

**JEFFERSON COUNTY PUBLIC SCHOOLS
CONTRACT FOR THE PROCUREMENT OF PROFESSIONAL SERVICES**

THIS CONTRACT FOR PROCUREMENT OF PROFESSIONAL SERVICES (hereinafter "Contract") is entered into between the JEFFERSON COUNTY BOARD OF EDUCATION (hereinafter "Board"), a political subdivision of the Commonwealth of Kentucky, with its principal place of business at 3332 Newburg Road, Louisville, Kentucky 40218 and The Leadership Academy, Inc. (hereinafter "Contractor"), with its principal place of business at 10-27 46th Ave Suite 0101, Long Island City, NY 11101 USA.

WITNESSETH:

WHEREAS, the Board desires to procure the particular services of Contractor, which are more fully defined below; and

WHEREAS, Contractor has held itself out to be competent and capable of performing the services contracted for herein;

NOW, THEREFORE, in consideration of the mutual promises and agreements hereinafter set forth, the Board and Contractor (hereinafter "Parties") agree as follows:

ARTICLE I

Entire Agreement; Amendments

This Contract is the entire agreement between the Parties and supersedes any and all agreements, representations and negotiations, either oral or written, between the Parties before the effective date of this Contract. This Contract may not be amended or modified except in writing as provided in Article VIII. This Contract is supplemented by the Board's Procurement Regulations currently in effect (hereinafter "Regulations") that are incorporated by reference into and made a part of this Contract. In the event of a conflict between any provision of this Contract and any provisions of the Regulations, the Regulations shall prevail.

ARTICLE II

Services

Contractor agrees to perform the following services (hereinafter "Services") of a quality and in a manner that is within the highest standards of Contractor's profession or business. The Services are as follows:

Contractor shall appoint one person who shall be responsible for reporting to the Board on all Services performed under the terms of this Contract and who shall be available for consultation with the Contract Administrator. Contractor is an independent contractor, not an employee. Contractor is responsible for the payment of all federal, state and local payroll taxes and providing unemployment insurance and workers compensation coverage to Contractor's employees. Contractor shall provide all equipment, materials and supplies necessary for the performance of the Services.

Contractor shall design and deliver professional learning and one-on-one coaching for four assistant superintendents. Each leader will participate in 16 hours of one-on-one coaching, including one half-day in-person session that will include a coaching conversation and observation of the leader conducting classroom observations, leading a meeting, leading a professional learning session, etc. The remaining 12 hours of one-on-one coaching will be provided virtually. These leaders will continue to be supported by the same Leadership Academy coaches who have been coaching them and with whom they have built strong, productive relationships.

Dates for all activities and sessions will be determined by The Leadership Academy and the JCPS Leadership & Professional Development Office.

ARTICLE III Compensation

The Board shall pay Contractor the total amount stated below (hereinafter "Contract Amount"). The Contract Amount shall be paid in a lump sum upon completion of the Services, unless a schedule of progress payments is stated below. The Contract Amount shall be for total performance of this Contract and includes all fees, costs and expenses incurred by Contractor including but not limited to labor, materials, taxes, profit, overhead, travel, insurance, subcontractor costs and other costs, unless otherwise stated below. To receive payment, Contractor must submit an itemized invoice or invoices. If progress payments are authorized, each invoice must specify the actual work performed. If payment of costs or expenses is authorized, receipts must be attached to the invoice.

Contract Amount:	\$ 49,000
Progress Payments (if not applicable, insert N/A):	Upon receipt of invoice for services completed.
Costs/Expenses (if not applicable insert N/A):	N/A
Fund Source:	AS12052 0322 022I (Wallace - Year 5)

ARTICLE IV Term of Contract

Contractor shall begin performance of the Services on August 20, 2025, and shall complete the Services no later than June 30, 2026, unless this Contract is modified as provided in Article VIII.

ARTICLE V Performance of Services by Contractor

The Services shall be performed by Contractor, and in no event shall Contractor subcontract with any other person to aid in the completion of the Services without the prior written approval of the Contract Administrator defined.

Contractor shall appoint one person who shall be responsible for reporting to the Board on all Services performed under the terms of this Contract and who shall be available for consultation with the Contract Administrator.

Contractor is an independent contractor, not an employee. Contractor is responsible for the payment of all federal, state and local payroll taxes and providing unemployment insurance and workers compensation coverage to Contractor's employees. Contractor shall provide all equipment, materials and supplies necessary for the performance of the Services.

Contractor shall at all times during the term of this Contract comply with all applicable laws, regulations, rules and policies. Contractor shall obtain and keep in force all licenses, permits and certificates necessary for the performance of the Services.

Contractor agrees to hold harmless, indemnify, and defend the Board and its members, agents, and employees from any and all claims or losses accruing or resulting from injury, damage, or death of any person, firm, or corporation, including the Contractor himself, in connection with the performance of this Contract. Contractor also agrees to hold harmless, indemnify, and defend the Board and its members, agents, and employees from any and all claims or losses incurred by any supplier, contractor, or subcontractor furnishing work, services, or materials to Contractor in connection with the performance of this Contract. This provision survives termination of this Contract.

Unless waived in writing by the Contract Administrator, Contractor shall maintain during the term of this Contract policies of primary insurance covering the following risks and in at least the following amounts: commercial general liability, including bodily injury, property damage, personal injury, products and completed operations, and contractual, \$1,000,000; and automobile liability, \$1,000,000. Contractor shall furnish to the Contract Administrator certificates of insurance evidencing this coverage and naming the Board as an additional insured. Additionally, Contractor shall maintain workers compensation coverage with limits required by law; and professional errors and omissions coverage with minimum limits of \$1,000,000. Contractor shall furnish certificates of insurance evidencing this coverage to the Contract Administrator.

ARTICLE VI Equal Opportunity

During the performance of this Contract, Contractor agrees that Contractor shall not discriminate against any employee, applicant or subcontractor because of race, color, national origin, age, religion, marital or parental status, political affiliations or beliefs, sex, sexual orientation, gender identity, gender expression, veteran status, genetic information, disability, or limitations related to pregnancy, childbirth, or related medical conditions. If the Contract Amount is paid from federal funds, this Contract is subject to Executive Order 11246 of September 24, 1965 and in such event the Equal Opportunity Clause set forth in 41 Code of Federal Regulations 60-1.4 is hereby incorporated by reference into this Contract as if set forth in full herein.

ARTICLE VII Prohibition of Conflicts of Interest

It shall be a breach of this Contract for Contractor to commit any act which is a violation of the provisions of Article XI of the Regulations entitled "Ethics and Standards of Conduct," or to assist or participate in or knowingly benefit from any act by any employee of the Board which is a violation of such provisions.

ARTICLE VIII

Changes

The Board and Contractor may at any time, by mutual agreement set forth in a written addendum, make changes in the definition of the Services; the scope of the Services; and the Contract Amount. The Contract Administrator and Contractor may, at any time, by mutual agreement set forth in a written addendum, make changes in the time within which the Services are to be performed; the schedule of Progress Payments; and mutual Termination of the Contract.

ARTICLE IX

Termination for Convenience of the Board

The Board may terminate this Contract in whole or in part at any time by giving written notice to Contractor of such termination and specifying the effective date thereof, at least thirty (30) days before the specified effective date. The Board shall compensate Contractor for Services satisfactorily performed through the effective date of termination.

ARTICLE X

Termination for Default

The Board may, by written notice of default to Contractor, terminate the whole or any part of this Contract, if Contractor breaches any provision of this Contract, or so fails to make progress as to endanger performance of this Contract, and in either of these circumstances, does not cure the breach or failure within a period of five (5) days after receipt of notice specifying the breach or failure. In the event of termination for default, the Board may secure the required services from another contractor. If the cost to the Board exceeds the cost of obtaining the Services under this Contract, Contractor shall pay the additional cost. The rights and remedies of the Board provided in this Article shall not be exclusive and are in addition to any other rights and remedies provided by law or under this Contract.

ARTICLE XI

Disputes

Any differences or disagreements arising between the Parties concerning the rights or liabilities under this Contract, or any modifying instrument entered into under Article VIII of this Contract, shall be resolved through the procedures set out in the Regulations.

ARTICLE XII

Contractor's Work Product

Unless waived in writing by the Contract Administrator, the Board shall retain ownership in and the rights to any reports, research data, creative works, designs, recordings, graphical representations or other works of a similar nature (hereinafter "Works") produced or delivered by Contractor under this Contract. Contractor agrees that the Works are "works for hire" and Contractor assigns all right, title and interest in the Works to the Board.

Any reports, information, data, etc. given to or prepared or assembled by Contractor under this Contract shall not be made available to any individual or organization by Contractor without the prior written approval of the Board. Provided, nothing in this Article may be used to violate the provisions of any Kentucky or Federal statute or regulation which requires reporting of information.

Copyright and Intellectual Property Rights in materials created or fixed in any tangible medium of expression of The Leadership Academy in the performance of this Contract shall rest in The Leadership Academy. However, The Leadership Academy will grant Jefferson County Public Schools a royalty-free, nonexclusive, perpetual, and irrevocable license to reproduce, copy, adapt, distribute, publicly display, perform, make derivative works of or otherwise use of the materials created pursuant to this Contract. Jefferson County Public Schools agrees not to license, assign or otherwise transfer any of the material created by The Leadership Academy pursuant to this Contract to, or permit the use of such materials by, any third party or entity.

ARTICLE XIII Contract Administrator

The Board shall appoint a Contract Administrator for the purposes of daily administrative decision-making pertaining to the Contract. If Contractor and the Contract Administrator disagree on any circumstance or set of facts pertaining to the administration or execution of this Contract, the Board shall resolve the matter after notification by either the Contract Administrator or the Contractor in the manner prescribed by the Regulations. If the Board fails to give notice to the Contractor of the appointment of a Contract Administrator, the Contract Administrator shall be the Board's Chief Financial Officer.

ARTICLE XIV Right to Audit

The Board shall have the right to inspect and audit all accounting reports, books or records which concern the performance of the Services. Inspection shall take place during normal business hours at Contractor's place of business. Contractor shall retain all records relating to the performance of this Contract for five (5) years after the end of the term of this Contract.

ARTICLE XV Miscellaneous

- A. All Articles shall be construed as read, and no limitation shall be placed on any Article by virtue of its descriptive heading.
- B. Any notices or reports by one Party to the other Party under this Contract shall be made in writing, to the address shown in the first paragraph of this Contract, or to such other address as may be designated in writing by one Party to the other. Notices shall be effective when received if personally delivered, or three days after mailing if mailed.
- C. If any part of this Contract is held to be void, against public policy or illegal, the balance of this Contract shall continue to be valid and binding.
- D. This Contract shall be governed and construed in accordance with the laws of the Commonwealth of Kentucky.
- E. No delay or omission by either Party in exercising any right under this Contract shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of this Contract.

- F. At all times during the term of this Contract, Contractor shall comply with the Family Educational Rights and Privacy Act of 1974. If Contractor has access to student records, Contractor shall limit its employees' access to those records to persons for whom access is essential to perform this Contract.
- G. If this Contract requires Contractor and/or any employees of Contractor access to school grounds on a regularly scheduled and continuing basis for the purpose of providing services directly to a student or students, all individuals performing such services under this Contract are required to submit per KRS 160.380 to a national and state criminal history background check by the Department of Kentucky State Police and the Federal Bureau of Investigation and have a letter, provided by the individual, from the Cabinet for Health and Family Services stating no administrative findings of child abuse or neglect found through a background check of child abuse and neglect records maintained by the Cabinet for Health and Family Services.
- H. Contractor shall be in continuous compliance with the provisions of KRS Chapters 136, 139, 141, 337, 338, 341 and 342 that apply to the Contractor or subcontractor for the duration of this Contract and shall reveal any final determination of a violation by the Contractor or subcontractor of the preceding KRS Chapters.

IN WITNESS WHEREOF, the Parties hereto have executed this Contract to be effective as of August 20, 2025.

Contractor's Social Security Number or Federal Tax ID Number:

JEFFERSON COUNTY BOARD OF EDUCATION

The Leadership Academy, Inc.

CONTRACTOR

By: _____

Title: Dr. H. Brian Yearwood
Superintendent

By: *Nancy B. Gutierrez*

Title: Dr. Nancy Gutierrez
President & Chief Executive Officer

Cabinet Member: Robert Moore,
Chief of Schools

(Initials)

Jefferson County Public Schools
**NONCOMPETITIVE NEGOTIATION
DETERMINATION AND FINDING**

1. An emergency exists which will cause public harm as a result of the delay in competitive procedures (Only the Superintendent shall declare an emergency.) —

State the date the emergency was declared by the superintendent: N/A

2. There is a single source for the items within a reasonable geographic area —

Explain why the vendor is a single source: N/A

3. The contract is for the services of a licensed professional, education specialist, technician, or an artist —

State the type of service: Educational Specialist

4. The contract is for the purchase of perishable items purchased on a weekly or more frequent basis —

State the item(s): N/A

5. The contract is for proprietary item(s) for resale: This can include the buying or selling of item(s) by students when it is part of the educational experience —

State the type(s) of item(s): N/A

6. The contract is for replacement parts when the need cannot be reasonably anticipated and stockpiling is not feasible —

State the item(s): N/A

7. The contract or purchase is for expenditures made on authorized trips outside the boundaries of Jefferson County Public Schools —

State the location: N/A

8. The contract is for a sale of supplies at reduced prices that will afford Jefferson County Public Schools a savings (Purchase must be approved by Director of Purchasing) —

Explain the logic: N/A

9. The contract is for the purchase of supplies which are sold at public auction or by receiving sealed bids —

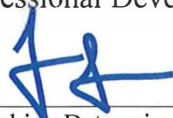
State the items: N/A

I have determined that, pursuant to K.R.S. 45A. 380, the above item(s) should be obtained by the Noncompetitive Negotiation Methods since competition is not feasible.

Faith Stroud

Print name of person making Determination

Leadership & Professional Development, Teaching & Learning
School or Department



Signature of person making Determination

6-30-2025

Date

The Leadership Academy, Inc.

Name of Contractor (Contractor Signature Not Required)

Requisition Number

Explanation of Noncompetitive Negotiation Methods can be found under K.R.S. 45A.380 and on page 15 in the Procurement Regulations

May 5, 2025

Proposal to Jefferson County Public Schools to Provide Coaching Services

The Leadership Academy is pleased to submit this proposal to Jefferson County Public Schools ("JCPS") to provide One-on-One Coaching Services for four Assistant Superintendents including:

- Elementary Schools Zone: Jessica Rosenthal and Dr. Lamesa Mark-Jones
- Middle Schools Zone: Heather Benfield
- High Schools: Zone Dr. Joseph Ellison

This coaching will:

- **Strengthen instructional leadership** by developing principals' ability to lead rigorous, engaging classrooms and build cultures of deep student learning.
- Set and **model high expectations** by using disaggregated data to drive instructional decisions and track student growth.
- **Prioritize the student experience** by centering each student's strengths, aspirations, and ambitious learning outcomes.
- Apply differentiated coaching strategies to **meet principals' varied leadership needs** and build adaptive leadership skills.
- **Model continuous personal growth** by setting leadership goals, seeking feedback, and fostering a mindset of reflection and improvement.
- **Support strategic planning** by leveraging disaggregated data to drive school improvement and monitoring progress toward clearly defined outcomes.
- **Demonstrate innovative and nurturing leadership** by inspiring principals to pursue and achieve Wildly Important Goals that create transformational student experiences.

This proposal, which extends our partnership with JCPS and builds on our prior support of these leaders, presents an introduction to our organization, a description of our approach to coaching and the proposed coaching services, the timeline and the price.

Introduction to The Leadership Academy

The Leadership Academy is a nationally recognized organization with a clear mission: to develop and support education leaders on the school, system, and state levels, empowering them to transform their leadership in ways that accelerate learning for every student.

Our work is focused on supporting leaders at every level of the system, from teacher leaders and aspiring principals to superintendents and state and university officials, in developing habits and practices that enable them to ensure all students can be successful. We instill an approach to leaders to build strong school and district cultures, set clear and high expectations for all students, and build the capacity of teachers to provide rigorous, standards-aligned instruction.

The Leadership Academy knows that highly effective, student-centered leaders are a key lever for creating positive change in education. Such leaders have influence over and are well positioned to impact all three components of the instructional core: academically challenging content; students' engagement in their own learning; and most directly, teachers' knowledge and skills. Our fundamental goals across all our programming are to build the capacity of school and system instructional leaders to enact sustainable change by:

1. Guaranteeing academic rigor is established to ensure high expectations are true for all students.
2. Creating the conditions for students to meet those expectations through creating high quality, meaningful learning experiences and opportunities.
3. Ensuring students develop the ability to identify, analyze, and solve real-world problems.

Since our founding in 2003, we have worked with nearly 14,000 school and system leaders, benefiting 11.5 million students in schools with stronger leadership. Our reach extends across 40+ states and nearly 430 school systems including JCPS.

We recently published [Coaching Education Leaders: A Culturally Responsive Approach to Transforming Schools and Systems](#) to share our coaching expertise. This book leverages The Leadership Academy's more than two decades of coaching experience — providing educators with perspective, helping them to explore deeper aspects of themselves, and motivating them to do their best work. Authors Nancy Gutiérrez, Michelle Jarney, and Michael Kim share The Leadership Academy's groundbreaking approach to coaching, helping schools and school systems to create transformative learning environments where students feel challenged, affirmed, and held to the highest academic standards.

Our Beliefs About Coaching

Coaches make us better versions of ourselves. They provide perspective, help us see aspects of ourselves we might not be aware of or want to see, and motivate and support us to do our work more effectively. This certainly applies to school and district leaders.

Research consistently demonstrates that leaders benefit from coaching. With the support of a coach:

- Principals are better able to function as building managers and instructional leaders, and school leaders are better able to supervise principals and their departmental teams.
- Leaders are better able to improve learning for all students while the demographics and needs of their students are shifting and employer expectations for workers continue to evolve.
- Leaders are better able to set the culture and vision of a school and school system and be able to communicate the vision in ways that inspire the entire school community to help fulfill it.
- District leaders team with school leaders, staff, students, and families to create learning environments in their schools that support every student.

Without such support, however, principals in particular are more likely to leave their positions. High rates of principal turnover create problems for schools - student achievement often drops, teacher turnover increases, and effective programs and practices can falter.

What is Leadership Academy Coaching?

In describing what our coaching will be like, it's important to be clear about what coaching is not.

- Coaching is not about a coach directing you to take certain actions.
- Coaching is **not** a punitive requirement or an intervention for poor performance.
- Coaching is **not** about providing a friend who talks about whatever is on their mind.
- Coaching is **not** about inspiring coachees to be replicas of their coach.

Rather, coaching is about implicating leaders in the system of instructional improvement and building the habits of reflective practice and capacity for the adaptive leadership necessary to change outcomes for students. Coaching compels leaders to imagine what success looks like for them and to take ownership of challenging inequities.

Setting norms or a clear set of agreements together at the beginning of a coaching relationship helps to establish clarity and define expectations for engagement. Shared agreements build trust, promote open communication, create accountability, and allow for individual adjustments as needed.

Our coaching is:

- **Facilitative.** Coaches create an environment in which the leader engages in critical and targeted reflection on your leadership practice, with the goal of facilitating the paradigm and/or behavioral shifts necessary for you to grow and develop your capacity to lead for equity.
- **Focused.** Coaching is based on clear leadership competencies intended to develop and support your leadership practice, skills, and behaviors in service of improving outcomes for students.
- **Individualized.** As you grow, your coach continues to support and push you forward in moving your school/team where it needs to go. We help leaders build the habits of reflective practice and capacity for adaptive leadership necessary to change outcomes for students.
- **Sustainable.** We ensure that the leader's learning and development is sustainable and can progress long after the coaching has ended.
- **Confidential.** Coaching is a confidential thought partnership, independent of performance evaluations, in which a space is created for you to be reflective about your own practice and pushed and challenged in your thinking.

What Should I Expect from Leadership Academy Coaching?

Our approach to coaching means you should expect:

- **Clarity of Purpose.** Your coach brings a commitment to working closely with you to assess areas for growth and development for both you and your school/team. Your coach will work with you to strengthen your practice as a culturally responsive leader.
- **Reliability and Preparation.** You and your coach will schedule regular ongoing conversations, interactions and coaching sessions designed to address development goals.
- **Customized Support.** Your coach will individualize support that addresses your leadership needs and specific school/team context.

- **Openness, Flexibility and Trust.** A meaningful coaching relationship is founded on trust, built upon the principles of adult learning, and focused on improving practice on behalf of students. Your coach will push your thinking in service of your learning even when doing so may create some discomfort for you. At the same time, your coach will be receptive to your feedback regarding the coaching relationship and be willing to modify goals and strategies as necessary.
- **Confidentiality.** A cornerstone of the coaching relationship is confidentiality. Your coach will maintain discretion and confidentiality as part of the coaching relationship.

Our coaching for district leaders supports performance and leadership growth for leaders at different stages of their leadership journey. As appropriate, our coaching can support strategies to bolster retention, strengthen the leadership pipeline, and/or drive meaningful change.

Our Approach to Coaching is Grounded in Research

Like all Leadership Academy services, our coaching is informed by research including:

- Support Principals, Transform Schools (Aguilar, E., Goldwasser, D., & Tank-Crestetto)
- Blended Coaching: Skills and Strategies to Support Principal Development (Bloom, G., Castagna, C., Moir, E., & Warren, B)
- School Leadership Coaching: What Does it Look Like? (Wise, D.)
- Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning. (City, L., Elmore, R., Fiarman, S. & Teitel, L.)
- Central Office Leadership and Transformation (Honig, Copland)
- Leadership Standards for System Leaders (CCSSO, State Superintendent Standards, and more)
- Effective System Leader Practices (Knapp, Fink & Resnick, Burch & Spillane)
- Effective Executive Coaching (TECF, Kegan, Passmore, Garvey Berger)

Our Relevant Coaching Experience

We have coached more than 2,100 school leaders since our inception in 2003, supporting them in strengthening their leadership practices and improving outcomes for all students. Over the last 5 years we have provided coaching services to over 100 district leaders in the following school systems:

- Chelsea Public Schools, MA
- Denver Public Schools, CO
- DeKalb County School District, GA
- Des Moines Public Schools, IA
- Godfrey-Lee Public Schools, MI
- Godwin Heights Public Schools, MI
- Kentwood Public Schools, MI
- Los Angeles County Office of Education, CA
- Nye County School District, NV
- Minneapolis Public Schools, MN
- New Haven Public Schools, CT

- NYC Public Schools, NY
- Richland County School District One, SC
- School District of Philadelphia, PA
- Somerville Public Schools, MA
- Southwest Independent School District, TX
- Wyoming Public Schools, MI

Our coaches have coached incumbents in the following senior leadership positions:

- Superintendent
- Deputy Superintendent
- Chief of Schools
- Chief of Human Resources
- Chief Equity Officer
- Chief Academic Officer
- Chief Operations Officer
- Associate Superintendent
- Director of Instruction
- Director of Student Enrollment
- Superintendent Liaison
- Chief of Staff
- Vice President of Finance

In addition to our coaching for district leaders, over the last five years we have coached nearly 200 principals in:

- Michigan
- Connecticut
- Iowa
- Maryland
- Nevada
- New Jersey
- New York State
- Ohio
- Pennsylvania
- Virginia

Our Understanding of the Scope of Work

We understand that JCPS seeks one-on-one coaching for four assistant superintendents. Each leader will participate in 16 hours of one-on-one coaching including one half-day in-person session that will include a coaching conversation and observation of the leader conducting classroom observations, leading a meeting, leading a professional learning session, etc. The remaining 12 hours of one-on-one coaching will be provided virtually. These leaders will continue to be supported by the same Leadership Academy coaches that have been coaching them and with whom have built strong, productive relationships.

Our Approach

Our coaching approach is about creating an environment in which the leader engages in critical and targeted reflection on their practice as it relates to their context's standards/competencies. The ultimate goal is facilitating the paradigm or behavioral shifts necessary for culturally responsive leadership. This enables the leader to build systems and structures to promote equity and purposefully develop the capacity of their staff to ensure students have all they need to achieve academic, social, and emotional success.

The leaders and coaches will review the prior leadership learning goals and update them as necessary. Once the goals are set, the coach will facilitate customized coaching sessions that allow for ongoing reflection, problem-solving, skill practice, and guidance. While the coaching will continue to be customized to the unique needs of each leader, the coaching of all the leaders will continue to deepen trust, review and update the definitions of success for each leader, and develop plans to measure impact. To address presenting challenges that surface and focusing on progress toward the learning goals, the leader and coach may engage in:

- Classroom and school walkthroughs
- Role-playing of feedback or conversations including topics like managing change or conflict within the school or system
- Support in designing professional learning for principals or staff
- Observing and debriefing the leader's facilitation/leadership of team/meetings, or professional development sessions
- Examining a work artifact that is connected to learning goals

The final session(s) focuses on sustainability including mapping out new goals and how to continue refining the habits of reflective practice and adaptive leadership.

Our team of coaches will meet periodically during the year to share learnings and ensure that our work is coherent and consistent across all the leaders we are supporting.

All interactions between the coach and the leader are held confidential by The Leadership Academy.

Timing

The services described in this proposal will be delivered and completed during FY 2026.

Price

The total price for the services described in this proposal is \$49,000. This price includes professional fees and related out-of-pocket expenses including travel-related costs and excludes JCPS facility costs, travel and food costs, etc.

We will issue two invoices – after the fifth month of the coaching services and after the completion of the coaching services. Each invoice will be for 50% of the contract value.

All prices are valid for 45 days from the date of this proposal. If the proposal is not agreed to and executed within 45 days, the pricing of services and availability of staff cannot be guaranteed.

We appreciate the opportunity to submit this proposal and welcome your feedback. We look forward to continuing our partnership with JCPS and these leaders.