this 14th day of May 2024, Axiom Educators, LLC (the “Contractor”) and the County School Board of Henrico County, Virginia (“HCPS”).

WHEREAS HCPS has awarded the Contractor this Contract pursuant to Request for Proposals No. 24-2626-1JL, as modified by Addendum No. 1 (the “Request for Proposals”), for coaching services for elementary schools teachers.

WITNESSETH that the Contractor and HCPS, in consideration of the mutual covenants, promises and agreements herein contained, agree as follows:

SCOPE OF CONTRACT: The Contractor shall provide the services to HCPS as set forth in the Contract Documents.

COMPENSATION: The compensation HCPS will pay to the Contractor under this Contract shall be:

Description	Price
Onsite Support	\$79/hour
Virtual Support	\$79/hour

CONTRACT TERM: The Contract term shall be for a period of One year from date of execution. HCPS may renew the Contract for up to four one-year terms giving 30 days’ written notice before the end of the term unless Contractor has given HCPS written notice that it does not wish to renew at least 90 days before the end of the term.

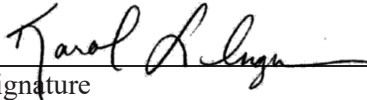
CONTRACT DOCUMENTS: This Contract hereby incorporates by reference the documents listed below (the “Contract Documents”) which shall control in the following descending order:

1. This Non-Professional Services Contract between HCPS and Contractor.
2. The General Contract Terms and Conditions included in the Request for Proposals.
3. Virginia School Data Privacy Agreement (Exhibit A).
4. Contractor’s Best and Final Offer dated April 9, 2024 (Exhibit B).
5. Contractor’s Original Proposal dated January 30, 2024 (Exhibit C).
6. The Scope of Services included in the Request for Proposals.

IN WITNESS WHEREOF, the parties have caused this Contract to be duly executed intending to be bound hereby.

Axiom Educators, LLC

P.O. Box 287
Buckeystown, MD 21717



Signature


Karol L. Ingram, CEO

Printed Name and Title

5-22-2024

Date

County School Board of Henrico County,
Virginia
406 Dabbs House Road
Henrico, VA 23223



Signature

Oscar Knott, CPP, CPPO, VCO

Purchasing Director

07/01/2024

Date

APPROVED AS TO FORM



Assistant County Attorney

Exhibit A

VIRGINIA SCHOOL DATA PRIVACY AGREEMENT

This Virginia School Data Privacy Agreement (“DPA”) is entered into by and between the County School Board of Henrico County, Virginia (hereinafter referred to as “Division”) and Axiom Educators, LLC (hereinafter referred to as “Provider”) on 5-22-2024. The Parties agree to the terms as stated herein.

RECITALS

WHEREAS, the Provider has agreed to provide the Division with certain digital educational services (“Services”) as described in Article I and Exhibit “A”; and

WHEREAS, in order to provide the Services described in Article 1 and Appendix A, the Provider may receive or create and the Division may provide documents or data that are covered by several federal statutes, among them, the Federal Educational Rights and Privacy Act (“FERPA”) at 20 U.S.C. 1232g and 34 CFR Part 99, Children’s Online Privacy Protection Act (“COPPA”), 15 U.S.C. 6501-6502; Protection of Pupil Rights Amendment (“PPRA”) 20 U.S.C. 1232h; the Individuals with Disabilities Education Act (“IDEA”), 20 U.S.C. §§ 1400 *et. seq.*; and

WHEREAS, the documents and data transferred from Virginia Divisions and created by the Provider’s Services are also subject to several Virginia student privacy laws, including Code of Virginia § 22.1-289.01. *School service providers; school-affiliated entities; student personal information*; and § 22.1-287.02. *Students' personally identifiable information*.

WHEREAS, the Parties wish to enter into this DPA to ensure that the Services provided conform to the requirements of the privacy laws referred to above and to establish implementing procedures and duties.

WHEREAS, the Provider may, by signing the “General Offer of Privacy Terms” (Exhibit “E”), agree to allow other Local Educational Agencies (LEAs) in Virginia the opportunity to accept and enjoy the benefits of this DPA for the Services described herein, without the need to negotiate terms in a separate DPA.

NOW THEREFORE, for good and valuable consideration, the parties agree as follows:

ARTICLE I: PURPOSE AND SCOPE

1. Purpose of DPA. The purpose of this DPA is to describe the duties and responsibilities to protect Division Data (as defined in Exhibit “C”) transmitted to Provider from the Division pursuant to Exhibit “A”, including compliance with all applicable state privacy statutes, including the FERPA, PPRA, COPPA, IDEA, and Code of Virginia § 22.1-289.01. *School service providers; school-affiliated entities; student personal information*; and § 22.1-287.02. *Students' personally identifiable information*. In performing these services, to the extent Personally Identifiable Information (as defined in Exhibit “C”) from Pupil Records (as defined in Exhibit “C”) are transmitted to Provider from Division, the Provider shall be considered a School Official with a legitimate educational interest, and performing services otherwise provided by the Division. Provider shall be under the direct control and supervision of the Division.

2. Nature of Services Provided. The Provider has agreed to provide the following digital educational services described below and as may be further outlined in Exhibit “A” hereto:

VIRGINIA SCHOOL DATA PRIVACY AGREEMENT

Instructional coaching

3. **Division Data to Be Provided.** In order to perform the Services described in this Article and Exhibit “A”, Provider shall list the categories of data collected, managed or shared as described below or as indicated in the Schedule of Data, attached hereto as Exhibit “B”:

Instructional coaching

4. **DPA Definitions.** The definition of terms used in this DPA is found in Exhibit “C”. In the event of a conflict, definitions used in this DPA shall prevail over terms used in all other writings, including, but not limited to, a service agreement, privacy policies or any terms of service.

ARTICLE II: DATA OWNERSHIP AND AUTHORIZED ACCESS

1. **Division Data Property of Division.** All Division Data, user generated content or any other Pupil Records transmitted to the Provider pursuant to this Agreement is and will continue to be the property of and under the control of the Division, or to the party who provided such data (such as the student, in the case of user generated content.). The Provider further acknowledges and agrees that all copies of such Division Data or any other Pupil Records transmitted to the Provider, including any modifications or additions or any portion thereof from any source, are also subject to the provisions of this Agreement in the same manner as the original Division Data or Pupil Records. The Parties agree that as between them, all rights, including all intellectual property rights in and to Division Data or any other Pupil Records contemplated per this Agreement shall remain the exclusive property of the Division. For the purposes of FERPA and state law, the Provider shall be considered a School Official, under the control and direction of the Divisions as it pertains to the use of Division Data notwithstanding the above. The Provider will cooperate and provide Division Data within ten (10) days at the Division’s request. Provider may transfer pupil-generated content to a separate account, according to the procedures set forth below.
2. **Parent Access.** Provider shall cooperate and respond within ten (10) days to the Division’s request for personally identifiable information in a pupil’s records held by the Provider to view or correct as necessary. In the event that a parent of a pupil or other individual contacts the Provider to review any of the Pupil Records of Division Data accessed pursuant to the Services, the Provider shall refer the parent or individual to the Division, who will follow the necessary and proper procedures regarding the requested information.
3. **Separate Account.** Provider shall, at the request of the Division, transfer Student Generated Content to a separate student account when required by the Code of Virginia § 22.1-289.01. School service providers; school-affiliated entities.
4. **Third Party Request.** Provider shall notify the Division in advance of a compelled disclosure to a Third Party, unless legally prohibited.

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5. **Subprocessors**. Provider shall enter into written agreements with all Subprocessors performing functions pursuant to this DPA, whereby the Subprocessors agree to protect Division Data in manner consistent with the terms of this DPA.

ARTICLE III: DUTIES OF DIVISION

1. **Privacy Compliance**. Division shall provide data for the purposes of the DPA and any related contract in compliance with the FERPA, PPRA, IDEA, Code of Virginia § 22.1-289.01. School service providers; school-affiliated entities; student personal information; and § 22.1-287.02. Students' personally identifiable information, and all other applicable Virginia statutes.
2. **Parent Notification of Rights** Division shall ensure that its annual notice under FERPA defines vendors, such as the Provider, as "School Officials" and what constitutes a legitimate educational interest. The Division will provide parents with a notice of the websites and online services under this agreement for which it has consented to student data collection to on behalf of the parent, as permitted under COPPA
3. **Unauthorized Access Notification**. Division shall notify Provider promptly of any known or suspected unauthorized access. Division will assist Provider in any efforts by Provider to investigate and respond to any unauthorized access.

ARTICLE IV: DUTIES OF PROVIDER

- 1) **Privacy Compliance**. The Provider shall comply with all Virginia and Federal laws and regulations pertaining to data privacy and security, including FERPA, COPPA, PPRA, Code of Virginia § 22.1-289.01. and § 22.1-287.02.
- 2) **Authorized Use**. Division Data shared pursuant to this DPA, including persistent unique identifiers, shall be used for no purpose other than the Services stated in this DPA and as authorized under the statutes referred to in subsection (1), above. Provider also acknowledges and agrees that it shall not make any re-disclosure of any Division Data or any portion thereof, including without limitation, any Division Data, metadata, user content or other non-public information and/or personally identifiable information contained in the Division Data, without the express written consent of the Division, unless it fits into the de-identified information exception in Article IV, Section 4, or there is a court order or lawfully issued subpoena for the information.
- 3) **Employee Obligations**. Provider shall require all employees and agents who have access to Division data to comply with all applicable provisions of this DPA with respect to the data shared under the Service Agreement.
- 4) **Use of De-identified Information**. De-identified information, as defined in Exhibit "C", may be used by the Provider for the purposes of development, research, and improvement of educational sites, services, or applications, as any other member of the public or party would be able to use de-identified data pursuant to 34 CFR 99.31(b). The Provider and Division agree that the Provider cannot successfully de-identify information if there are fewer than twenty (20) students in the samples of a particular field or category of information collected, *i.e.*, twenty students in a particular grade, twenty students of a particular race, or twenty students with a particular disability. Provider agrees not to attempt to re-identify de-identified Division Data and not to transfer de-identified Division Data to any party unless (a) that party agrees in writing not to attempt re-identification, and (b) prior written

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notice has been given to the Division who has provided prior written consent for such transfer.

- 5) **Disposition of Data.** Upon written request and in accordance with the applicable terms in subsections below, provider shall dispose or delete all division data obtained under this agreement when it is no longer needed for the purposes for which it was obtained. Disposition will include (1) the shredding of any hard copies of any Division data, (2) erasing, or (3) otherwise modifying the personal information in those records to make it unreadable or indecipherable by human or digital means. Nothing in the service agreement authorizes provider to maintain Division data obtained under the service agreement beyond the time reasonably needed to complete the disposition. Provider shall provide written notification when the division data has been disposed. The duty to dispose of Division data shall not extend to data that has been de-identified or placed in a separate student account, pursuant to the terms of the agreement. The division may employ a request for return or deletion of Division data form, a copy of which is attached hereto as exhibit D. Upon receipt of a request from the division, the provider will immediately provide the division with any specified portion of the division data within ten (10) calendar days of the receipt of said request.
- a) **Partial Disposal During the Term of Service Agreement.** Throughout the term of the service agreement, Division may request partial disposal of Division data obtained under the service agreement that is no longer needed. Partial disposal of data shall be subject to Division's request to transfer data to a separate account, pursuant to Article II Section 3, above.
 - b) **Complete Disposal upon Termination of Service Agreement.** Upon termination of the service agreement provider shall dispose or securely destroy all division data obtained under the service agreement. Prior to disposal of the data, provider shall notify Division in writing of its option to transfer data to a separate account, pursuant to Article 2, Section 3, above. In no event shall provider dispose of data pursuant to this provision unless and until provider has received affirmative written confirmation from Division that data will not be transferred to a separate account.
- 6) **Advertising Prohibition.** Provider is prohibited from using or selling Division Data to (a) market or advertise to students or families/guardians; (b) inform, influence, or enable marketing or advertising efforts by a Provider; (c) develop a profile of a student, family member/guardian or group, for any commercial purpose other than providing the Service to Client; or (d) use the Division Data for the development of commercial products or services, other than as necessary to provide the Service to Client. This section does not prohibit Provider from generating legitimate personalized learning recommendations or other activities permitted under Code of Virginia § 22.1-289.01.
- 7) **Penalties.** The failure to comply with the requirements of this agreement could subject Provider and any third party to all allowable penalties assessable against Provider under state and federal law. In the event the Family Policy Compliance Office of the U.S. Department of Education determines that Provider improperly disclosed personally identifiable information obtained from the Division's education records, the Division may not allow Provider access to the Division's education records for at least five years.

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ARTICLE V: DATA PROVISIONS

1. **Data Security.** The Provider agrees to maintain a comprehensive information security program that is reasonably designed to protect the security, privacy, confidentiality, and integrity of student personal information and makes use of appropriate administrative, technological, and physical safeguards. The general security duties of Provider are set forth below. These duties shall include, but are not limited to:
 - a. **Passwords and Employee Access.** Provider shall secure and manage usernames, passwords, and any other means of gaining access to the Services or to Division Data, at levels suggested by NIST SP800-171 (Password complexity, encryption, and re-use) , NIST SP800-53 (IA control Family), and NIST 800-63-3 (Digital Identity), and NIST SP800-63B (Authenticator and Verifier Requirements) or equivalent industry best practices.
 - b. **Security Protocols.** Both parties agree to maintain security protocols that meet industry best practices in the collection, storage or transmission of any data, including ensuring that data may only be viewed or accessed by parties legally allowed to do so. Provider shall maintain all data obtained or generated pursuant to the DPA in a secure computer environment.
 - c. **Provider Employee Training.** The Provider shall provide annual security training to those of its employees who operate or have access to the system.
 - d. **Security Technology.** When the service is accessed using a supported web browser, FIPS 140-2 validated transmission encryption protocols, or equivalent technology shall be employed to protect data from unauthorized access. The service security measures shall follow National Institute of Standards and Technology (NIST) 800-171, or equivalent industry best practices.
 - e. **Periodic Risk Assessment.** Provider further acknowledges and agrees to conduct periodic risk assessments and remediate any identified security and privacy vulnerabilities in a timely manner. Upon Division’s written request, Service Provider shall make the results of findings available to the Division. The Division shall treat such audit reports as Provider’s Confidential Information under this Agreement.
 - f. **Backups and Audit Trails, Data Authenticity and Integrity.** Provider will take reasonable measures, including all backups and audit trails, to protect Division Data against deterioration or degradation of data quality and authenticity. Provider shall be responsible for ensuring that Division Data is retrievable in a reasonable format.
 - g. **Subprocessors Bound.** Provider shall enter into written agreements whereby Subprocessors agree to secure and protect Division Data in a manner consistent with the terms of this Article V. Provider shall periodically conduct or review compliance monitoring and assessments of Subprocessors to determine their compliance with this Article.
2. **Unauthorized Access or Data Breach.** In the event that Division Data are reasonably believed by the Provider or school division to have been disclosed (lost, accessed or obtained) in violation of the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) or other federal or state law

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applicable to such information accessed or obtained by an unauthorized individual, Provider shall follow the following process:

- a.** provide immediate notification to Division upon verification of the incident and allow the Division or its authorized representatives to fully participate in the investigation of the incident.
- b.** notification will be provided to the contact(s) identified in ARTICLE VII, N: Notice, and sent via email and postal mail. Such notification shall include the
 - i.** date, estimated date, or date range of the loss or disclosure;
 - i.** Division Data that was or is reasonably believed to have been lost or disclosed;
 - ii.** remedial measures taken or planned in response to the loss or disclosure.
- c.** immediately take action to prevent further access;
- d.** take all legally required, reasonable, and customary measures in working with Division to remediate the breach, which may include toll free telephone support with informed customer services staff to address questions by affected parties and/or provide monitoring services if necessary given the nature and scope of the loss or disclosure;
- e.** cooperate with Division efforts to communicate to affected parties.
- f.** provider is prohibited from directly contacting parent, legal guardian or eligible pupil unless expressly requested by Division. If Division requests Provider's assistance providing notice of unauthorized access, and such assistance is not unduly burdensome to Provider, Provider shall notify the affected parent, legal guardian or eligible pupil of the unauthorized access, which shall include the information listed in subsections (b) and (c), above. If requested by Division, Provider shall reimburse Division for costs incurred to notify parents/families of a breach not originating from Division's use of the Service.
- g.** the Provider shall indemnify and hold harmless the Division from and against any loss, claim, cost (including attorneys' fees) or damage of any nature arising from or in connection with the breach by the Provider or any of its officers, directors, employees, agents or representatives of the obligations of the Provider's or its Authorized Representatives under this provision or under a Confidentiality Agreement, as the case may be.

ARTICLE VI: GENERAL OFFER OF PRIVACY TERMS

The Provider may, by signing the attached Form of General Offer of Privacy Terms (General Offer attached hereto as Exhibit "E"), be bound by the terms of this DPA to any other Division who signs the acceptance in said Exhibit. The Form is limited by the terms and conditions described therein.

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ARTICLE VII: MISCELLANEOUS

- A. **Term.** The Provider shall be bound by this DPA for so long as the Provider maintains or possesses any Division Data.
- B. **Termination.** In the event that either party seeks to terminate this DPA, they may do so by mutual written consent and as long as any service agreement or terms of service, to the extent one exists, has lapsed or has been terminated. The Division may terminate this DPA and any service agreement or contract in the event of a material breach of the terms of this DPA.
- C. **Data Transfer Upon Termination or Expiration.** Provider will notify the Division of impending cessation of its business and any contingency plans. Provider shall implement its exit plan and take all necessary actions to ensure a smooth transition of service with minimal disruption to the Division. As mutually agreed upon and as applicable, Provider will work closely with its successor to ensure a successful transition to the new equipment, with minimal downtime and effect on the Division, all such work to be coordinated and performed in advance of the formal, transition date.
- D. **Effect of Termination Survival.** If the DPA is terminated, the Provider shall destroy all of Division's data pursuant to Article V, section 5(b). The Provider's obligations under this agreement shall survive termination of this Agreement until all Division Data has been returned or Securely Destroyed.
- E. **Priority of Agreements.** This DPA supersedes all end user and "click-thru" agreements. In the event there is conflict between the terms of the DPA and any other writing, such as service agreement or with any other bid/RFP, terms of service, privacy policy, license agreement, or writing, the terms of this DPA shall apply and take precedence. Except as described in this paragraph herein, all other provisions of any other agreement shall remain in effect.
- F. **Amendments.** This DPA may be amended and the observance of any provision of this DPA may be waived (either generally or in any particular instance and either retroactively or prospectively) only with the signed written consent of both parties
- G. **Severability.** Any provision of this DPA that is prohibited or unenforceable in any jurisdiction shall, as to such jurisdiction, be ineffective to the extent of such prohibition or unenforceability without invalidating the remaining provisions of this DPA, and any such prohibition or unenforceability in any jurisdiction shall not invalidate or render unenforceable such provision in any other jurisdiction. Notwithstanding the foregoing, if such provision could be more narrowly drawn so as not to be prohibited or unenforceable in such jurisdiction while, at the same time, maintaining the intent of the parties, it shall, as to such jurisdiction, be so narrowly drawn without invalidating the remaining provisions of this DPA or affecting the validity or enforceability of such provision in any other jurisdiction.
- H. **Governing Law; Venue and Jurisdiction.** This agreement will be governed by and construed in accordance with the laws of the state of Virginia, without regard to conflicts of law principles. Each party consents and submits to the sole and exclusive jurisdiction to the state and federal courts for the county of the initial subscribing division or the division specified in exhibit E as applicable, for any dispute arising out of or relating to this agreement or the transactions contemplated hereby.
- I. **Authority.** Provider represents that it is authorized to bind to the terms of this Agreement, including

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confidentiality and destruction of Division Data and any portion thereof contained therein, all related or associated institutions, individuals, employees or contractors who may have access to the Division Data and/or any portion thereof, or may own, lease or control equipment or facilities of any kind where the Division Data and portion thereof stored, maintained or used in any way.

- J. Waiver.** No delay or omission of the Division to exercise any right hereunder shall be construed as a waiver of any such right and the Division reserves the right to exercise any such right from time to time, as often as may be deemed expedient.
- K. Successors Bound:** This DPA is and shall be binding upon the respective successors in interest to provider in the event of a merger, acquisition, consolidation or other business reorganization or sale of all or substantially all of the assets of such business.
- L. Electronic Signature:** The parties understand and agree that they have the right to execute this Agreement through paper or through electronic signature technology, which is in compliance with Virginia and Federal law governing electronic signatures. The parties agree that to the extent they sign electronically, their electronic signature is the legally binding equivalent to their handwritten signature. Whenever they execute an electronic signature, it has the same validity and meaning as their handwritten signature.
- M. Notice.** All notices or other communication required or permitted to be given hereunder must be in writing and given by personal delivery, facsimile or e-mail transmission (if contact information is provided for the specific mode of delivery), or first class mail, postage prepaid, sent to the designated representatives before:

a. Designated Representatives

The designated representative for the Provider for this Agreement is:

Name:	Karol Ingram
Title:	CEO
Address:	PO Box 287 / Buckeystown, MD 21717
eMail:	karol@axiomeducators.com
Phone:	240-751-7999

The designated representative for the Division for this Agreement is:

Name:	Brian Maddox
Title:	Director of Technology
Address:	3820 Nine Mile Road, Henrico VA
eMail:	bemaddox@henrico.k12.va.us
Phone:	804-328-5200

- b. Notification of Acceptance of General Offer of Terms.** Upon execution of Exhibit E General Offer of Terms, subscribing Division shall provide notice of such acceptance in writing and given by personal delivery or email transmission (if contact information

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is provided for the specific mode of delivery), or first-class mail, postage prepaid, to the designated representative below the designated representative for the notice of acceptance of the general offer of privacy terms is named title contact information.

Name: Karol Ingram
Title: CEO
Address: PO Box 287 / Buckeystown, MD 21717
eMail: karol@axiomeducators.com
Phone: 240-751-7999

[Signature Page Follows]

VIRGINIA SCHOOL DATA PRIVACY AGREEMENT

IN WITNESS WHEREOF, the parties have executed this Virginia Student Data Privacy Agreement as of the last day noted below.

Provider Signature 

Date: 5-22-2024

Printed Name: Karol L. Ingram

Title: CEO

Division Signature 

Date: 07/01/2024

Printed Name: Oscar Knott

Title: Purchasing Director

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EXHIBIT “A”

DESCRIPTION OF SERVICES

[INSERT DETAILED DESCRIPTION OF PRODUCTS AND SERVICES HERE. IF MORE THAN ONE PRODUCT OR SERVICE IS INCLUDED, LIST EACH PRODUCT HERE]

Instructional coaching

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EXHIBIT "B"

SCHEDULE OF DATA

Category of Data	Elements	Check if used by your system
Application Technology Meta Data	IP Addresses of users, Use of cookies etc.	<input type="checkbox"/>
	Other application technology meta data- Please specify:	<input type="checkbox"/>
Application Use Statistics	Meta data on user interaction with application	<input type="checkbox"/>
Assessment	Standardized test scores	<input checked="" type="checkbox"/>
	Observation data	<input checked="" type="checkbox"/>
	Other assessment data-Please specify:	<input type="checkbox"/>
Attendance	Student school (daily) attendance data	<input checked="" type="checkbox"/>
	Student class attendance data	<input checked="" type="checkbox"/>
Communications	Online communications that are captured (emails, blog entries)	<input type="checkbox"/>

Conduct	Conduct or behavioral data	✓
Demographics	Date of Birth	<input type="checkbox"/>
	Place of Birth	<input type="checkbox"/>
	Gender	<input type="checkbox"/>
	Ethnicity or race	<input type="checkbox"/>
	Language information (native, preferred or primary language spoken by student)	<input type="checkbox"/>
	Other demographic information- Please specify:	<input type="checkbox"/>
Enrollment	Student school enrollment	<input checked="" type="checkbox"/>
	Student grade level	<input checked="" type="checkbox"/>
	Homeroom	<input type="checkbox"/>
	Guidance counselor	<input type="checkbox"/>
	Specific curriculum programs	<input checked="" type="checkbox"/>
	Year of graduation	<input checked="" type="checkbox"/>
	Other enrollment information- Please specify:	<input type="checkbox"/>
Parent/Guardian Contact Information	Address	<input type="checkbox"/>
	Email	<input type="checkbox"/>
	Phone	<input type="checkbox"/>

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Parent/ Guardian ID	Parent ID number (created to link parents to students)	<input type="checkbox"/>
Parent/ Guardian Name	First and/or Last	<input type="checkbox"/>
Schedule	Student scheduled courses	<input checked="" type="checkbox"/>
	Teacher names	<input checked="" type="checkbox"/>
Special Indicator	English language learner information	<input checked="" type="checkbox"/>
	Low income status	<input type="checkbox"/>
	Medical alerts /health data	<input type="checkbox"/>
	Student disability information	<input checked="" type="checkbox"/>
	Specialized education services (IEP or 504)	<input checked="" type="checkbox"/>
	Living situations (homeless/ foster care)	<input checked="" type="checkbox"/>
	Other indicator information- Please specify:	<input type="checkbox"/>
Student Contact Information	Address	<input type="checkbox"/>
	Email	<input type="checkbox"/>
	Phone	<input type="checkbox"/>
Student Identifiers	Local (School district) ID	<input checked="" type="checkbox"/>

	number	<input type="checkbox"/>
	State ID number	<input type="checkbox"/>
	Provider/App assigned student ID number	<input type="checkbox"/>
	Student app username	<input type="checkbox"/>
	Student app passwords	<input type="checkbox"/>
Student Name	First and/or Last	<input checked="" type="checkbox"/>
Student In App Performance	Program/appli- cation performance (typing program-student types 60 wpm, reading program-student reads below grade level)	<input type="checkbox"/>
Student Program Membership	Academic or extracurricular activities a student may belong to or participate in	<input type="checkbox"/>
Student Survey Responses	Student responses to surveys or questionnaires	<input checked="" type="checkbox"/>
Student work	Student generated content; writing, pictures etc.	<input checked="" type="checkbox"/>
	Other student	<input type="checkbox"/>

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	work data - Please specify:	<input type="checkbox"/>
Transcript	Student course grades	<input checked="" type="checkbox"/>
	Student course data	<input checked="" type="checkbox"/>
	Student course grades/performance scores	<input checked="" type="checkbox"/>
	Other transcript data -Please specify:	<input type="checkbox"/>
Transportation	Student bus assignment	<input type="checkbox"/>
	Student pick up and/or drop off location	<input type="checkbox"/>
	Student bus card ID number	<input type="checkbox"/>

	Other transportation data -Please specify:	<input type="checkbox"/>
Other	Please list each additional data element used, stored or collected by your application	<input type="checkbox"/>

No Student Data Collected at this time .
 *Provider shall immediately notify LEA if this designation is no longer applicable.

OTHER: Use this box, if more space needed.

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EXHIBIT “C”

DEFINITIONS

Data Breach means an event in which Division Data is exposed to unauthorized disclosure, access, alteration or use.

Division Data includes all business, employment, operational and Personally Identifiable Information that Division provides to Provider and that is not intentionally made generally available by the Division on public websites or publications, including but not limited to business, administrative and financial data, intellectual property, and student, employees, and personnel data, user generated content and metadata but specifically excludes Provider Data (as defined in the Contract).

De-Identifiable Information (DII): De-Identification refers to the process by which the Provider removes or obscures any Personally Identifiable Information (“PII”) from student records in a way that removes or minimizes the risk of disclosure of the identity of the individual and information about them. Anonymization or de-identification should follow guidance equivalent to that provided by U.S Department of Education publication “Data De-identification: An Overview of Basic Terms” or NISTIR Special Publication (SP) 8053 De-Identification of Personally Identifiable Information. The Provider’s specific steps to de-identify the data will depend on the circumstances, but should be appropriate to protect students. Some potential disclosure limitation methods are blurring, masking, and perturbation. De-identification should ensure that any information when put together cannot indirectly identify the student, not only from the viewpoint of the public, but also from the vantage of those who are familiar with the individual. Information cannot be de-identified if there are fewer than twenty (20) students in the samples of a particular field or category, *i.e.*, twenty students in a particular grade or less than twenty students with a particular disability.

Indirect Identifiers: Any information that, either alone or in aggregate, would allow a reasonable person to be able to identify a student to a reasonable certainty

Personally Identifiable Information (PII): The terms “Personally Identifiable Information” or “PII” shall include, but are not limited to, student data, staff data, parent data, metadata, and user or pupil-generated content obtained by reason of the use of Provider’s software, website, service, or app, including mobile apps, whether gathered by Provider or provided by Division or its users, students, or students’ parents/guardians, including “directory information” as defined by §22.1-287.1 of the Code of Virginia“.

PII includes, without limitation, at least the following:

- Staff, Student or Parent First, Middle and Last Name
- Staff, Student or Parent Telephone Number(s)
- Discipline Records
- Special Education Data
- Grades
- Criminal Records

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- Health Records
- Biometric Information
- Socioeconomic Information
- Political Affiliations
- Text Messages
- Student Identifiers Photos
- Videos
- Grade
- Home Address Subject
- Email Address
- Test Results
- Juvenile Dependency Records Evaluations
- Medical Records
- Social Security Number
- Disabilities
- Food Purchases
- Religious Information Documents
- Search Activity
- Voice Recordings
- Date of Birth
- Classes
- Information in the Student's Educational Record
- Information in the Student's Email

Provider: For purposes of the DPA, the term “Provider” means provider of digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of pupil records.

Pupil Generated Content: The term “pupil-generated content” means materials or content created by a pupil during and for the purpose of education including, but not limited to, essays, research reports, portfolios, creative writing, music or other audio files, photographs, videos, and account information that enables ongoing ownership of pupil content.

Pupil Records: Means both of the following: (1) Any information that directly relates to a pupil that is maintained by Division and (2) any information acquired directly from the pupil through the use of instructional software or applications assigned to the pupil by a teacher or other local educational Division employee.

Securely Destroy: Securely Destroy means taking actions that render data written on physical (e.g., hardcopy, microfiche, etc.) or electronic media unrecoverable by both ordinary and extraordinary means. These actions must meet or exceed those sections of the National Institute of Standards of Technology (NIST) SP 800-88 Appendix A guidelines relevant to sanitization of data categorized as high security. All attempts to overwrite magnetic data for this purpose must utilize DOD approved methodologies.

School Official: For the purposes of this Agreement and pursuant to 34 CFR 99.31 (B), a School Official is a contractor that: (1) Performs an institutional service or function for which the agency or institution would otherwise use employees; (2) Is under the direct control of the agency or institution with respect to the use and maintenance of education

VIRGINIA SCHOOL DATA PRIVACY AGREEMENT

records; and (3) Is subject to 34 CFR 99.33(a) governing the use and re-disclosure of personally identifiable information from student records.

Student Data: Student Data includes any data, whether gathered by Provider or provided by Division or its users, students, or students' parents/guardians, that is descriptive of the student including, but not limited to, information in the student's educational record or email, first and last name, home address, telephone number, email address, or other information allowing online contact, discipline records, videos, test results, special education data, juvenile dependency records, grades, evaluations, criminal records, medical records, health records, social security numbers, biometric information, disabilities, socioeconomic information, food purchases, political affiliations, religious information text messages, documents, student identifies, search activity, photos, voice recordings or geolocation information.

Student Data shall constitute Pupil Records for the purposes of this Agreement, and for the purposes of Virginia and Federal laws and regulations. Student Data as specified in Exhibit B is confirmed to be collected or processed by the Provider pursuant to the Services. Student Data shall not constitute that information that has been anonymized or de-identified, or anonymous usage data regarding a student's use of Provider's services. Anonymization or de-identification should guidance equivalent to that provided by U.S Department of Education publication "Data De-identification: An Overview of Basic Terms" or NISTIR Special Publication (SP) 8053 De-Identification of Personally Identifiable Information.

Student Generated Content: Alternatively known as user-created content (UCC), is any form of content, such as images, videos, text and audio, that have been created and posted by student users on online platforms.

Subscribing Division: A Division that was not party to the original Services Agreement and who accepts the Provider's General Offer of Privacy Terms.

Subprocessor: For the purposes of this Agreement, the term "Subprocessor" (sometimes referred to as the "Subcontractor") means a party other than Division or Provider, who Provider uses for data collection, analytics, storage, or other service to operate and/or improve its software, and who has access to PII.

Third Party: The term "Third Party" means an entity that is not the Provider or Division.

VIRGINIA SCHOOL DATA PRIVACY AGREEMENT

EXHIBIT "D"

DIRECTIVE FOR DISPOSITION OF DATA

[Name or Division or Division] directs [Name of Company] to dispose of data obtained by Provider pursuant to the terms of the DPA between Division and Provider. The terms of the Disposition are set forth below:

1. Extent of Disposition

Disposition is Complete. Disposition extends to all categories of data.

Disposition is partial. The categories of data to be disposed of are set forth below or are found in an attachment to this Directive:

[Insert categories of data]

2. Nature of Disposition

Disposition shall be by destruction or secure deletion of data.

Disposition shall be by a transfer of data. The data shall be transferred to the following site as follows:

[Insert or attach special instructions.]

3. Timing of Disposition

Data shall be disposed of by the following date:

As soon as commercially practicable

By (Insert Date)

4. Signature of Authorized Representative of Division

BY: _____

Date: _____

Printed Name: _____

Title/Position: _____

5. Verification of Disposition of Data

BY: _____

Date: _____

Printed Name: _____


Title/Position: _____

VIRGINIA SCHOOL DATA PRIVACY AGREEMENT

OPTIONAL: EXHIBIT “E” GENERAL OFFER OF PRIVACY TERMS

1. Offer of Terms

Provider offers the same privacy protections found in this DPA between it and the Division to any other school division (“Subscribing Division”) who accepts this General Offer through its signature below. The Provider agrees that the information on the next page will be replaced throughout the Agreement with the information specific to the Subscribing Division filled on the next page for the Subscribing Division. This General Offer shall extend only to privacy protections and Provider’s signature shall not necessarily bind Provider to other terms, such as price, term, or schedule of services, or to any other provision not addressed in this DPA. The Provider and the Subscribing Division may also agree to change the data provided by Division to the Provider to suit the unique needs of the Subscribing Division. The Provider may withdraw the General Offer in the event of: (1) a material change in the applicable privacy statutes; (2) a material change in the services and products subject listed in the Originating Service Agreement; or (3) after three years from the date of Provider’s signature to this form. Provider shall notify the Division in the event of any withdrawal so that this information may be transmitted to the Subscribing Divisions.

BY: 

Date: 5-22-2024

Printed Name: Karol L. Ingram

Title/Position: CEO

2. Subscribing Division

A Subscribing Division, by signing a separate Service Agreement with Provider, and by its signature below, accepts the General Offer of Privacy Terms. The Subscribing Division’s individual information is contained on the next page. The Subscribing Division and the Provider shall therefore be bound by the same terms of this DPA.

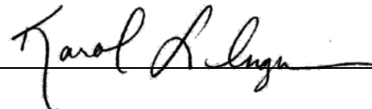
BY: _____

Date: _____

Printed Name: _____

Title/Position: _____

TO ACCEPT THE GENERAL OFFER THE SUBSCRIBING DIVISION MUST DELIVER THIS SIGNED EXHIBIT TO THE PERSON AND EMAIL ADDRESS LISTED BELOW

BY: 

Date: 5-22-2024

Printed Name: Karol L. Ingram

Title/Position: CEO

Email Address karol@axiomeducators.com



Negotiation Response

RFP#: 24-2626-1JL

Coaching Services for Elementary Teachers

Submitted to:

County of Henrico
Department of Finance
Purchasing Division
8600 Staples Mill Road
Henrico, Virginia 23228

Submitted by:

Axiom Educators, LLC
P.O. Box 287
Buckeystown, MD 21717

Due Date:

April 9, 2024
12:00 PM

1. HOURLY RATE

Contract Year 1: \$79 per hour

- The above rate applies to in-person and virtual.
- There will be a 3% increase for each renewal year.

Sample Cost Scenario: One coach providing in-person support to a Title I school for four days a week at 8 hours a day and virtually for one day a week at 8 hours a day. Virtual is on a limited basis, and it shall not exceed 8 hours a week for virtual.

Time-frame	# Weeks	Days/ Week	Hours/ Day	# Coaches	Rate	Total Cost	Notes
10/02/23 - 5/17/24	30	4	8	1	\$79.00	\$75,840.00	Monday - Thursday; Factors in school closures
10/02/23 - 5/17/24	30	1	8	1	\$79.00	\$18,960.00	Virtual support, one day per week
						\$94,800.00	

Instructional Coaches will work the hours requested by the school and district. Axiom will provide quotes based on the request and ensure that our coaches work within those parameters.

2. PROFESSIONAL DEVELOPMENT

Supplemental professional development sessions that occur on teacher work days or professional development days will be billed at the above hourly rate.

3. DATA PRIVACY AGREEMENT

Axiom does not object to signing the Data Privacy Agreement to gain access to student data and gauge impact.

4. EXCEPTIONS

Axiom does not have any exceptions to the sample contract or terms and conditions listed in the RFP.



Proposal Response for
RFP#: 24-2626-1JL
Coaching Services for Elementary Teachers

Submitted to:

County of Henrico
Department of Finance
Purchasing Division
8600 Staples Mill Road
Henrico, Virginia 23228

Submitted by:

Axiom Educators, LLC
P.O. Box 287
Buckeystown, MD 21717

Due Date:

February 1, 2024
11:00 AM

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TAB 1. INTRODUCTION AND SIGNED FORMS



6802 Paragon Place; Suite 410
Richmond, Virginia 23230
Telephone #: 804.441.6183

January 31, 2024

Jiachong Luo, Assistant Division Director
Henrico County Public Schools
PO Box 90775
Henrico, Virginia 23273-0075

Re: RFQ# 24-2626-1JL

Dear Mr. Luo,

Axiom Educators is pleased to have this opportunity to respond to the RFP for Coaching Services for Elementary Schools in Henrico County Public Schools.

Axiom has provided Math and Reading Instructional Coaches to Henrico County Public Schools for three (3) consecutive school years, beginning in the 2021-2022 school year and we would be honored to continue our partnership. To date, Axiom has partnered with five (5) HCPS Elementary Schools including Fair Oaks Elementary, Glen Lea Elementary, Highland Springs Elementary, Adams Elementary, and Lakeside Elementary each of which recorded growth during the respective year of coach engagement.

Axiom is committed to improving the academic landscape and closing achievement gaps for students in diverse school districts and we know that teacher growth and support guide student growth and achievement. As a proven education services provider, we currently serve thousands of K-12 students in multiple Virginia school districts and Baltimore, Maryland. Axiom specializes in partnering with challenging school districts to provide a collection of services including instructional coaching, daytime intervention, after-school enrichment, Summer School support, and Saturday Academy.

Axiom Educators seeks to provide value-added support to the districts we serve and we are dedicated to making a positive impact on teacher growth. With over fifteen years of experience under our belt, Axiom realizes that successful teachers yield successful students. Further, in a market where teachers are exiting the profession at record numbers, Axiom recognizes the importance of social-emotional support and providing instructional coaching in a non-evaluative manner. Our Instructional Coaches will consistently communicate and collaborate with teachers and administrators while offering guidance and leadership through coaching cycles and professional development.

Within this response you will find information about Axiom's coaching services, the successes we have had providing these services to HCPS, and the experience and qualifications of our team. If selected, Axiom Educators will be prepared to engage by March 2024. Please feel free to reach out to me if you have questions or need additional information.

Sincerely,

A handwritten signature in blue ink that reads "Shelby R Evans". The signature is written in a cursive, flowing style.


Shelby Evans, VP

ATTACHMENT A: PROPOSAL SIGNATURE SHEET

My signature certifies that the proposal as submitted complies with all requirements specified in this Request for Proposal (“RFP”) No. 24-2626-1JL – Coaching Services for Elementary Schools Teachers.

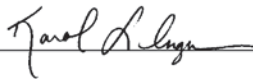
My signature also certifies that by submitting a proposal in response to this RFP, the Offeror represents that in the preparation and submission of this proposal, the Offeror did not, either directly or indirectly, enter into any combination or arrangement with any person or business entity, or enter into any agreement, participate in any collusion, or otherwise take any action in the restraining of free, competitive bidding in violation of the Sherman Act (15 U.S.C. Section 1) or Sections 59.1-9.1 through 59.1-9.17 or Sections 59.1-68.6 through 59.1-68.8 of the Code of Virginia.

I hereby certify that I am authorized to sign as a legal representative for the business entity submitting this proposal.

LEGAL NAME OF OFFEROR (DO <u>NOT</u> USE TRADE NAME):
Axiom Educators, LLC
ADDRESS: P.O. Box 287
Buckeystown, MD 21717
FEDERAL ID NO: 46-0698280
SIGNATURE: 
NAME OF PERSON SIGNING (PRINT): Karol L. Ingram
TITLE: CEO
TELEPHONE: 240-751-7999
FAX:
EMAIL ADDRESS: karol@axiomeducators.com
DATE: 1-30-2024

ATTACHMENT B: BUSINESS CATEGORY CLASSIFICATION FORM

Company Legal Name: Axiom Educators, LLC

This form completed by: Signature:  Title: CEO

Date: 1-30-2024

PLEASE SPECIFY YOUR **BUSINESS CATEGORY** BY CHECKING THE APPROPRIATE BOX(ES) BELOW.

(Check all that apply.)

- SMALL BUSINESS
- WOMEN-OWNED BUSINESS
- MINORITY-OWNED BUSINESS
- SERVICE-DISABLED VETERAN
- EMPLOYMENT SERVICES ORGANIZATION
- NON-SWaM (Not Small, Women-owned or Minority-owned)

SUPPLIER REGISTRATION – The County of Henrico encourages all suppliers interested in doing business with the County to register with eVA, the Commonwealth of Virginia’s electronic procurement portal, <http://eva.virginia.gov>.

eVA Registered? Yes No

If certified by the Virginia Minority Business Enterprises (DMBE), provide DMBE certification number and expiration date.

707714 NUMBER

6-29-2026 DATE

We are registered under our parent company, KSC Consolidated, LLC

DEFINITIONS

For the purpose of determining the appropriate business category, the following definitions apply:

"Small business" means a business, independently owned and controlled by one or more individuals who are U.S. citizens or legal resident aliens, and together with affiliates, has 250 or fewer employees, or annual gross receipts of \$10 million or less averaged over the previous three years. One or more of the individual owners shall control both the management and daily business operations of the small business.

"Women-owned business" means a business that is at least 51 percent owned by one or more women who are U.S. citizens or legal resident aliens, or in the case of a corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity ownership interest is owned by one or more women who are U.S. citizens or legal resident aliens, and both the management and daily business operations are controlled by one or more women.

"Minority-owned business" means a business that is at least 51 percent owned by one or more minority individuals who are U.S. citizens or legal resident aliens, or in the case of a corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more minority individuals who are U.S. citizens or legal resident aliens, and both the management and daily business operations are controlled by one or more minority individuals.

"Minority individual" means an individual who is a citizen of the United States or a legal resident alien and who satisfies one or more of the following definitions:

1. "African American" means a person having origins in any of the original peoples of Africa and who is regarded as such by the community of which this person claims to be a part.
2. "Asian American" means a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands, including but not limited to Japan, China, Vietnam, Samoa, Laos, Cambodia, Taiwan, Northern Mariana Islands, the Philippines, a U.S. territory of the Pacific, India, Pakistan, Bangladesh, or Sri Lanka and who is regarded as such by the community of which this person claims to be a part.
3. "Hispanic American" means a person having origins in any of the Spanish-speaking peoples of Mexico, South or Central America, or the Caribbean Islands or other Spanish or Portuguese cultures and who is regarded as such by the community of which this person claims to be a part.
4. "Native American" means a person having origins in any of the original peoples of North America and who is regarded as such by the community of which this person claims to be a part or who is recognized by a tribal organization.

"Service disabled veteran business" means a business that is at least 51 percent owned by one or more service disabled veterans or, in the case of a corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more individuals who are service disabled veterans and both the management and daily business operations are controlled by one or more individuals who are service disabled veterans.

"Service disabled veteran" means a veteran who (i) served on active duty in the United States military ground, naval, or air service, (ii) was discharged or released under conditions other than dishonorable, and (iii) has a service-connected disability rating fixed by the United States Department of Veterans Affairs.

"Employment services organization" means an organization that provides community-based employment services to individuals with disabilities that is an approved Commission on Accreditation of Rehabilitation Facilities (CARF) accredited vendor of the Department of Aging and Rehabilitative Services.

ATTACHMENT C: Virginia State Corporation Commission (SCC) Registration Information

The Offeror:

is a corporation or other business entity with the following SCC identification number:

S4172237 -OR-

is not a corporation, limited liability company, limited partnership, registered limited liability partnership, or business trust -OR-

is an out-of-state business entity that does not regularly and continuously maintain as part of its ordinary and customary business any employees, agents, offices, facilities, or inventories in Virginia (not counting any employees or agents in Virginia who merely solicit orders that require acceptance outside Virginia before they become contracts, and not counting any incidental presence of the Bidder in Virginia that is needed in order to assemble, maintain, and repair goods in accordance with the contracts by which such goods were sold and shipped into Virginia from Bidder's out-of-state location) -OR-

is an out-of-state business entity that is including with this bid/proposal an opinion of legal counsel which accurately and completely discloses the undersigned Bidder's current contracts with Virginia and describes why those contracts do not constitute the transaction of business in Virginia within the meaning of §13.1-757 or other similar provisions in Titles 13.1 or 50 of the Code of Virginia.

Please check the following box if you have not checked any of the foregoing options but currently have pending before the SCC an application for authority to transact business in the Commonwealth of Virginia and wish to be considered for a waiver to allow you to submit the SCC identification number after the due date for bids:

ATTACHMENT F: DIRECT CONTACT WITH STUDENTS

Name of Offeror: Axiom Educators, LLC

Pursuant to Va. Code § 22.1-296.1(E), as a condition of awarding a contract for the provision of services that require the contractor or employees of the contractor to have direct contact with students on school property during regular school hours or during school-sponsored activities, the contractor shall provide certification of whether any individual who will provide such services has been convicted of any violent felony set forth in the definition of barrier crime in subsection A of Va. Code § 19.2-392.02; any offense involving the sexual molestation, physical or sexual abuse, or rape of a child, or the solicitation of any such offense; or any crime of moral turpitude.

Any individual making a materially false statement regarding any such offense is guilty of a Class 1 misdemeanor and, upon conviction, the fact of such conviction is grounds for the revocation of the contract to provide such services and, when relevant, the revocation of any license required to provide such services. School boards shall not be liable for materially false statements regarding the certifications required by Va. Code § 22.1-296.1(E),.

Va. Code § 22.1-296.1(E), shall not apply to a contractor or his employees providing services to a school division in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed on an urgent basis to ensure that school facilities are safe and habitable, when it is reasonably anticipated that the contractor or his employees will have no direct contact with students.

For purposes of this certification, “services” means any work performed by an independent contractor wherein the service rendered does not consist primarily of acquisition of equipment or materials, or the rental of equipment, materials and supplies.

The contractor is responsible for affirming certification information for his subcontractors.

Pursuant to Va. Code § 22.1-296.1(F), no school board shall award a contract for the provision of services that require the contractor or his employees to have direct contact with students on school property during regular school hours or during school-sponsored activities when any individual who provides such services has been convicted of any violent felony set forth in the definition of barrier crime in subsection A of § 19.2-392.02 or any offense involving the sexual molestation, physical or sexual abuse, or rape of a child, or the solicitation of any such offense.

Pursuant to Va. Code § 22.1-296.1(G), any school board may award a contract for the provision of services that require the contractor or his employees to have direct contact with students on school property during regular school hours or during school-sponsored activities when any individual who provides such services has been convicted of any felony or crime of moral turpitude that is not set forth in the definition of barrier crime in subsection A of § 19.2-392.02 and does not involve the sexual molestation, physical or sexual abuse, or rape of a child, or the solicitation of any such offense, provided that in the case of a felony conviction, such individual has had his civil rights restored by the Governor.

As part of this submission, the contractor certifies the following:

- None of the individuals who will be providing services that require direct contact with students on school property during regular school hours or during school-sponsored activities have been convicted of a violent felony set forth in the definition of “barrier**

crime” in Va. Code § 19.2-392.02(A) or an offense involving the sexual molestation, physical or sexual abuse, or rape of a child, or the solicitation of any such offense;

And (select one of the following)

- None of the individuals who will be providing services that require direct contact with students on school property during regular school hours or during school-sponsored activities have been convicted of any felony or any crime of moral turpitude.**

or

- One or more individuals who will be providing services that require direct contact with students on school property during regular school hours or during school-sponsored activities has been convicted of a felony or crime of moral turpitude that is not set forth in the definition of “barrier crime” in Va. Code § 19.2-392.02(A) and does not involve the sexual molestation, physical or sexual abuse, or rape of a child, or the solicitation of any such offense. (In the case of a felony conviction meeting these criteria, the contractor must submit evidence that the Governor has restored the individual’s civil rights.).**



Signature of Authorized Representative

Karol L. Ingram

Printed Name of Authorized Representative

*Printed Name of Vendor
(if different than Representative)*

ANTI-LOBBYING CERTIFICATION

Byrd Anti-Lobbying Clause (2 C.F.R. PART 200 APPENDIX II(I))

Contractors who apply or bid for an award of \$100,000 or more shall file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, officer or employee of Congress, or an employee of a Member of Congress in connection with obtaining any Federal contract, grant, or any other award covered by 31 U.S.C. § 1352. Each tier shall also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the recipient who in turn will forward the certification(s) to the awarding agency.

Required Certification. If applicable, contractors must sign and submit to the agency the following certification.

The undersigned certifies, to the best of his or her knowledge and belief, that:

No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

The Contractor, certifies or affirms the truthfulness and accuracy of each statement of its certification and disclosure, if any. In addition, the Contractor understands and agrees that the provisions of 31 U.S.C. Chap. 38, Administrative Remedies for False Claims and Statements, apply to this certification and disclosure, if any.



Signature of Contractor's Authorized Official

Karol L. Ingram, CEO

Name and Title of Contractor's Authorized Official

*Printed Name of Offeror
(if different than Representative)*

ADDENDUM 1



COMMONWEALTH OF VIRGINIA
County of Henrico

DEPARTMENT OF FINANCE
Oscar Knott, CPP, CPPO, VCO
Purchasing Director

Addendum No. 1

Date: January 23, 2024
Request for Proposal: 24-2626-1JL – Coaching Services for Elementary Schools Teachers
Receipt Date/Time: February 1, 2024 at 11:00 a.m.
Subject: Proposal Evaluation/Selection Process Revision and Questions & Answers

Ladies/Gentlemen,

Please make the following corrections, deletions and/or additions to the above referenced RFP:

1. Section VIII – Proposal Evaluation/Selection Process, Item B, add the following language at the end of paragraph:
The County reserves the rights to award this contract to multiple Offerors.
2. Please see the attached “Questions and Answers”.

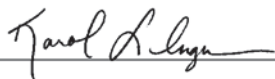
All other specifications and General Contract Terms and Conditions shall remain the same.

Offerors must take due notice and be governed accordingly. Failure to acknowledge this addendum may result in your proposal being declared non-responsive.

Sincerely,

Jianchong Luo
Assistant Division Director
luo001@henrico.us

ACKNOWLEDGEMENT:

Signature: 
Print Name: Karol L Ingram
Company: Axiom Educators, LLC
Date: 1-30-2024

8600 Staples Mill Road / P.O. Box 90775 / Henrico, VA 23273-0775
Phone: (804)501-5660

TAB 2. STATEMENT OF THE SCOPE

A. General Requirements

Axiom will meet all the requirements stipulated below.

1. Provide staff coaching, modeling, and co-teaching support to improve instructional delivery, student engagement, instructional alignment, and student outcomes in reading and math.

Axiom agrees with this requirement.

Inarguably, there is a direct correlation between good teachers and student academic achievement; therefore, the goal for Axiom’s Instructional Coaches is simple: to strengthen teachers so that student academic outcomes can improve. Our Instructional Coaches will provide staff coaching, modeling, and co-teaching support to improve instructional delivery, increase student engagement, ensure instructional alignment, and improve student outcomes in Reading and Math.

In addition to professional development and training, Axiom Coaches will promote an effective coaching cycle to help strengthen teaching practices and enrich students’ learning experiences. The Axiom coaching cycle features the following research-based components that support teacher growth: Co-Planning, Modeling, and Co-teaching, Observation, and Effective Feedback.

- Co-planning
Coaches will co-plan with teachers to create lesson plans that are aligned with VDOE standards and contain the appropriate rigor. Further, Coaches can demonstrate how teachers can effectively utilize all of the personnel resources within the classroom as part of the lesson plan including paraprofessionals, instructional assistants, and/or tutors.
- Modeling
Axiom Instructional Coaches will model lesson delivery, effective classroom management, how to increase student engagement, check for understanding, and a variety of other “look fors” based on the teacher’s needs. When the Coach models, the teacher observes and then shares feedback on specific takeaways that the teacher could implement.
- Co-teaching
After the Coach models a lesson, the Coach will readily co-teach with the teacher, allowing the teacher the opportunity to lead the lesson alongside the Coach. At the end of the lesson, the teacher will again share specific takeaways.
- Observations
Observations afford the Instructional Coach the ability to receive baseline information about teacher needs so Coaches can meet teachers where they are, as well as provide the opportunity to monitor teacher growth. For Axiom Instructional Coaches, observations are organic and non-evaluative. Our Coaches will observe teachers within the classroom environment taking specific notice of a variety of “look-fors” such as lesson alignment and rigor, content knowledge, pacing, student engagement, classroom management, check for understanding, differentiation, and classroom set-up. The duration of teacher observations may initially last for the entire class period but decrease as time progresses. An example of the Axiom Coach Observation Form is included on page 42; however, our Coaches are free to utilize the HCPS observation format if preferred.

Indeed, the cycle of modeling, co-teaching, and observations is parallel to the “I do, We do, You do” strategy used by teachers.

- Effective Feedback

Axiom Instructional Coaches will provide timely verbal or written feedback to teachers based on informal or formal data and use specific examples after every observation, modeling, or co-teaching session. Our Axiom Coaches will always provide positive feedback and ask teachers what they feel went well with the lesson, what area they feel has room for growth, and where they feel they will need continued support. Coaches will also ask teachers if they are open to hearing some suggestions. Again, observations are non-evaluative, so the Coach's goal is to motivate and support teachers by providing constructive feedback, not to tear them down.

Coaches will share feedback regarding teacher growth with the Principal and district teams weekly, monthly, or upon request. Feedback can be found on daily Coach Logs, Observation Forms, Monthly Reports, and the EOY Report. An example of our Monthly Summary Report is included on page 40.

2. Facilitate the development of a sustainable specialist and peer coaching model for reading and math instruction that includes feedback follow-up, and monitoring of peer and specialist coaching impact on teacher growth, instructional delivery, and student outcomes.

If awarded the contract, Axiom Instructional Coaches will be placed at a respective school for a contracted period during a given school year. This means that teachers could be without coaching support at some point during the year, but it should not mean that the teachers stop growing. Axiom Coaches will facilitate the development of a peer coaching model for reading and math instruction that enables teachers to observe each other and learn best practices from one another. Axiom suggests a peer coaching model that consists of a Coach, an observer, and the teacher being observed. The Axiom Coach can guide this process and collectively, the participating teachers can agree on the "look fors" during observation and determine how feedback should be given and received. Further, when looking at the sustainability aspect of a peer coaching model, the Axiom Coach will consider the teachers' time and commitment level.

3. Provide coaching support that is currently relevant and reflective of a diverse student population.

Axiom Educators has provided Math and Reading Instructional Coaches to Henrico County Public Schools for three (3) consecutive school years, beginning in the 2021-2022 school year so our Coaches can provide coaching support that is reflective of diverse student groups as well as model differentiation and scaffolding techniques to assist teachers with meeting those students at their point of need.

Further, Axiom hires Coaches who have a passion for education and who are self-motivated to stay informed about the latest trends within their career field by actively seeking out current research on instructional strategies in journal publications and vetted educational websites, participating in education-oriented social media groups, and attending educational conferences.

4. Provide coaching services during regular school hours from 8:00am to 4:00pm.

Acknowledged and agreed. Axiom Educators will provide coaching services on-site during regular school hours from 8:00am to 4:00pm.

5. Follow the HCPS school calendar, which will be provided to the Successful Offeror. In the event of inclement weather or other extenuating circumstances, the coach will observe the school closing guidelines for HCPS as reported by the local media.

Acknowledged and agreed. Axiom Educators follows the annual school calendars of the districts we support. Our Instructional Coaches will observe the school closing guidelines for HCPS as reported by the local media.

6. Provide coaching service days/hours as determined by the needs of HCPS.

Axiom Educators is a value-added solution for our school district partners. We will provide coaching service days/hours as determined by the needs of HCPS. This may include Coaches reporting to work on teacher work days or professional learning days.

7. Provide weekly updates, electronically, to the principal at each receiving school as well as to the Specialist of the Title I program if applicable. The principal will use the data from the reports in their monthly or quarterly comprehensive School Improvement Plan minutes and reports.

Data management is a large component of Axiom's commitment to ensuring quality education services and accountability. Axiom Instructional Coaches will provide weekly updates to the Principal and the Title I Specialist upon request. An example of our Monthly Summary Report and Coach Observation Form are included on pages 40 and 42, respectively.

8. Provide daily submission of coaching log entries as a record of teacher interaction within the school they serve.

Axiom Coaches will submit coach log entries daily. A copy of the Axiom Coach Log is included on page 45; however, the Coach can utilize the HCPS Coach Log format if the District format is preferred.

9. The Successful Offeror shall be responsible for all travel arrangements and expenses.

Axiom acknowledges this request; however, our Recruiting team will recruit local talent to fulfill this request.

B. Special Requirements

1. Provide services that are scheduled and conducted in a professional, cooperative manner.

Axiom's goal is to meet our district partners at their point of need. For over fifteen years, we have successfully demonstrated our ability to provide professional educational consulting services. Indeed, our references and recommendation letters speak to our commitment to providing quality service.

2. Axiom will provide Instructional Coaches that have the following experience:

- A minimum of 5 years of teaching experience
- Subject matter expertise in Reading or Mathematics
- A minimum of 3 years of experience training teachers on best practice strategies and demonstrated leadership skills
- Prior experience working with teachers in high-needs schools
- Knowledge of the school quality process
- Ability to work within the HCPS instructional model

3. Provide resumes of any new coaches that will be assigned to this contract for interview and approval prior to them being assigned to this contract.

Acknowledged and agreed. The resumes of potential Instructional Coaches will be submitted for review and all Coaches will be interviewed and approved by the district before being assigned to this contract. Axiom strives to ensure that our Coaches will be a viable fit for each respective school. Our Instructional Coaches are thoroughly vetted by our Recruiting team and we welcome further vetting by the HCPS Title I team and Principals.

4. Provide follow-up information on teacher progress. Coaches will work under the instructional direction of a school designee.

Axiom Instructional Coaches will track progress as a potential indicator of teacher growth. Axiom will provide follow-up information on progress to the school designee and the Principal via the following means:

- Daily Coaching Logs
- Coach Observation Forms
- Weekly Meetings
- Monthly Summary Reports
- End-of-Year Reports

5. Provide background checks on all employees who will be providing services to HCPS. The Successful Offeror must agree to and sign the HCPS Direct Contact with Students.

Acknowledged and agreed. Axiom Educators will conduct background checks on all employees who will be providing services to HCPS. The signed HCPS Direct Contact with Students Form (Attachment F) is included with this response.

- C. HCPS reserves the right to request a new staff member if the coach is not able to fulfill the expectations of supporting school staff members. If a staff member must be replaced, HCPS will not pay for hours unfulfilled if the Successful Offeror is unable to supply a new coach that meets the requirements of the RFP.

Acknowledged and agreed. Accountability and excellent customer service are a large reason why Axiom Educators has become the educational support partner of choice for the Principals and Teachers we serve. Our Leadership Team makes it their responsibility to communicate with the Administration and District team to ensure that our Instructional Coaches are meeting the expectations and the needs of the teachers and students. If a Coach is not meeting expectations, HCPS can request a new staff member. Once notified, our Recruiting Team will efficiently identify a qualified replacement. Further, Axiom will handle all human resources communication such as termination and pay with the replaced Coach.

D. Reporting and Evaluation

The Successful Offeror shall

1. Provide weekly attendance reports to the principal of the school location where services were provided as well as to the Specialist of Title I programs.

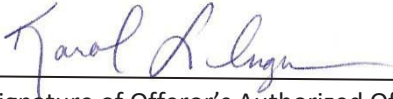
Acknowledged and agreed. Axiom Instructional Coaches will submit weekly timesheets for review and approval to the Principal of the school location where services were provided as well as to the Specialist of Title I programs to track weekly attendance. Axiom timesheets are automated and will be sent to the Principal from an Axiom Webmaster email. The Principal will need to click the link within the email, enter the PIN, review the timesheet, and sign/approve it electronically by 5pm Friday.

2. Submit an annual End-of-Year program report to the Principal at the school location where the services were provided and a consolidated report to the Specialist of Title I by the end of each contract year to include an overview of how services provided improved achievement, test scores, and programmatic recommendations for the next contract year.

An End-of-Year program report will be submitted to the Principal and a consolidated report to the Specialist of Title I by July 1st of each contract year. The report will provide an overview of the impact made by Axiom's Instructional Coaches, specifically, how they improved student achievement and test scores. The report will also include programmatic recommendations for the next contract year. An example of Axiom's EOY Report is included in this response.

TAB. 3 DEFAULT, TERMINATION, AND BARRED CERTIFICATION STATEMENT

Pursuant to Section VI, Items L(3), L(4) and L(5), Axiom Educators, LLC certifies (i) that it has not defaulted on any government contract in the last five years, (ii) that no government has terminated a contract with Axiom Educators, LLC for cause in the last five years, and (iii) that neither Axiom Educators, LLC nor any of its officers, directors, partners, or owners is currently barred from participating in any procurements by any federal, state, or local government body.



Signature of Offeror's Authorized Official

Karol L. Ingram, CEO

Name and Title of Offeror's Authorized Official

TAB 4. OFFEROR QUALIFICATIONS, EXPERIENCE, AND RESUMES

A.1 Background

Axiom Educators is an educational support provider with over fifteen (15) years of experience delivering quality instructional coaching and academic intervention services to urban, suburban, and rural school districts. Axiom evolved from Tsquared Tutors which was founded in 2006 in response to the growing, critical need for both improved student academic support and K-12 solutions. Axiom meets teachers and students at their point of need by providing effective programs that utilize best practices to maximize student engagement, close achievement gaps, and increase student academic achievement.

Axiom has provided Math and Reading Instructional Coaches to Henrico County Public Schools for three (3) consecutive school years, beginning in the 2021-2022 school year and ending on January 23, 2024, because of funding. To date, Axiom has partnered with five (5) HCPS Elementary Schools including Fair Oaks Elementary, Glen Lea Elementary, Highland Springs Elementary, Adams Elementary, and Lakeside Elementary each of which recorded teacher growth and improved student outcomes during the respective year of coach engagement.

Indeed, Axiom’s company infrastructure, strong candidate pipeline, commitment to quality service, and previous experience providing instructional coaching services to Henrico County Public Schools make us fully equipped to fulfill the requirements of this RFP.

Below, is a comprehensive list of the educational and consulting services provided by Axiom:

- Math Instructional Coaching (In-person and Virtual)
- Reading Instructional Coaching (In-person and Virtual)
- Daytime intervention
- Algebra Readiness Support
- Reading Intervention Support
- Math Intervention Support
- STEAM Enrichment Program
- After-school/Extended Day programs
- Saturday Academy
- All-In Tutoring Support
- Summer School Support
- Center for Families In Transition (C-FIT) Support
- ELL Support
- 21st Century Community Learning Centers
- Graduation Coaching
- Tutor Management
- Parent Involvement
- Professional Development

Our content specialties include:

- Mathematics
- English
- Science
- History

Quality, Performance & Ethics

At Axiom, our commitment to quality extends far beyond recruiting high-quality personnel. We exercise the highest levels of due diligence, striving to place educators who will both fit within the school culture and make an impact on student achievement. We will recruit, train, and match the best Instructional Coaches for Henrico County Public School’s unique needs and maintain effective communication channels with both school leaders and educators to ensure that the match is ideal.

Axiom has found that excellent customer service is essential to building and strengthening collaborative relationships with school administrators, teachers, students, and parents. Further, effective feedback and follow-up are key to assessing the true quality of the educational professionals we place within the schools.

Going the Extra Mile

At the start of the COVID-19 pandemic in 2020, Axiom recognized the potential for significant learning gaps, so we reached out to our partner districts and worked together on a plan to provide virtual tutoring support for students within the schools we serviced. From April 2020 – June 2020, Axiom conducted 1,915 virtual Math and Reading tutoring sessions for grades 3-8 and high school Math. In 2021, Axiom subsequently provided in-person multilingual tutors to work with ESOL students in Grades K-3 to get them acclimated to the school setting as well as provided multilingual proctors for the 2021 WIDA assessment. At that time, our tutors were the only professionals providing in-person support. Indeed, Axiom is proud of our ability to proactively go the extra mile and consistently deliver for our school partners. We strive to always be ready to help as needs arise.

A.2 Impact

Axiom Educators has provided effective and impactful instructional coaching programs to Richmond Public Schools and Henrico County Public Schools.

In 2021, Henrico County Public Schools engaged Axiom to provide coaching support in Reading and Math to Title I elementary schools. The below data reflects some of the positive impact made by the Axiom Instructional Coaches at five (5) HCPS elementary schools during the 2021-2022 and 2022-2023 school years. The data for this current school year is not yet available.

1. Fair Oaks Elementary School
 - In 2018-2019, Fair Oaks did not receive a Reading Coach from Axiom. The Reading pass rate was 68%.
 - In 2021-2022, Axiom provided a Reading Coach which resulted in a 71% pass rate. With the services of Axiom Educators, Reading scores went up 4.2%.
 - In 2022-2023, Fair Oaks did not receive a Reading Coach. The Reading pass was 68%, a 4.2% decrease.
2. Highland Springs Elementary School
 - In 2021-2022, Highland Springs ES did not receive a Reading Coach from Axiom. The Reading pass rate was 62%.
 - In 2022-2023, Axiom provided a Reading Coach which resulted in a 66% pass rate. With the services of Axiom Educators, Reading scores went up 6.5%.
3. Jacob Adams Elementary School
 - In 2021-2022, Adams ES did not receive a Math Coach from Axiom. The Math pass rate was 68%.
 - In 2022-2023, Axiom provided a Math Coach which resulted in a 79% pass rate. With the services of Axiom Educators, Math scores went up by 16.18%.
4. Lakeside Elementary School
 - In 2021-2022, Lakeside ES did not receive a Math Coach from Axiom. The Math pass rate was 85%.
 - In 2022-2023, Axiom provided a Math Coach which resulted in an 86% pass rate. With the services of Axiom Educators, Math scores went up by 1.2%.

In 2014, Axiom was engaged by the Richmond Public Schools Education Foundation to provide Math Instructional Coaches for four (4) RPS middle schools and training and support for approximately 45 to 55 current middle school teachers attending the Middle School Math Academy (MSMA) from January 2014 to May 2014. The specific program objectives were as follows:

1. Provide overall management and coordination of the Middle School Math Teacher Academy
2. Develop training content and facilitate training for teachers to strengthen their content knowledge
3. Provide monthly professional training sessions for teachers
4. Provide mentoring sessions for teachers via Instructional Coaches

5. Assist teachers with creating model math classrooms in each middle school
6. Train teachers to deliver effective instruction to students via hands-on experiences and real-world applications using traditional teacher-led instruction, project-based learning, lab-based learning and technology-supported learning tools
7. Provide resources for teachers and model how to utilize/implement them to deliver engaging content and improve student outcomes

The below table reflects the impact made by our Axiom Math Coaches on teachers who received coaching support and attended the Richmond Public Schools Middle School Math Academy (MSMA) monthly professional development workshops. The data was captured from our **End-of-Year Exit Ticket** survey response.

Questions	Participant Teacher Response
How confident do you feel teaching your students after attending the Middle School Math Academy?	75% More confident
	25% Same
Rate the overall effectiveness of the Math Coaches and training workshops.	93% Effective
	7% Ineffective
Would you recommend the Middle School Math Academy to another teaching colleague?	70% Yes
	20% Undecided
	10% No
Which statement best describes your experience with the Middle School Math Academy?	90% Received valuable skills and tools for the time invested
	10% Received a few skills and tools for the time invested
How likely are you to use the materials and tools provided to you by the Math Coaches?	57% Highly Likely
	43% Likely
	0% Unlikely

Further, the below table reflects the **End-of-Year MSMA Teacher Outcomes** as reported by Axiom’s Math Instructional Coaches.

School	Grade Level; Subject	Results	Time Frame
Lucille Brown Middle School	Math 7	53% pass rate 54% increase over previous year’s pass rate	Jan ‘14 – May ‘14
	Algebra 1	83% pass rate 9.2 % increase over previous year’s pass rate	
	Math Overall	56% pass rate 5.7% increase over previous year’s pass rate	
Franklin Military Academy	Math Overall	68% pass rate 15.3% increase over previous year’s pass rate	Jan ‘14 – May ‘14
Binford Middle School *Priority & Focus School because of the large population of SpEd students	Math 7	48% pass rate (including SpEd) *2 SpEd Math 7 students passed the SOL	Jan ‘14 – May ‘14
	Math 8	57.1% pass rate (including SpEd) *Math Coach and student teacher took over 1 Math 8 class. Student benchmarks and SOL scores increased significantly.	
	Algebra I	79% pass rate	
	Geometry	100% pass rate	
	Math Overall	47% pass rate (including SpEd)	
Albert Hill Middle School	Math Overall	59% pass rate	Jan ‘14 – May ‘14

Axiom Educators has also implemented effective daytime tutoring intervention, extended day, and enrichment programs across several school districts in central Virginia, including the large districts of Richmond Public Schools and Henrico County Public Schools. Axiom’s programs continue to be implemented in Title I elementary, middle, and high schools, specialty schools, and after-school programs throughout multiple Virginia school districts including Richmond, Henrico, Charles City, Fredericksburg, and Portsmouth in support of end-of-year Standard of Learning (SOL) exams as well as in Baltimore City, Maryland in support of the MCAP exams. The table below provides score data and pass rates for some of the schools that implemented tutoring intervention programs from Axiom Educators, compared to the district-wide pass rates where available as reported on the Virginia Department of Education website under SOL Test Pass Rates & Other Results.

School	Grade Level; Subject	Results	Time Frame
Blackwell Elementary School	5 th grade; math	67% of students improved in NWEA MAP scores	Nov '17 – Jan '18
	5 th grade; reading	68% of students improved in NWEA MAP scores	
Binford Middle School	6 th grade; math	65% pass rate on SOL exam (44% pass rate district wide)	May '19 – Jun '19
	7 th grade; math	73% pass rate on SOL exam (39% pass rate district wide)	
	8 th grade; math	66% pass rate on SOL exam (49% pass rate district wide)	
John Marshall High School	Algebra I	96% pass rate on SOL exam (54% pass rate district wide)	Jun '13 – 'Jul 13
	Algebra II	90% pass rate on SOL exam (72% pass rate district wide)	
	Geometry	82% pass rate on SOL exam (44% pass rate district wide)	
Richmond Alternative School (ISAEP)	GED	76% pass rate** on GED **highest graduation percentage in ISAEP history	Oct '17 – Dec '17

Below is an example of the overall effectiveness of Axiom intervention programming based on results reported on The Virginia Department of Education School Quality Profiles website. The data compares school overall pass rates when school received tutorial services from Axiom Educators to when schools did not receive these services.

1. Westover Hills Elementary School

- In 2017-2018, Westover Hills was not accredited and did not receive intervention services from Axiom. The school ended up with a 36% pass rate on their standardized Math tests and 52% pass rate on their standardized English tests.
- In 2018-2019, Axiom provided Math and English intervention services which resulted in a 74% pass rate for Math and a 73% pass rate for English. With the services of Axiom Educators, Math scores went up 105.5% and English scores went up 40.4%. The school also received accreditation.

2. Miles Jones Elementary School

- In 2017-2018, Miles Jones was not accredited and did not receive intervention services from Axiom. The school ended up with a 64% pass rate on their standardized Math tests.
- In 2018-2019, Axiom provided Math intervention services which resulted in a 74% pass rate. With the services of Axiom Educators, Math scores went up 16%. The school also received accreditation.

3. John Marshall High School

- In 2017-2018, John Marshall did not receive intervention services from Axiom. The school ended up with a 52% pass rate on their standardized Science tests.
- In 2018-2019, Axiom provided Science intervention services which resulted in a 65% pass rate. With the services of Axiom Educators, Science scores went up 25%.

4. George Wythe High School
 - In 2015-2016, Axiom Educators provided Math and Science intervention services to George Wythe. The school ended up with a 78% pass rate on their standardized tests for both Math and Science.
 - George Wythe did not receive intervention services from Axiom in 2016-2017. Subsequently, the Math pass rate decreased to 58% and the Science pass rate decreased to 57%. Without intervention services from Axiom, the school experienced a 26% decrease in Math scores and a 27% decrease in Science scores.
5. Binford Middle School
 - In 2017-2018, Binford did not receive intervention services from Axiom. The school ended up with a 57% pass rate on their standardized Math tests and 64% pass rate on their standardized Science tests.
 - In 2018-2019, Axiom provided Math and Science intervention services which resulted in a 69% pass rate for Math and a 70% pass rate for Science. With the services of Axiom Educators, Math scores went up 21.1% and Science scores went up 9.4%.
6. Glen Lea Elementary School

In spring 2019, Axiom partnered with Henrico Education Foundation to provide tutoring for 21st Century Community Learning Center at Glen Lea Elementary School to provide Math and Reading SOL remediation and enrichment support to 3rd, 4th, and 5th grade students, two hours per day, two days per week for eight weeks. The enrichment program yielded the following results:

 - 73% of students showed growth in Mathematics
 - 78% of students showed growth in Reading
 - 82% of 4th graders had a decrease in discipline referrals
 - 92% of 5th graders had a decrease in discipline referrals
7. J.H. Blackwell Elementary School
 - In 2017-2018 and 2018 and 2019, Axiom provided Math intervention services to Blackwell. Pass rates for 2017-2018 were 46% and then 60% in 2018-2019. With continued support from Axiom, Math scores went up 30%.
 - Axiom did not provide services during the 2016-2017 school year.

A.3 Leadership Team

Karol Ingram

Founder and Chief Executive Officer, Karol Ingram graduated from the University of Arizona with a Bachelor of Science Degree in Management Information Systems and has thirty (30) years of IT experience comprising ten (10) years of executive level management experience. After fifteen (15) years with a Fortune 500 international software corporation, Karol started and grew her own internet application development firm. Simultaneously, she served as the Managing Director of Tsquared Tutors, LLC where she was tasked with handling all aspects of business operations, financial management, HR/staff recruitment, and staff management. She also prepared management and consulting contracts and new business proposals while increasing efficiency. Serving as the CEO of Axiom Educators, Karol is tasked with strategic planning, technology development and financial management. In addition to her business accomplishments, Karol is a co-founder and board member of 4 Your Life, which is a non-profit organization for youth that uses basketball as a point of interest to engage youth in academic reinforcement, leadership development and Christian fellowship. Karol along with her husband devoted much of her time volunteering as a boys' basketball coach within the organization. Eighty-five (85) percent of the student-athletes they have coached over the years have successfully transitioned to college.

Christopher Boragno

Executive Vice President and Director of Human Resources, Christopher Boragno graduated from East Carolina University with a Bachelor of Arts Degree in Psychology. After graduation, he worked at a Catholic school in Potomac, Maryland. It was there that his passion for education and making a change would begin. Working at the small school, he took on many different roles including recruiting and training new faculty and staff. Chris came to Axiom Educators looking to make a bigger impact in the lives of children. He believes that by finding the right candidate and providing them with the proper training and support, the goal of the organization will be met. Chris currently oversees the recruitment and hiring of all Axiom Educators tutors as well as works with the leadership team to continue to expand the reach of Axiom Educators.

Shelby Evans

Vice President and Director of Business Development, Shelby Evans graduated from Randolph-Macon College with a Bachelor of Arts Degree in Business/Economics. Her twenty-eight (28) year career consists of twenty-one (21) years of experience in the recruiting and staffing industry. She began her career with an international specialized staffing firm where she was consistently a top producer for their accounting and financial temporary division. She later started and grew her own specialized staffing company which she operated for seven (7) years. Shelby is renowned for her keen ability to match a business professional to a specific position as well as her innate ability to motivate and develop staff. To date, she has been responsible for the placement of thousands of accounting, administrative, and IT professionals, many of whom became clients. In addition to her successful professional profile, Shelby has also enjoyed a career full of volunteerism and working with youth. Her many volunteer endeavors include serving as PTA President for four (4) years in which she raised funds for the school by developing family-oriented programs and facilitating fund-raising initiatives. She also championed a Junior Achievement school takeover for three (3) years in which she solicited the help of fifty (50) plus corporate executives and professionals to volunteer at an elementary school and teach entrepreneurship for the day. Further, she has participated in countless workshops and career fairs at the elementary, secondary, and college levels in which she taught students job readiness skills. She has coached middle school girls' basketball and has also been a very active supporter of the Richmond Recreation & Parks – Pine Camp facility and the Metro Youth Football Association's Glen Lea Lions. Indeed, Shelby not only brings solid knowledge of the full cycle recruiting and business development process to the VP role of Axiom Educators; she also brings strong business relationships, passion, and her proven ability to motivate, inspire, uplift, develop, and empower youth.

Erica Redd

Manager of Tutorial Services, Erica Redd, graduated from Virginia Commonwealth University with a Bachelor of Science Degree in Psychology. After graduation, she served as a Qualified Mental Health Professional-Child (QMHP-C), servicing the Greater Richmond area for two (2) years. Erica later received her Master of Arts in Marriage and Family Therapy from Liberty University. She was a star Tutor for Tsquared Tutors for five (5) years and continued to demonstrate solid leadership and mentorship skills for Axiom Educators, serving in a variety of capacities including Tutor, Site Coordinator, and Site Auditor. In 2013, Erica was promoted to Manager of Tutorial Services. Erica offers appropriate training and support for new Axiom employees, facilitates professional development for on-going tutors, as well as designs and manages after-school programs and daytime intervention incentive programs. In addition, Erica is dedicated to mentoring and empowering youth to perform at their personal best and offering counseling resources that restores the family unit.

Anne Romero

Manager of Tutorial Services, Anne Romero, graduated from Virginia Commonwealth University with a Bachelor of Science Degree in Mass Communications. After working as a News Editor and writer for several different outlets, Anne received her Master of Arts in Teaching from Mary Baldwin College beginning her thirteen (13)

year career in education and earning her Postgraduate Professional Teaching License in Elementary Education. Beginning as a Title I Math Instructional Assistant for Richmond Public Schools, Anne transitioned into her own classroom, teaching Kindergarten and second grade for three (3) years. She was a Tutor for Tsquared Tutors and continued to demonstrate solid leadership skills for Axiom Educators, tutoring in Richmond Public Schools and Petersburg City Public Schools. Anne joined the leadership team for Axiom Educators as School Liaison, assisting in writing Axiom’s tutoring curriculum, in 2015. In 2018, Anne was promoted to Manager of Tutorial Services and currently trains new Axiom employees, facilitates professional development for on-going tutors, writes lesson plans for after-school programs and supports tutors appropriately.

A.4 Organizational Size

Within a school year, Axiom’s total staff typically ranges between 100 to 200 employees depending upon the needs within the districts that we serve.

A.5 Contracts

Our corporate office is in Richmond, Virginia; however, our current contracts are as follows:

1. Baltimore City Public Schools
2. Baltimore County Public Schools
3. Chesterfield County Public Schools
4. Henrico County Public Schools
5. Henrico Education Foundation
6. Portsmouth Public Schools
7. Richmond Public Schools
8. Fredericksburg City Public Schools
9. Charles City Public Schools
10. NextUP RVA

A.6 Vetting Process

Recruitment

Axiom Educators is committed to tapping into all available resources when providing coaching services for our partner school districts. Axiom maintains an active pool of candidates that consists of retired school administrators, retired teachers, former school district leaders, instructional specialists, recent college graduates, individuals in pursuit of a college degree, paraprofessionals, career switchers, and multilingual professionals. Employee referrals make up a large part of our hiring pipeline; however, we have also established partnerships with Career Centers and Department Heads at colleges and universities to actively recruit candidates with subject matter specialties.

Axiom employs individuals that have a passion for accelerating student learning. On average, our Recruiters interview a minimum of fifteen (15) potential tutor candidates weekly. Our goal is to build relationships with our candidates and to maintain a healthy candidate pipeline so that we can respond quickly to the needs and requests of school districts.

Axiom carefully vets all candidates to ensure that they are solid fits for the respective school. With respect to our current and past contracts, our fill ratio is 100%. As an educational staffing company, we experience less than a 10% turnover rate which is generally attributed to candidates securing full-time positions in their major course of study or a life change.

Candidate Vetting

Axiom exercises the highest levels of due diligence in our candidate vetting/hiring process. We strive to place individuals who possess solid subject matter experience, fit within the culture of respective schools, and seamlessly become part of the teachers' lesson plans. Our rigorous candidate vetting process ensures that we hire individuals who are passionate about making a measurable positive impact on student academic outcomes and who are dedicated to closing achievement gaps.

All candidates are placed through a thorough screening process which begins with contacting the applicant via email and requesting available dates for a phone or video interview. Once our recruiters have identified potential candidates, our team conducts both behavioral and technical interviews to not only discuss a candidate's work experience and credentials; but to also observe a candidate's ability to work within a given environment. After a candidate's experience is discussed, our Axiom team administers skills and knowledge content testing which assesses a candidate's proficiency in Math, English, Science and History. When our team feels confident about a candidate's interview and assessment scores, we then complete a minimum of 2 to 3 supervisory references to further ensure that a candidate will represent Axiom Educators in the most professional and exemplary manner. Rounding off the last part of the vetting process, Axiom conducts background checks, verifies educational transcripts, and conducts reference checks on each candidate before they are placed within a school system.

The applicant vetting process is as follows:

Step 1: Initial Screening & Contact

Core Qualifications:

Instructional Coaches

- 1) Graduated with bachelor's degree with a minimum of five (5) years of teaching experience
- 2) Leadership experience in school setting and subject matter expertise
- 3) A minimum of three (3) years of experience training teachers

Tutors

- 1) Graduated with bachelor's degree or in pursuit of a degree
- 2) Experience in school setting or subject knowledge application

Step 2: Behavioral & Technical Interview

During this time, the applicant must exemplify the following:

- 1) General Interest
- 2) Experience and training
- 3) Interpersonal skills
- 4) Career goals and objectives
- 5) Verbally articulate their individual assets and expertise
- 6) Ability to clearly communicate with HR staff
- 7) Articulate a passion, motivation, and patience for working with youth

Step 3: Skills & Knowledge Content Testing

Step 4: Reference Check

Two (2) to three (3) Supervisory references are obtained.

Step 5: Background Check & Education Verification

Training & Orientation

Candidate vetting does not end with Axiom’s applicant screening process. We invest in our employees by going the extra mile to ensure that our tutors can make an impact. Axiom requires each candidate to undergo training sessions in both company policy and operations prior stepping foot on any school campus. Utilizing sample lesson plans, performance analysis, and resources from the Department of Education, candidates are trained on how to effectively assist students in achieving academic excellence. Emphasis is placed on building healthy relationships with school administrators, teachers, and students as well as modeling instructional interactions for the candidates to demonstrate real-life situations within the schools.

Pre-placement orientation includes an online asynchronous component that allows candidates to work at their own pace as well as an interactive synchronous training that is dedicated to skill-building and practice. The following topics are addressed during the pre-placement training:

- Trauma Informed Practices
- Background on the school system and demographic
- Expectations
- Assessing prior knowledge & checking for understanding
- Diversity, Equity, Inclusion
- Differentiated Instruction
- Social and emotional learning
- Promoting positive behavior
- Learning challenges that affect reading and basic math skills
- Tailoring curriculum to address individual needs
- Addressing language barriers
- Small group tutoring
- Tracking student progress
- What to expect the first week of placements
- Axiom’s policies and procedures
- Professionally handling difficult situations

Candidates are also familiarized with various technology software that is beneficial to the student learning experience. Some of those software programs are listed below:

○ Achieve 3000	○ Imagine Math	○ Flocabulary	○ Google Classroom
○ TenMarks	○ Khan Academy	○ Gizmos	○ Jefferson Lab
○ Interactive Achievement	○ I-Ready	○ No Red Ink	○ Prezi
○ TestNav	○ Edgenuity	○ Quizziz	○ Quizlet
○ envision Math	○ SOL Pass	○ Dimension U	○ Zearn
○ Benchmark Literacy	○ iCivics	○ Kahoot	○ SPIRE
○ Just Words	○ Read 180	○ Math 180	○ IXL

Professional Development

Axiom’s management team conducts on-going monthly professional development sessions that acknowledge and build on past experiences/trainings related to effective implementation of the program. The monthly sessions will range from one (1) to two (2) hours per session of non-billable time. Topics covered in our professional development include but are not limited to:

- Team building/collaboration
- Content delivery
- Curriculum updates
- Assessments
- Strategies and Instructional Best Practices for in-person and virtual environments
- Unpacking Learning Standards and Alignment with School Curriculum
- Addressing the unique needs of students
- Contributing factors of learning gaps
- Use of Technology
- Academic Resources
- Creating Individualized Lesson Plans and Lesson Implementation
- Small Group Management and Setting Clear Rules/Expectations
- Behavior Management Strategies/Plans
- Problem-solving and Accountability
- Standardized Test Taking Strategies
- Evaluation of Student Learning and Progress Monitoring
- Fostering Student Independence and Fading of Supports
- Understanding Individualized Education Plans and Assisting with Testing Accommodations
- Working with Diverse student populations
- Avoiding stereotypes in curricular resources/examples

A.7 Sample Resumes

The resumes of two of our current instructional coaches for Henrico County Public Schools for the 2023-2024 school year can be found on pages 46 and 48.

TAB 5. REFERENCES

A list of references for Axiom Educators is provided below. Additionally, recommendation letters can be found on page 38.

Company Name:	Henrico County Public Schools
Address:	3820 Nine Mile Road; Henrico, VA 23223
Contact Name:	Tanya Pavlish, Title I Specialist
Telephone #:	Office: (804) 328-3102; Cell: (804) 263-3339
Email Address:	tmpavlish@henrico.k12.va.us
Time Period:	2021 - Present
Description of Services:	Math and Reading Instructional Coaching Services
Company Name:	Henrico Education Foundation
Address:	8401 Patterson Avenue, Suite 203; Henrico, VA 23229
Contact Name:	Brittany Flippen, Program Officer
Telephone #:	Office: (804) 877-9410
Email Address:	bflippen@henricogives.org
Time Period:	2019 - Present
Description of Services:	Extended Day Math, English, and Science Enrichment and Homework Help
Company Name:	Richmond Public Schools
Address:	301 North 9th Street, 12th Floor; Richmond, VA 23219
Contact Name:	Linda Tarry, Math Instructional Specialist - Secondary
Telephone #:	Office: (804) 221-7861
Email Address:	ltarry@rvaschools.net
Time Period:	2013 -2014; 2006 - Present
Description of Services:	Math Instructional Coaching Services (Middle School Math Academy) and Daytime Intervention
Company Name:	Henrico County Public Schools
Address:	3820 Nine Mile Road
Contact Name:	Julie Cheatham, Title I Division Coach
Telephone #:	
Email Address:	Jacheatham@henrico.k12.va.us
Time Period:	2022 - Present
Description of Services:	Reading Instructional Coaching Services (Sara Harris at Highland Springs ES)
Company Name:	VA Department of Education
Address:	P.O. Box 2120; Richmond, VA 23218
Contact Name:	Kathryn Munson, Assessment Specialist; Former District Math Coach, HCPS
Telephone #:	Work: (804) 225-2102 Cell: (804) 869-6889
Email Address:	
Time Period:	2022 - 2023
Description of Services:	Math Instructional Coaches (Ron Hansboro at Lakeside ES and Adams ES)

Company Name:	Henrico County Public Schools & Richmond Public Schools
Address:	301 North 9th Street, 12th Floor; Richmond, VA 23219
Contact Name:	Solomon Jefferson, Chief Academic Officer - Secondary, Richmond Public Schools Former Principal of Douglas L. Wilder Middle School, Henrico County Public Schools
Telephone #:	Cell: (804) 393-3263
Email Address:	sjeffer2@rvaschools.net
Time Period:	2018 - Present
Description of Services:	Daytime Intervention
Company Name:	Richmond Public Schools
Address:	2120 Fendall Ave., Richmond, VA 23222
Contact Name:	Sidney Gunter, Director of Academic Programs & Supports
Telephone #:	Office: (804) 780-7757; Cell: (804) 304-8300
Email Address:	sgunter@rvaschools.net
Time Period:	2006 - Present
Description of Services:	Daytime Intervention, LIEP Support, Extended Day
Company Name:	Baltimore City Public Schools
Address:	200 E. North Ave, Rm# 308; Baltimore, MD 21202
Contact Name:	LaVerne Smith-Boykin, Program Manager – Office of Teaching & Learning
Telephone #:	(410) 350-4936
Email Address:	LSmith-Boykin@bcps.k12.md.us
Time Period:	2022 - Present
Description of Services:	Daytime Intervention
Company Name:	Richmond Public Schools
Address:	301 North 9th Street, 12th Floor; Richmond, VA 23219
Contact Name:	Dr. Shannon McCall, Director of Grants Compliance
Telephone #:	(804)780-7793
Email Address:	ssmith2@rvaschools.net
Time Period:	2006 - Present
Description of Services:	Daytime Intervention
Company Name:	Boys & Girls Club of VA;
Address:	100 Everett Street, #1; Richmond, VA 23224
Contact Name:	Jeanine Turner, Chief Impact Officer; Former VP of Strategic Partnerships, NextUp RVA
Telephone #:	Cell: (804) 519-2369
Email Address:	jktturner0618@gmail.com
Time Period:	2017 - Present
Description of Services:	After-school STEAM Enrichment
Company Name:	Lakeside Elementary, Henrico County Public Schools
Address:	6700 Cedar Croft St; Henrico, VA 23228
Contact Name:	Holly Drake, Principal
Telephone #:	Work: (804) 261-5050

Email Address:	hhdrake@henrico.k12.va.us
Time Period:	2022 - 2023
Description of Services:	Math Instructional Coaching Services (Ron Hansboro)
Company Name:	Jacob Adams Elementary, Henrico County Public Schools
Address:	600 S. Laburnum Ave; Henrico, VA 23223
Contact Name:	Tijuana Lowery, Principal
Telephone #:	Work: (804) 226-8745
Email Address:	tblowery@henrico.k12.va.us
Time Period:	2022 – 2023
Description of Services:	Math Instructional Coaching Services (Ron Hansboro)
Company Name:	Highland Springs Elementary, Henrico County Public Schools
Address:	800 Pleasant Street; Highland Springs, VA 23075
Contact Name:	Shannon Washington, Principal
Telephone #:	Work: (804) 328-4045
Email Address:	smwashingto1@henrico.k12.va.us
Time Period:	2021 – Present
Description of Services:	Math and Reading Instructional Services;
Company Name:	Fairfield Middle School, Henrico County Public Schools
Address:	5121 Nine Mile Rd; Henrico, VA 23228
Contact Name:	Jennifer Mason, Math
Telephone #:	(804) 328 - 4020
Email Address:	jymason@henrico.k12.va.us
Time Period:	2013 -2014
Description of Services:	RPS Middle School Math Academy (MSMA)
Company Name:	Lakeside Elementary, Henrico County Public Schools
Address:	6700 Cedar Croft St; Henrico, VA 23228
Contact Name:	Sally Morse, Math Coach
Telephone #:	Cell: (540) 460-4214
Email Address:	sbmorse@henrico.k12.va.us
Time Period:	2022 - 2023
Description of Services:	Math Instructional Coaching Services

TAB 6. SERVICE APPROACH AND IMPLEMENTATION

Service Approach

Axiom Educators seeks to provide value-added support to the districts we serve, and we are committed to making a positive impact on teacher growth because successful teachers yield successful students. In a market where teachers are exiting the profession at record numbers, Axiom understands that utilizing the appropriate coaching approach is key. Instructional Coaches must strive to build relationships of trust with teachers and create a non-threatening, non-evaluative atmosphere so teachers can be comfortable with receiving support.

Research depicts that positive teacher-student relationships not only promote student grades and test scores but also lead to better teaching. Likewise, a positive teacher-coach alliance fosters improved teacher practice. Axiom Instructional Coaches utilize the dialogical approach to coaching. Coaches work to establish positive connections with teachers through organic communication, active listening and empathy, collaboration, advocacy, and leveraging their expertise. Coaches consistently solicit input and feedback from teachers about how they can best be supported as well as collaborate with teachers to set goals and select strategies that best align with their respective strengths. As former teachers, Coaches understand the many challenges and barriers that can prevent success in the classroom. Coaches are also aware that positive teacher-coach relationships are essential for teacher receptiveness and growth. Axiom Coaches will approach coaching through a lens of encouragement and ensure that teachers understand that Coaches are there to provide support and guidance, not to evaluate them.

Coaching Implementation

Axiom has found that an effective coaching implementation can be achieved through the below distribution of responsibilities.

District Title I Team

- The District Title I office will reach out to Axiom to make a request and provide the following preliminary information:
 - Number of Instructional Coaches needed
 - Subject area(s)
 - Hours per day and number of days per week
 - Ideal Start Date
 - Projected End Date
 - School Name and Location
- The Title I office will review coach resumes received from Axiom and select potential candidates for interview
- The Title I office will conduct initial coach interviews and provide feedback to Axiom regarding interest and next steps
- The Title I office will schedule a 2nd interview for the Coach candidate to meet with the respective Principal and school-level team and provide feedback to Axiom regarding potential interest and next steps for coach engagement
- The Title I Specialist emails the list of expectations to the selected Coach and facilitates meetings with the District-level Coaching Team
- The Title I Specialist provides the selected Instructional Coach access to technology and any district forms to be used in the course of the coaching engagement
- The Title I office submits the quote for services to Finance and tracks coaching hours against the approved purchase order
- The Title I Specialist provides ongoing feedback regarding the Instructional Coach's performance during the coaching engagement

Axiom Educators

- Axiom will identify and vet prospective Instructional Coaches with subject matter expertise for respective school sites
- Axiom will provide Coach resumes to the HCPS Title I Specialist for review
- Axiom will schedule prospective Coaches for interview with the Title I Specialist and debrief candidate to gauge interest in moving forward
- Axiom will schedule the prospective Coach candidate for a follow-up interview with the Principal and school-level team and provide feedback to the Title I office
- Axiom will provide program management during the coaching engagement and handle all human resource responsibilities for the Axiom Instructional Coaches
- Axiom will ensure that the Instructional Coach is meeting the expectations of the Principal and District teams
- Axiom will submit weekly attendance records/timesheets and ensure that the Instructional Coach is working the agreed-upon hours
- Axiom will communicate any absences or concerns with the Title I Specialist
- Axiom will provide a quote for coaching services to the Title I office, track weekly timesheets against the approved purchase order, and share spend-down reports upon request
- Axiom will ensure Instructional Coaches are completing all required documentation and submit an EOY summary report at the end of the school year,
- Axiom will evaluate the coaching program throughout the school year and maintain transparent communication with school-level and District teams.

Principal and School-Level Team

- The Principal and/or School-level team will interview the prospective Coach candidate to gauge whether or not the Coach could meld well with the school culture and staff
- The Principal will notify the respective department and teachers that an Axiom Instructional Coach will be arriving to provide coaching support and subject expertise
- The Principal and/or School-level team will meet with the Instructional Coach on Day 1 to share school-wide goals and review the roster of teachers identified to receive coaching support
- The Principal and/or School-level team will introduce the Axiom Instructional Coach to the teachers and reiterate that the Coach is there to assist with teacher growth and development and encourage teachers to be open to receiving support
- The Principal will review and approve weekly attendance records/timesheets by 5pm on Friday
- The Principal will meet with the Instructional Coach weekly to receive updates on teacher progress
- The Principal and/or School-level team will observe the Axiom Instructional Coach and provide any necessary feedback to the Axiom point of contact

Instructional Coach

- The Instructional Coach will meet with the Principal and School-level team on Day 1 to understand the school-wide goals and obtain a roster of teachers who will receive coaching support
- The Instructional Coach will be introduced to the assigned teachers and begin forming relationships and create observation schedules
- The Instructional Coach will perform teacher observations and provide timely feedback in a non-evaluative manner
- The Instructional Coach will utilize a coaching cycle that includes co-planning, modeling, co-teaching, observations, and effective feedback
- The Instructional Coach will attend bi-weekly meetings with District Coaches and support where needed

- The Instructional Coach will assist with or lead professional development to increase knowledge of best practice strategies for content area instruction
- The Instructional Coach will submit daily coaching logs documenting all support services
- The Instructional Coach will attend data meetings with leadership to analyze data and assist in developing action plans and content-based initiatives to improve student achievement.
- The Instructional Coach will assist teachers in interpreting formative and summative assessments
- The Instructional Coach will work with teachers to ensure that research-based programs and strategies are implemented with fidelity
- The Instructional Coach will spend 80% of the time providing direct, instructional support to classroom teachers

TAB 7. PRICING COST PROPOSAL

Contract Year 1: \$85 per hour

- The above rate applies to in-person and virtual.
- There will be a 3% increase for each renewal year.

Sample Cost Scenario: One coach assisting a Title I school for four days a week at 8 hours a day. Virtual is on a limited basis, and it shall not exceed 8 hours a week for virtual.

Time-frame	# Weeks	Days/ Week	Hours/ Day	# Coaches	Rate	Total Cost	Notes
8/21/23 - 5/23/24	35	4	8	1	\$85.00	\$95,200.00	<i>Monday - Thursday; Factors in school closures</i>

TAB 8. EXCEPTIONS

There are no exceptions to be listed.

TAB 9. ASSUMPTIONS

There are no assumptions to be listed.

TAB 10. APPENDICES

A.1 Recommendation Letters



Department of Budget and Financial Planning
Office of Grant Monitoring & Compliance

March 22, 2021

To Whom It May Concern:

I am pleased to provide a letter of recommendation for Axiom Educators, LLC. Axiom Educators has been a prolific tutoring partner for Richmond Public Schools for fifteen years. They support our district's school improvement initiatives by providing quality tutoring services to our elementary, middle, and high schools. We have used Axiom's tutoring programs for daytime intervention, extended day, and Summer School. We have also used their after-school enrichment programs for our 21st Century Community Learning Centers.

My team and I have found that our Principals and Division Leadership request Axiom's services year after year because their tutors are trained, knowledgeable in all core subject areas, and can deliver content in an engaging way.

Over the years, Axiom has truly become the tutoring vendor of choice for our district. Their commitment to being a value added educational partner is evident as they maintain active communication with district level leaders to evaluate their tutoring programs and to ensure that they are working well and meeting the needs of our students. Further, Axiom continuously looks for innovative ways to increase their positive impact on our students' academic achievement.

Indeed, Axiom has established a record of success in Richmond Public Schools. I highly recommend Axiom to any school district looking to partner with a tutoring firm that is dedicated to improving academic outcomes. If you would like additional information, please contact me at (804) 780-7793 or at ssmith2@rvaschools.net.

Sincerely,

A handwritten signature in black ink, appearing to read "S. McCall".

Dr. Shannon McCall
Director of Grant Monitoring & Compliance

March 21, 2021

To Whom It May Concern:

Please accept this letter of support for Axiom Educators, LLC. Richmond Public Schools has contracted Axiom Educators for close to fifteen years to provide tutoring services that support daytime intervention, extended day programs, and Summer School. Axiom provides quality services in the core subject areas of English, Math, Science, History and ESL/ELL for grades K-12. As the Director of Academic Programs and Support for RPS, I can say with great confidence that Axiom Educators is a preferred tutoring vendor for the Principals in our district who request their services year after year.

The Axiom leadership team is responsive and collaborative. They have consistently met the changing demands of our district and have the proven capacity to fill high volume requests for tutors. At the onset of the Covid-19 pandemic, Axiom was quickly able to adjust their model from onsite tutoring to virtual tutoring in order to continue to support RPS students for the last nine weeks of the 2020 school year. Notably, Axiom completed 1,433 virtual tutoring sessions for grades 3-8 and high school Mathematics from April 6, 2020 to June 12, 2020.

Axiom implements tutoring programs that cater to the specific needs of our schools. Prior to tutor engagement, their management team meets with site leaders at each school to discuss logistics such as the number of tutors requested, subject areas, tutoring schedules, materials and resources, targeted students for remediation, and progress monitoring tools. Axiom places professional tutors who have subject matter experience and the ability to build a rapport with both students and teachers. Their tutors work one-on-one or in small groups of five to seven students at least twice weekly for 30-minute sessions. They also work with teachers to develop action plans and strategies to engage students and support classroom instruction. Additionally, tutors capture data from each tutoring intervention and weekly data reports are provided to school leadership.

Indeed, Axiom Educators is dedicated to improving student academic outcomes and with their partnership, our schools have shown growth over the years. The professionalism and passion of their staff coupled with their accountability and commitment to using best practices are essential in their ability to help the students of Richmond Public Schools. It is without reservation that I recommend Axiom Educators to provide tutoring support services to your district.

Sincerely,

Tyra Harrison, Director of Academic Programs and Support



Monthly Summary Report

Prepared by: Axiom Educators' Instructional Coaches

To: XYZ, Principal
Tanya Pavlish, HCPS
Cc: Program Directors, Axiom Educators

Reporting Period: November 1-30, 2023

COACH NAME:

Number of Days on Site:

SCHOOL	# DAYS

COACH ACTIVITIES

Professional Development/Training:

DATE	SUMMARY

Departmental/PLC Meetings:

DATE	DISCUSSION SUMMARY

Modeling of Lessons:

TEACHER	SUMMARY

Co-planning/Co-teaching:

TEACHER	SUMMARY

Differentiation Support/Gathering Resources:

Data Support/Conversation:

Other:



Monthly Summary Report

Prepared by: Axiom Educators' Instructional Coaches

To: XYZ, Principal
Tanya Pavlish, HCPS
Cc: Program Directors, Axiom Educators

Reporting Period: November 1-30, 2023

TEACHER SUMMARY

TEACHER:

LESSON PLANS/TEACHER PREPARATION:

Weekly Lesson Plans w/ Daily Breakdown? (Yes/No)	TEACHER PREPARATION SUMMARY
<input type="text"/>	<input type="text"/>

TEACHER RECEPTIVENESS:

SOL OBJECTIVES:

SOL OBJECTIVE	CONTENT PRESENTED CORRECTLY (Y/N)	MASTERED BY STUDENTS	STUDENT INTERVENTION/OTHER COMMENTS
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

ACTION PLAN:

ACTION ITEM	TARGET DATE	OUTCOME
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

GROWTH AREAS/CHALLENGES:

ACHIEVEMENTS/PROGRESSION:

A.3 Sample Instructional Coach Observation Tool



INSTRUCTIONAL COACH OBSERVATION FORM

School:		Block/Class:	
Teacher(s):		Number of students:	
Start/End Time(s):			
Coach:		Date:	

The Classroom Environment	Notes on Observation “Yes”, “No Evidence”, “Did Not Observe”
Students are grouped in partners, semicircles, clusters, teams	
Materials are easily available at all times, assigned to students for homework as well as classwork	
Students are actively engaged upon entering the classroom (warm-up activity, etc)	
Students are actively discussing with and learning concepts from each other (the teacher is not the sole source of all info)	
An environment exists in which students feel comfortable asking for help, seeking solutions, and learning from mistakes	
Students engage each other and the teacher with mutual respect	
Teacher meets and interacts with students in a friendly manner as they enter the classroom.	
A visual display of the SOL Blueprint Formula Sheet is evident and referenced (SOL EOC)	
Student work is displayed throughout the room.	
Instruction – What is the teacher doing?	
Routines are in place to help students be engaged in learning throughout the lesson	
Teacher lesson planning is evident	
Lessons revolve around learning and applying concepts not merely practicing skills out of context	
Teacher changes activities during the block period appropriately (every 20-30 minutes)	
Lesson is paced to maintain student engagement (not merely note taking or practicing skills)	

Teacher provides opportunity for guided practice – individual, pair, and group (teacher circulates the room)	
Teacher assesses student understanding at the end of pair/ group activities (usually whole class discussing and summarizing)	
Key questions are being asked (Why does this work? Who would like to show us another way?)	
Teacher uses multiple strategies during the block – direct instruction, modeling, exploration	
Teacher demonstrates in-depth knowledge and understanding of the content	
Teacher presents concepts using a variety of representations (models, pictures, manipulatives, calculators, graphic organizers)	
Teacher addresses the needs of all learners – auditory, visual, concrete, etc.	
Instruction – What are the students doing?	
Students are engaged and actively exploring and discussing the objectives being studied	
Students move from whole group to partner and/or small group investigations and problem solving throughout the class period, quickly and without disruptions	
Students are sharing and discussing the mathematics and varying strategies and solutions to problems	
Students are using vocabulary appropriately in discussions	
Students are doing the work, not merely listening	
Students are on-task, discussing the mathematics in pairs, small groups, and with the whole class.	
Assessment strategies	
Teacher uses a variety of assessments (oral, paper/pencil, mental arithmetic, projects, tests, applications, etc)	
Teacher encourages students to assess their work and explain errors	
Teacher circulates throughout the lesson to assess and assist students and alters instruction appropriately	

Homework is assigned around application of the mathematics being studied, not merely skill practice and is purposefully selected for quality of problems not quantity	
Students are given multiple and varied opportunities to demonstrate what they have learned	
Assessment is used for learning as well as of learning	

General Notes

A.5 Sample Reading Coach Resume



Sara L. Harris

OBJECTIVE

Highly accomplished educator poised to transition organizational, leadership and communication skills to a position where strong interpersonal skills would make immediate impacts.

PROFESSIONAL EXPERIENCE

Teacher Coach, Axiom Educators, Richmond, VA

February 2023- present

- Train classroom teachers by conducting professional development sessions, facilitating collaborative instructional planning, modeling effective instructional strategies, and analyzing schoolwide literacy data

Key Contributions:

- Professional Development: Plan and deliver professional learning training sessions for staff to advance towards achievement of school and division literacy goals. Led training and implementation of UFLI Phonics program in grades K-4.
- Data Collection: Administer various school-wide reading assessments. Model assessment implementation for teachers and assist with completion. Compile, enter, and analyze data.
- Data Analysis: Work with teachers and administrators to analyze assessment results and drive instruction. Created data analysis presentations for the leadership team, teachers, and support staff.
- Member of Instructional Leadership Team: partner with administration and other instructional coaches to guide instructional model based on school and division goals
- Member of Response to Intervention Team: Identify and monitor students alongside RtI team to identify need for tier 2 and 3 instruction. Progress monitor students through assessment and communicate student progress at weekly meetings. Assist teachers with the referral process.
- School/Family Connection: Work with teachers to provide instructional materials for families requesting at-home remediation and enrichment instructional activities

Intervention Teacher, Shady Grove Elementary, Richmond, VA

2019- 2023

- Provide tailored one-on-one or small group instruction to at-risk students in various grade levels and
- Maintain detailed documentation of student data and share progress to parents, teachers, and administration

Classroom Teacher, 5th Grade, Shady Grove Elementary, Richmond, VA

2014-2018

- Construct and implement differentiated lessons to students with profiles ranging from gifted to special education, in all content areas

Key Contributions:

- Lead Teacher: selected by school administration to manage fellow instructors, lead instructional planning meetings, onboard new staff members, act as parent and community liaison in planning events, interview potential new candidates, serve as communication liaison between team and school leadership
- Co- Chair, School Wide Literacy Committee: plan and implement school-wide literacy programs and events
- Evaluated and mentored local university student teachers and high school interns

Classroom Teacher, 4th and 5th Grades, Three Chopt Elementary, Richmond, VA

2010-2014

Key Contributions:

- Conceptualize and implement an innovative multi-age reading group model using center-based learning strategies where each center is differentiated by process or product to meet the unique needs of each student
- Provide free math tutoring before and after school to at-risk and low performing students
- Serve in a variety of leadership roles from Grade Level Chairperson, Math Content Chairperson, Teacher Advisory Council Representative, and Safety Committee

Head Coach, Wyndham Swim Team, Richmond, VA 2008-2011

- Coached over 300 swimmers, ages 3 to 18, to an undefeated season and Division Title Championship
- Managed six assistant coaches and coordinated the efforts over 20 teen volunteers
- Cultivated community outreach effort to enhance sponsorship and community involvement

HONORS AND AWARDS

- Selected as featured teacher on television episode of “Today’s Classroom” HCPS Television 2014, 2012
- Three Chopt Elementary “First Year Teacher of the Year” 2011-2012
- Ora K. Sharp Memorial Scholarship; awarded on scholastic ability, potential as classroom teacher 2009
- Excellence in Coaching Award, Greater Richmond Aquatic League 2007

SPECIAL PROJECTS

- NFL Washington Football Team Training Camp Ambassador, 2011-2013
- Member of Girls on the Run® Richmond Council Steering Committee
- Selected speaker at Richmond Girl Scout Discussion Panel; discussed career development, influences and overcoming obstacles as a female professional
- Mentor, Big Brothers Big Sisters
- James Madison University Varsity Women’s Swim Team

EDUCATION

- **Master of Arts in Teaching**, Elementary Education
James Madison University, Harrisonburg, VA 2010
- **Bachelor of Science**, Interdisciplinary Liberal Studies
James Madison University, Harrisonburg, VA 2009

A.6 Sample Math Coach Resume



Ronald Hansboro

Work Experience

Axiom Educators, LLC

2013 – Present

Math Instructional Coach

- Support Math teachers by observing and providing positive feedback
- Suggest a variety of teaching strategies to differentiate instruction and improve the student learning experience
- Created math projects and games to increase student engagement
- Modeled and co-taught lessons to enhance teacher instructional strategies
- Provided guidelines for classroom management and behavioral incentives
- Trained teachers to deliver effective instruction to students through hands-on experiences and real-world applications using traditional teacher-led instruction, project-based learning, lab-based learning, and technology-supported learning tools
- Created detailed coaching plans, which included focused goals and measures of success to drive learning cycles
- Provided support with classroom motivation and management strategies
- Assisted teachers in creating materials that were in alignment with the curriculum
- Instructed and supported teachers with curriculum software products and classroom/curriculum-related technologies
- Co-planned with teachers and assisted with the creation of lesson plans
- Provided support with analyzing teacher practice through ongoing classroom observations, data analysis, and examination of student work
- Assisted teachers with aligning their teaching with appropriate standards, curriculum, and assessments
- Provided monthly professional development
- Attended weekly collaborative planning meetings and bi-weekly district meetings
- Updated Principal on teacher(s) performance and provided monthly summary reports to management
- Provided instructional coaching services to elementary and middle school Math teachers
- Provided intervention and small group tutoring support to students in preparation for the SOL assessment utilizing student assessment data to drive remediation efforts

Coaching Highlights

- | | |
|---|---|
| Vernon Johns Middle School | <ul style="list-style-type: none">○ Math SOL scores increased by 12%○ Recognized by the VDOE representative for moving student scores to the right |
| Highland Springs Elementary School: | <ul style="list-style-type: none">○ Math SOL scores increased by 15% |
| Adams Elementary School | <ul style="list-style-type: none">○ SOL scores increased by 17% |
| Lakeside Elementary School | <ul style="list-style-type: none">○ SOL scores increased by 10% |
| Binford Middle School/ RPS Middle School Math Academy | <ul style="list-style-type: none">○ 2 SpED Math 7 students passed the SOL○ Algebra 1 -79% SOL pass rate○ Geometry – 100% SOL pass rate |
| Albert Hill Middle School | |
| Dogwood Middle School | |

Group Home Owner/Manager

2010 – Present

Own and operate a supervised residence that provides around-the-clock assisted living and medical care for individuals who have chronic or long-term mental/psychiatric disorders

Capital City Program, Richmond Public Schools

2012 - 2013

Mathematics Teacher

- Taught high school Algebra and Geometry

St. Joseph's Villa, Richmond, VA

2005 - 2011

Head of Academy for Dooley School and Dooley Center for Alternative Education

- Oversaw the daily activities and operations within the high school and middle schools
- Duties included but were not limited to disciplining and advising students
- Approved teacher's curriculums and ensured the school environment was safe for all students and staff members
- Ensured that academic policies and curriculum were followed
- Developed and tracked benchmarks for measuring institutional success
- Helped teachers maximize their teaching potential
- Met with students and listened to their concerns
- Met with parents and administrators regularly
- Served as liaison between administrators of other agencies and the community
- Ensured compliance with state licensing and professional accreditation standards
- Provided leadership to the development and implementation of IEPs
- Supervised school faculty and staff

Highlights

Educator of the Year 2008

Special Projects Award 2008, 2009

Elk Hill Farm, Goochland, VA

2000 - 2005

Mathematics Teacher

- Taught math in an alternative setting. Subjects taught: GED, General Math, Pre-Algebra, Algebra 1 and 2, Geometry, Trigonometry

Daily Planet, Richmond, VA

1995 - 2000

Acting Director/Education Coordinator

- Oversaw three Daily Planet programs
- Developed policies and procedures
- Made decisions regarding program management, operations, and purchases
- Assisted in writing grants
- Contributed to the development of contracts, referral policies, and procedures with the Access Project, Rubicon Inc., Richmond Technical Center, Richmond Association for Retarded Citizens, and the Adult Career and Development Center
- Supervised numerous volunteers, program staff, and client employees
- Created databases that satisfied HUD and United Way reporting requirements
- Developed monthly and annual program reports
- Taught GED classes, Computer Literacy, and Basic Skills Enhancement
- Developed Individual Service Plans for clients
- Developed schedules for employees, clients, and volunteers

- Prepared payroll and maintained “Escrow Banking” accounts for clients
- Conducted drug tests

Richmond Public Schools/ Horizons Education Services, Inc., Richmond, VA

1986- 1995

Mathematics Teacher

- Provided math training and counseling in preparation for the Scholastic Aptitude Test
- Provided individual tutoring

Mathematics/Computer Teacher

- Taught Trigonometry, Geometry, Algebra, Computer Literacy, and Computer Programming

Education

Coppin State College, Baltimore, MD

1973-1976

- B.S., Mathematics and Computer Science