

Board Office Use: Legislative File Info.	
File ID Number	15-0291
Introduction Date	3-25-15
Enactment Number	15-0346
Enactment Date	3/25/15 OA



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Memo

To Board of Education
From Antwan Wilson, Superintendent

Board Meeting Date
(To be completed by Procurement) 3/25/15

Subject Contract - Mills College, School of Education (contractor) - 922/Social Emotional Learning and Leadership Office of the Community Schools and Student Services Department (site/department)

Action Requested Approval of Contract between Oakland Unified School District and Mills School of Education. Services to be primarily provided to the Social Emotional Learning and Leadership Office of the Community Schools and Student Services Department for the period of January 12, 2015 through December 31, 2015.

Background
A one paragraph explanation of why the consultant's services are needed. Mills Teacher Scholars of the Mills College, School of Education, will work in coordination with the Social Emotional Learning Office to build teacher leaders' capacity to conduct and learn from inquiry to develop their skills for collecting, analyzing and using real time data to inform an evidence based approach to teaching, laying the foundation for leading learning with colleagues at their sites and understand the skills and competencies of adult learning (intentional, model, and apply around the SEL competencies). Consultant will build teacher leaders' understanding of CSCC and SEL competencies Teacher leaders will understand the core SEL competencies and their foundational role in learning and understand that there is an opportunity to explicitly teach SEL strategies within the context of content instruction.

Discussion
One paragraph summary of the scope of work. Approval by the Board of Education of a Contract between the District and Mills College, School of Education, Oakland, CA, for the latter to develop a Social Emotional Learning (SEL) professional learning community of teacher leaders to build instructional leadership capacity in the area of SEL; the teacher leaders will conduct a focused inquiry on aspect of the SEL work; work with OUSD to simultaneously build capacity to learn from practice through conducting inquiry and to strengthen instructional practice through data collection and collaborative data analysis for the Social Emotional Learning and Leadership Department for the period of January 12, 2015 through December 31, 2015, in an amount not to exceed \$23,355.00.

Recommendation Approval of Contract between Oakland Unified School District and Mills College, School of Education. Services to be primarily provided to the Social Emotional Learning and Leadership Office of the Community Schools and Student Services Department for the period of January 12, 2015 through December 31, 2015.

Fiscal Impact Funding resource name (please spell out): S.D. Bechtel Jr Foundation Grant in the amount of \$23,355.00.

Attachments

- Contract
- Certificate of Insurance
- Scope of Work



Mills College
5000 MacArthur Boulevard
Oakland, California 94613

MILLS *School of Education*

This contract is made on this day January 12, 2015 between;

Contractor: Mills Teacher Scholars of Mills College, School of Education

Client: Social Emotional Learning Office of Oakland Unified School District

1. TERMS OF CONTRACT

1.1 The terms of this contract shall be from 1/12/15-12/31/15

2. SERVICE TO BE PERFORMED BY CONTRACTOR Scope of Work:

Contractor will work with Client to develop an SEL professional learning community of teacher leaders to build instructional leadership capacity in the area of SEL. The teacher leaders will conduct a focused inquiry on aspect of the SEL work. The Contractor will work with the Client to simultaneously build capacity to learn from practice through conducting inquiry and to strengthen instructional practice through data collection and collaborative data analysis.

For more details on the scope of work please see the attachment at the end of this contract.

2.2 Method of Performing Services. Contractor will assign staff to provide the services outlined in the scope of work. In addition, Contractor will provide additional staff support and resources as required to meet the needs of the Client.

2.3 Compensation. In consideration for the services to be performed by Contractor, the Client agrees to pay Contractor an amount not to exceed \$23,355 which will be billed (in two installments, the first installment of \$17,500 and the second installment will be dependent on the stipend amount but will not exceed \$5,855). Client will provide Contractor with a purchase order to bill against (if required) within 10 days of contract signing.

2.4 Additional services and products will be provided on an additional fee for services basis as requested by the Client.

2.5 Reporting. The Contractor will provide the Client with final report and a mid-review period to examine, review and discuss the progress on the scope of work.

3. INDEPENDENT CONTRACTOR STATUS

3.1 It is the expressed intention of the parties that Contractor is an independent contractor and not an employee, agent, joint venture or partner of Client. Nothing in this contract shall be interpreted or construed as creating or establishing the relationship of employer and employee between Contractor and Client or any employee or agent of client. Contractor shall retain the right to pursue and perform services for others during the term of this contract.

4. OBLIGATIONS OF CONTRACTOR

4.1 Agreement. Contractor is responsible for the satisfactory completion of the job and is legally obligated to compensate Client for failure to complete the work. As long as the Contract is still being funded, and the

Independent contractor meets the contractual obligations in a satisfactory manner, Contractor cannot be fired.

4.2 Tools and Instrumentalities. Contractor will supply all training materials. Client will provide the facilities and equipment required to perform the services under this contract.

4.3 Workers' Compensation. Contractor agrees to provide Workers' Compensation insurance for contractor's employees and agents and agrees to hold harmless and to indemnify Client for any and all claims arising out of any injury, disability, or death of any Contractor's employees or agents.

4.4 Indemnification Of Liability. Client shall indemnify and hold Contractor harmless against and an all liability imposed or claimed, including attorney's fees and other legal expenses, arising directly or indirectly from any act or failure of Client or Client's assistants, employees or agents, including all claims relating to the injury or death of any person or damage to any property.

4.5 State and Federal Taxes. Since Contractor is not a Client employee, Client will not deduct any applicable withholdings from Contractor's invoices. Contractor is responsible for paying all required State and Federal taxes, including, but not limited to Federal and State income taxes, FICA (Social Security). Federal or State unemployment, or disability.

4.6 Insurance requirements. Contractor shall maintain a program of insurance providing liability coverage, with limits of at least one million dollars (\$1,000,000) for each occurrence and three million (\$3,000,000) in the annual aggregate. Upon request Contractor shall provide Client with certificate of insurance evidencing the foregoing coverage.

5. GENERAL PROVISIONS

5.1 Assignment. Neither this contract nor any duties or obligations under this Contract may be assigned by either party without the prior written consent of the other party.

5.2 Cancellation of the contract. In the event of the Contract needs to be canceled, both parties will meet to negotiate a final payment to the Contractor, or refund to the Client. Participant fees are not prorated by attendance and there are no refunds for participant cancellation.

5.3 Governing Law and Forum. This Contract shall be governed in all respects by the laws of the State of California. Any dispute arising out of this Agreement shall be brought in a court located in the County of Alameda. Client hereby consents to the jurisdiction for the purposes of this Contract.

APPROVALS

James Harris
President, Board of Education

Ewan Wilson
Secretary, Board of Education

CONTRACTOR:

By: Kathy Schultz
Kathy Schultz, Dean of the School of Education
94-115-6566

OAKLAND UNIFIED SCHOOL DISTRICT
Office of General Counsel
APPROVED FOR FORM & SUBSTANCE
By: [Signature]
Attorney at Law

CLIENT:

Date Approved: [Signature]
by _____
Name: _____
Title: _____
by _____
Name: _____
Title: _____

[Signature]
Devin Dillon, PhD
Chief Academic Officer

[Signature]
Deputy Chief
Community Schools and Students Services

OUSD or the District verifies that the Contractor does not appear on the Excluded Parties List at <https://www.sam.gov/>



Scope of Work For the Social Emotional Learning Department of Oakland Unified School District January 12, 2015 to December 31, 2015

This scope of work describes the mutual responsibilities and commitments of Mills Teacher Scholars of Mills College School of Education and the Social Emotional Learning Department of Oakland Unified School District to reach the goals set forth in this document. The responsibilities and commitments will be performed from 1/12/2015 to 12/31/2015 at a cost not to exceed \$23,355.

Overview

Mills Teacher Scholars Values

- **Teacher leadership and collective responsibility.** Develop the capacity of teachers to learn with and from each other, open thinking spaces for colleagues, and bring together multiple points of view in order to better understand the complexities of teaching and learning.
- **Equitable and excellent learning outcomes for students.** Achieve equity and social justice in education for all students by questioning personal/system assumptions, by focusing on understanding individual approach of learners, and taking evidence-based action to improve instructional practices.
- **Evidenced-based instructional decision making.** Support teachers to improve practice through the systematic collection and analysis of meaningful classroom-based learning data, thus leading to better understanding student learning, clear, articulated learning goals, and effective instructional practices that serve those goals.
- **Development of teachers' professional voice.** Develop teachers' ability to speak with confidence about evidence-based instructional decision-making and advocate for enhanced learning opportunities for their students.
- **Systematic support for teacher learning and leadership.** A supportive, collaborative context is necessary for teachers to flourish as learners and leaders. Support principals and district leaders to create the conditions for teachers to take evidence-based action to improve instructional practices and lead their colleagues' learning.

Mills Teacher Scholars Theory of Action

The Mills Teacher Scholars' theory of change rests on the core belief that if we are to have better outcomes for all students we have to support teachers to better understand and then meet the learning needs of their students. This goes well beyond "teacher training" to construct a system with structures to support authentic, cross-grade level, ongoing teacher professional learning that leads to improved teaching and learning. We believe that teacher instructional leadership – teachers' engagement in decision making that impacts students' learning opportunities – is integral to authentic school and district improvement. For Mills Teacher Scholars, instructional leadership is developed through the enhanced ability to 1) use evidence to inform instructional decisions and 2) the ability to engage in and lead powerful collaborative learning with colleagues.

Goals and Outcomes of this Project

Goal	Narrative Summary	Outcomes/ Indicators of Success
<p>Build teacher leaders' capacity to conduct and learn from inquiry</p> <p><i>Collaboratively looking at meaningful, real-time data is at the heart of Mills Teacher Scholars inquiry. The cross-discipline collaboration provides not only the opportunity to develop ideas through socially constructing knowledge but also offers multiple perspectives, essential to teaching a diverse group of learners, offering a variety of interpretations on teacher leader thinking.</i></p>	<p>Teacher leaders will:</p> <ol style="list-style-type: none"> 1) Develop their skills for collecting, analyzing and using real time data to inform an evidence-based approach to teaching, laying the foundation for leading learning with colleagues at their sites. 2) Understand the skills and competencies adult learning (intentional, model, and apply around the SEL competencies) 	<p>Teacher leaders will:</p> <ul style="list-style-type: none"> • Change their practice based on what they learn through collaboratively analyzing data about student learning. • Transition their collegial discussions from solely exchanging teaching ideas to having data-driven discussions that lead to a deepened understanding of student learning • Be able to articulate what made their own learning possible: conditions, structures, and content
<p>Build teacher leaders' understanding of CSCC and SEL competencies</p> <p><i>An understanding of the intersection of SEL and Common Core State Standards is critical to supporting the academic success of OUSD students.</i></p>	<p>Teacher leaders will:</p> <ol style="list-style-type: none"> 1) Understand the core SEL competencies and their foundational role in learning 2) Understand that there is an opportunity to explicitly teach SEL strategies within the context of content instruction 	<p>Teacher leaders will:</p> <ul style="list-style-type: none"> • Explicitly teach SEL strategies in order to enhance students' content understanding. • Share their new understandings about SEL with their school site

Major Deliverables

Mid-project synthesis (date TBD)

Final project synthesis (date TBD)

Data from evaluation of participant experience and learning conducted by WestEd (August)

Services

Creating the context for authentic, professional learning

- Facilitate 23 hours of teacher leader learning group (monthly meetings, during contract hours and out of contract day, ranging from 2 hours-6 hours)
- Provide food for inquiry session participants

- Administer stipends based on completion of work

Providing structures and support for data management and synthesis

- Offer six half-day data gathering support sessions January thru May at school sites (SEL team and key teacher leaders support data gathering in September thru December)
- Engage in monthly knowledge management to compile the most pertinent information for SEL leadership and participants so that work in each session can build on understandings from past sessions

Bringing structures and tools to collaborative instructional improvement efforts

- Provide a set of tools and collaboration structures to support cross-site and cross-grade learning
- Provide repeated practice to utilize tools in a supportive environment

Developing instructional leadership among classroom teachers

- Provide a minimum of two written (or in person) reflections for each participant that support the synthesis and development of their inquiry work
- Coordinate presentation of teacher leader learning

Supporting leaders to leverage learning

- 9 monthly co-planning sessions with OUSD SEL lead team

Evaluation of work

The West Ed-administered evaluation will ask participants to self assess their growth in the following areas, which have been defined as critical to powerful inquiry. Additionally, there will be questions specific to SEL content understanding.

- finding/developing ways to make their students' thinking and learning visible
- analyzing real-time everyday classroom-based "data"
- engaging with colleagues in collaborative learning conversations focused on student learning
- gaining clarity on students' thinking and become more explicit about what indicates success
- responding by tailoring instructional plans on new understandings
- monitoring the success of those changes in terms of student learning outcomes
- assuming responsibility not only for their own learning, but for that of colleagues as well

Costs

Budget

Expenses	Description of expense	Cost
MTS consultant fee	Co-planning and facilitation of 23 hours of sessions for 17 participants, individual written feedback at least twice to each participant, 6 half-day data gathering support, synthesis support to go public with what they learned.	\$28,835
Stipends for teacher leaders	Stipends supporting 17 teacher leaders. 17 teacher leaders for 3 hours/month for 7 months @ \$25/hour 7 afterschool sessions and 2 in contract day sessions	\$8925
Food for sessions	17 participants (and facilitators) @ \$5 each x 7 sessions	\$595
TOTAL		\$38,355

Income:

SEL Foundation grant: \$23,355

MTS Foundation grant: \$15,000

Cost to district: not to exceed \$23,355 (dependent on number of participant stipends)

Commitments by Mills Teacher Scholars

- We will designate a project lead and MTS partner to the project lead to carry out the activities and produce the deliverables cited above.
- Our commitment is to provide the best possible support to our partners and we will, on a regular basis, seek informal and formal feedback on the work and we will use these data to improve our work.
- Sensitive matters discussed by school and district staff with Mills Teacher Scholars shall be held in strictest confidence.

Commitments by Social Emotional Learning Department of OUSD

- The SEL team will identify a point person to work collaboratively with Mills Teacher Scholars staff and to function as a liaison with the MTS project lead.
- The SEL team will arrange meeting space and recruit participants for this project work.
- The SEL team will provide specific SEL content in a timely manner that will allow the project to reach the articulated goals. This includes support in the development of evaluation questions aligned to SEL content.



About Us

Mills Teacher Scholars works with schools and districts to design and support high quality, inquiry-based adult learning opportunities with the ultimate goal of improving practice and enhancing learning outcomes for students. We currently work with over 140 K-12 urban public school teachers, principals, and coaches who are working collaboratively to use real-time data to improve their practice.

Contrary to popular belief, most teachers are not provided opportunities in their work day to carefully consider their students' learning. Mills Teacher Scholars responds to this by creating a much-needed thinking space for teachers to better understand the complexities of their work and to implement changes to their teaching based on these considerations.

Teachers and coaches meet monthly to discuss their questions with their colleagues and to systematically study the data that they collect to answer their questions, including classroom video data, student work, student interview data, and observational data. Mills Teacher Scholars staff provides facilitation and inquiry coaching to help move teachers in their thinking and to support them as they document the changes they make in their teaching and how these changes impact student learning. At the end of the year, the teacher scholars present their findings to their colleagues.



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Mission, Vision and Values

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Mission



We exist to put learning at the heart of teaching by building communities where teachers grow in their knowledge, skills and dispositions to be high-level professionals. We do this by helping teachers address the complex circumstances of their students' learning through the systematic, on-going collaborative study of their students' work.

Vision

We believe that quality education is a human right and a locus of hope for our nation; building a strong democracy involves preparing all children with knowledge, skills, and dispositions to critically examine their own circumstances and be agents in their lives and communities.

Essential to improving learning opportunities for all students is supporting the professionalism of teaching, encouraging teachers to more deeply understand the complex and changing circumstances of their students' learning and of their own teaching through intellectual curiosity, problem-solving, and inquiry.

Situated in the vibrant, culturally diverse Bay Area, the Mills Teacher Scholars Program supports teachers in developing this understanding through working with colleagues to ask questions about their students' learning and systematically examine their teaching practice. As a result, our teacher participants provide their students with meaningful and culturally relevant learning opportunities, giving the students the ability and confidence to change the world.

Values

Questioning personal and system assumptions

Achieve equity and social justice in education for all students.

Teaching from an inquiry stance

Support teachers to initiate and pursue questions, which guide careful and systematic examination of practice.

Collaborating

Bring in multiple points of view to better understand the complexities of teaching and learning in the classroom.

Articulating learning goals and analyzing student work

Hold all students to high expectations that are authentic, important, go beyond standardized testing and textbook standards, and look for equitable and excellent outcomes.

Going Public

Share our work with other teachers, administrators and the community.

Raise the voices of teachers

Develop and ensure teacher voice in the dialogue about education and equity.



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- [School-Site Scholars](#)
- [Teacher Scholar Leaders Network](#)
- [Scholars Writing Project](#)

Workspace

- [Forum](#)

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Teacher Scholar Leaders Network

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The Work of the Teacher Scholar Leaders Network

Mills Teacher Scholar Leaders Network brings together teacher scholar leaders from Mills Teacher Scholar school-sites across the East Bay to build their capacity as teacher leaders who can lead and sustain the professional learning communities established by the Mills Teacher Scholar inquiry work at their school sites as well as at newly established sites.

Focal topics for the 2014-2015 Teacher Scholar Leaders Network:

- Digging deeper: Analyzing student work for evidence of student thinking
- Creating a collaborative thinking space: Supporting colleagues to make sense of student data



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- [School-Site Scholars](#)
- [Teacher Scholar Leaders Network](#)
- [Scholars Writing Project](#)

Mills Teacher Scholars

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SAM Search Results
List of records matching your search for :

Search Term : Mills* College*
Record Status: Active

ENTITY MILLS COLLEGE	Status:Active
DUNS: 073929002 +4: 0709	CAGE Code: 5KQL2 DoDAAC:
Expiration Date: Aug 26, 2015 Has Active Exclusion?: No Delinquent Federal Debt?: No	
Address: 5000 MACARTHUR BLVD City: OAKLAND State/Province: CALIFORNIA ZIP Code: 94613-1301 Country: UNITED STATES	
ENTITY MILLS COLLEGE	Status:Active
DUNS: 073929002 +4:	CAGE Code: 39PV1 DoDAAC:
Expiration Date: Aug 26, 2015 Has Active Exclusion?: No Delinquent Federal Debt?: No	
Address: 5000 MACARTHUR BLVD City: OAKLAND State/Province: CALIFORNIA ZIP Code: 94613-1301 Country: UNITED STATES	
ENTITY BAY MILLS COMMUNITY COLLEGE	Status:Active
DUNS: 949084818 +4:	CAGE Code: 1R4W9 DoDAAC:
Expiration Date: Aug 20, 2015 Has Active Exclusion?: No Delinquent Federal Debt?: No	
Address: 12214 W LAKESHORE DR City: BRIMLEY State/Province: MICHIGAN ZIP Code: 49715-9320 Country: UNITED STATES	



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools,
Thriving Students

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File #: 15-0048 Version:1 Name: Grant Agreement - S.D. Bechtel Jr. Foundation, Stephen Bechtel Fund - Caring School Community and Social and Emotional Learning - Oakland Unified School District

Type: Application Status: Board, General Consent Report

File created: 1/6/2015 In control: [Academics](#)

On agenda: 2/11/2015 Final action:

Enactment date: Enactment #:

Title: Approval by the Board of Education of Grant Agreement between District and S.D. Bechtel, Jr. Foundation, or the Stephen Bechtel Fund, accepting \$200,000.00 Grant for the Caring School Community and Social and Emotional Learning Project, for the period November 20, 2014 through November 19, 2015, pursuant to terms and conditions thereof.

Attachments: 1. [15-0048 Grant Agreement - S.D. Bechtel Jr. Foundation, Stephen Bechtel Fund - Caring School Community and Social and Emotional Learning - Oakland Unified School District](#)

Contact: Kristina.Tank-Crestetto@ousd.k12.ca.us

History (0) Text

0 records

Date ▼	Ver.	Action By	Action	Result	Action Details	Meeting Details	Video
No records to display.							



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

12/16/2014

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER License # 0H81923 G2 Insurance Services, LLC 140 New Montgomery, 21st Floor San Francisco, CA 94105	CONTACT NAME: Penny Lane PHONE (A/C, No, Ext): (415) 426-6600 FAX (A/C, No): (415) 426-6601 E-MAIL ADDRESS: plane@g2insurance.com														
INSURED Mills College 5000 MacArthur Blvd Oakland, CA 94613	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">INSURER(S) AFFORDING COVERAGE</th> <th style="text-align: center;">NAIC #</th> </tr> </thead> <tbody> <tr> <td>INSURER A : United Educators Ins a Recip Risk Ret Gr</td> <td style="text-align: center;">10020</td> </tr> <tr> <td>INSURER B : Hartford Fire Insurance Company</td> <td style="text-align: center;">19682</td> </tr> <tr> <td>INSURER C : Hartford Insurance Company of MidW</td> <td style="text-align: center;">37478</td> </tr> <tr> <td>INSURER D :</td> <td></td> </tr> <tr> <td>INSURER E :</td> <td></td> </tr> <tr> <td>INSURER F :</td> <td></td> </tr> </tbody> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A : United Educators Ins a Recip Risk Ret Gr	10020	INSURER B : Hartford Fire Insurance Company	19682	INSURER C : Hartford Insurance Company of MidW	37478	INSURER D :		INSURER E :		INSURER F :	
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INSURER D :															
INSURER E :															
INSURER F :															

COVERAGES**CERTIFICATE NUMBER:****REVISION NUMBER: 2**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY CLAIMS-MADE <input type="checkbox"/> OCCUR <input checked="" type="checkbox"/>	X	CGL201400061700	07/01/2014	07/01/2015	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ Included GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ Included
	GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input checked="" type="checkbox"/> OTHER: Deductible: \$2,500.					
B	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY ANY AUTO ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> SCHEDULED AUTOS NON-OWNED AUTOS		57UUNVJ7677	07/01/2014	07/01/2015	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000		GLU201400061700	07/01/2014	07/01/2015	EACH OCCURRENCE \$ 2,000,000 AGGREGATE \$ 2,000,000
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N	57WEGF3677	07/01/2014	07/01/2015	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Educators Legal Liab		ELS201400061700	07/01/2014	07/01/2015	Each Occurrence \$ 1,000,000
A	Educators Legal Liab		ELS201400061700	07/01/2014	07/01/2015	Aggregate Limit \$ 3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Oakland Unified School District is included as additional insured if required by written contract or agreement and per terms and conditions of the General Liability policy only as respects operations of Mills College as respects: Student Interns
 Educators Legal Liability Insurance Policy includes Educational Organization Errors and Omissions coverage.

CERTIFICATE HOLDER**CANCELLATION**

Oakland Unified School District
 Attn: Contracts Administrator
 900 High Street
 Oakland, CA 94601

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE



MEMORANDUM OF UNDERSTANDING ROUTING FORM 2014-2015

Basic Directions

Services cannot be provided until the MOU is fully approved and a Purchase Order has been issued.

1. Contractor and OUSD Administrator reach agreement about scope of work and compensation.
2. Contractor and OUSD Administrator agreed upon terms are reflected in the Memorandum of Understanding.
3. OUSD Administrator verifies contractor does not appear on the Excluded Parties List.
4. OUSD contract originator creates the requisition on IFAS.
5. Within 2 weeks of creating the requisition, the OUSD Administrator submits completed MOU packet to Legal for approval.

Agency Information

Agency Name	Mills College of Education			Agency's Contact Person	Kathy Schultz
Street Address	5000 MacArthur Boulevard			Title	Dean, School of Education
City	Oakland			Telephone	510.430.3190
State	CA	Zip Code	94613	Email	kschultz@mills.edu
OUSD Vendor Number	V003563				
Attachments	<input checked="" type="checkbox"/> Proof of general liability and workers' compensation insurance <input checked="" type="checkbox"/> Statement of qualifications <input type="checkbox"/> Program Planning Tool and Budget <input checked="" type="checkbox"/> Printout showing this vendor does not appear on the Excluded Parties List. (www.sam.gov/portal/public/Sam/)				

Compensation and Terms – Must be within OUSD Billing Guidelines

Anticipated Start Date	01/12/2015	Date work will end	12/31/2015	Total Contract Amount	\$23,355.00
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Budget Information

Resource #	Resource Name	Org Key #	Object Code	Amount	Req. #
	Bechtel Grant		5825	\$ 23,355.00	
			5825	\$	
			5825	\$	
			5825	\$	

OUSD Contract Originator Information

Name of OUSD Contact	Kristina Tank-Crestetto	Email	kristina.crestetto@ousd.k12.ca.us		
Telephone	510.273.1526	Fax	510.273.1501		
Site/Dept. Name	922/Community Schools and Student Services Department				

Approval and Routing (in order of approval steps)

Services cannot be provided before the MOU is fully approved and a Purchase Order is issued. Signing this document affirms that to your knowledge services were not provided before a PO was issued.

OUSD Administrator verifies that this vendor does not appear on the Excluded Parties List (<https://www.sam.gov.portal/public/SAM/>)

Please sign under the appropriate column.	Approved	Denied – Reason	Date
1. Site Administrator			2/18/15
2. Oakland After School Programs Office			
3. Network or Executive Officer			
4. Cabinet (CAO, CCO, CFO, CSO, Asst Sup)			3/11/15
5. Board of Education or Superintendent			
Procurement			
Date Received			