



## Arlington Public Schools

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Procurement Office  
2110 Washington Blvd., Arlington, VA 22204 • Phone: (703) 228-6123 • Fax: (703) 841-0681  
[www.apsva.us](http://www.apsva.us)

June 25, 2021

**Via Email**

Center for Applied Linguistics  
Attn: Annie Duguay  
4646 40<sup>th</sup> Street, NW  
Washington, DC 20016-1859  
[aduguay@cal.org](mailto:aduguay@cal.org)

Subject: Sheltered Instruction Professional Learning Services Contract 10FY21 – Amendment No. 1

Dear Ms. Duguay:

Attached is Amendment No. 1 (Amendment) to revise Attachment A - Scope of Work as indicated herein. All other terms and conditions shall remain unchanged.

Please indicate your acceptance by having an officer of your firm sign and return the acceptance portion attached. Upon receipt, this office will APS will execute the Amendment and return a copy to your office.

Sincerely,

Joshua A. Makely, CPPO, CPPB  
Assistant Director of Procurement

JAM:jam

Enclosure



**Arlington Public Schools**

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**Amendment No. 1**

**Subject:** Sheltered Instruction Professional Learning Services Contract 10FY21 – Amendment No. 1

**Contractor:**  
Center for Applied Linguistics  
Attn: Annie Duguay  
4646 40<sup>th</sup> Street, NW  
Washington, DC 20016-1859  
[aduguay@cal.org](mailto:aduguay@cal.org)

**Contract:**  
10FY21

By mutual agreement, the parties hereby amend Attachment A – Scope of Work to add Section E Cancellations and Inclement Weather provisions. A revised Attachment A – Scope of Work is attached with the changes reflected in red.

All other terms and conditions shall remain unchanged.

**Arlington Public Schools**

**Center for Applied Linguistics**

Authorized  
Signature: David J. Webb

Authorized  
Signature: Joel Gómez

Printed Name: David J. Webb, C.P.M.

Printed Name: Joel Gómez

Title Procurement Director /  
Procurement Agent

Title President

Date: July 7, 2021

Date: July 1, 2021

## Attachment A

### Scope of Work (Revised Amendment No. 1)

The Contractor(s) shall be responsible for providing the Work.

#### **A. Category A - In-Person Sheltered Instruction Training:**

Provide professional learning sessions for APS' secondary core content teachers of ELs on effective strategies for sheltering content for ELs and promoting their English language development in all four language domains. The four language domains as referenced herein refers to listening, speaking, reading, and writing. The professional learning will give teachers practical instructional strategies appropriate for planning, delivering, and adapting content for ELs within the context of standards-based lesson planning, instruction, and assessment and sufficient opportunities for modeling, practicing, and receiving feedback regarding such strategies. The professional learning should provide such teachers with the information they need to implement sheltered content instruction in their classes and for coaches, specialists, and administrators to provide support with implementation. Contractor should exhibit flexibility and should be willing to modify existing professional learning for the needs of APS. A specific facilitator may be required and should be provided for the requested assignment, if available. The preferred topics for in-person sheltered instruction professional learning sessions are listed below.

1. Identifying and writing clear content and language objectives
2. Planning and implementing sheltered lessons that integrate content and language
3. Culturally responsive teaching
4. Building and activating background knowledge
5. Selecting and teaching academic vocabulary
6. Making input comprehensible
7. Scaffolding instruction and using adapted and supplemental materials
8. Differentiating instruction for ELs at varying English proficiency levels
9. Promoting student interaction and academic discourse
10. Grouping students and using cooperative learning techniques
11. Applying metacognitive, cognitive, and language learning strategies
12. Teaching content to newcomers and/or Students with Limited Interrupted Formal Education (SLIFE) students
13. Teaching content to long-term ELs
14. Reading and writing for the secondary content areas
15. Assessing and providing feedback to ELs
16. Using EL-specific accommodations on assessments
17. Primary language support
18. Second language acquisition
19. Basic literacy to newcomers/SLIFE
20. Language difference versus learning disability/Response to Intervention (RTI)
21. Linguistics knowledge
22. Using ELs' assessment data to plan for instruction
  - a) In-Person Sheltered Instruction Series:
    - i) SIOP I or equivalent introductory level sheltered instruction training for up to 30 teachers (approximately 20 hours, in increments of 3.5 or 7 hours per day)
    - ii) SIOP II or similar intermediate level sheltered instruction training for up to 30 teachers (approximately 20 hours, in increments of 3.5 or 7 hours per day)

- iii) School-based SIOP I or similar introductory sheltered instruction training for up to 80 teachers (approximately 20 hours, in increments of 2, 3.5, or 7 hours per day)
- iv) School-based SIOP II or similar intermediate level sheltered instruction training for up to 80 teachers (approximately 20 hours, in increments of 2, 3.5, or 7 hours per day)
- b) In-Person Sheltered Instruction Workshops: Professional learning about sheltered content instruction that focuses on one of the preferred topics and lasts between 1 and 3 hours per day.

**B. Category B - Sheltered Instruction Online Training:**

Provide online professional learning for APS’ secondary core content teachers of ELs on effective strategies for sheltering content for ELs and promoting their English language development in all four language domains. The four language domains as referenced herein refers to listening, speaking, reading, and writing. The professional learning will give teachers practical instructional strategies appropriate for planning, delivering, and adapting content for ELs within the context of standards-based lesson planning, instruction, and assessment. The professional learning should provide sufficient opportunities for modeling, practicing, and receiving feedback on such strategies and should incorporate some facilitation and/or interactive components. These professional learning opportunities should provide APS teachers with the information they need to implement sheltered content instruction in their classes and for coaches, specialists, and administrators to provide support with implementation. Such opportunities must include a minimum of two (2) of the preferred topics for in-person sheltered instruction professional learning sessions listed above for Category A. A specific facilitator may be required and should be provided for the requested assignment, if available. For synchronous online training Contractor is required to provide the online training in either 3.5 or 7 hour sessions. For asynchronous online training Contractor may propose any length of time for the asynchronous online training. Contractor should exhibit flexibility and should be willing to modify existing training to accommodate the needs of APS.

**C. Category C - School-Based Support and Coaching:**

APS reserves the right to include Category C as a component in the award of the Contract. APS, at its sole discretion, shall decide within a period not to exceed twelve (12) months from the date any resulting Contract(s) is signed by the Procurement Agent, whether to exercise the option for a Contractor to deliver the Work for Category C at the prices agreed upon in the Contract Fee Schedule.

The Contractor shall provide personalized coaching for participating teachers at their schools focusing on the training described above. The focus should be on transforming instructional practice through a job embedded coaching model that is individualized to the specific learning needs of each teacher. A specific facilitator may be required and should be provided for the requested assignment, if available.

1. School-Based Support: Provide each teacher with at least two (2) hours during Y2 and Y3 (with the option of Y4 and Y5) of school-based support in applying the sheltered content instruction strategies they have previously learned. Options for the school-based support include:
  - a) Staff meetings,
  - b) Grade-level meetings,
  - c) Professional learning communities,
  - d) Department meetings, and
  - e) Lesson design focused on planning content lessons using sheltered strategies and analyzing lessons after delivery.
2. In-Classroom Coaching: Provide each teacher with at least three (3) hours during Y2 and Y3 (with the option of Y4 and Y5) of in-classroom coaching on applying sheltered instruction strategies. Some possibilities for the in-classroom coaching include:

- a) An EL facilitator observing content teachers' application of what they have learned from recent sheltered instruction training, followed by feedback/debriefing
- b) EL facilitator co-teaching/modeling best practices for sheltered instruction, followed by observing content teacher and providing feedback, and
- c) Peer observations of exemplary sheltered instruction, including debriefing with an EL facilitator.

#### **D. Negotiated Enhancements to Scope**

1. At a minimum, Contractor shall create an **annotated outline for SIOP I and SIOP II** content and activities for discussion and approval with APS. APS' contribution in this capacity will be that of a reviewer/editor and not of a content creator/writer of the content and activities.
2. Contractor shall create a **needs assessment or survey** for participants to assist in the enrollment determinations (SIOP I vs. SIOP II).
3. Contactor shall provide course participants with **access** to the online training for **at least one (1) year** after the completion of the respective training
4. As part of **attendance tracking**, at a minimum CAL shall provide to APS the names of the participants, the date(s) and length of the training, and the title of the training in a Google Forms document.
  - For synchronous learning, the attendance record provided by CAL shall reflect participants that attended the entire session as well as information about participants who showed up late or left early.
  - For asynchronous training, the attendance record provided by CAL shall reflect whether the participants have completed all of the work required for the training and any work outstanding.
5. Although in-person training is not happening at this present time, it is the expectation that when local health officials in Arlington County and the Commonwealth of Virginia issue guidance permitting in-person training to occur safely, it is the expectation that CAL will work with APS to accommodate APS' desire for in-person training to be provided.

#### **E. Cancellations and Inclement Weather**

1. Any and all requests for cancellation of the Work must be submitted in writing via email in accordance with the Notices provision of the Agreement by an authorized employee of the Contractor or APS.
2. **Cancellation by APS**  
If the APS Office requiring the Work cancels or reschedules the Work with less than 72 hours' notice, the Contractor will be entitled to receive compensation equal to 50% of the amount of the scheduled Work. No other fees may be added.
3. **Cancellation by Contractor**  
If the Contractor cancels scheduled Work, the following will apply:
  - a. If a request is submitted to the APS Office which requested the Work at least three (3) business Days before the start time of the scheduled Work, the Work will be canceled and no payment of any kind may be expected for that assignment.
  - b. If a request is submitted to the APS Office which requested the Work with less than three (3) business Days before the start time of the Work, the Work will be canceled by APS, and APS may seek reimbursement of additional fees incurred because of the cancellation. If replacement Work is able to be secured for the canceled Work but replacement Work rates are higher than the original

Work, APS may invoice the difference in the rates to the Contractor. Additionally, if the canceled Work is performed by APS employees, APS may submit an invoice to the Contractor at the salary rate(s) of the employees who performed the canceled Work for the amount of time spent performing the canceled Work. APS reserves the right to seek reimbursement for any additional fees incurred because of the cancellation.

- c. If the Contractor's scheduled facilitator(s)/coach(es) does not show up for a scheduled Work, and no written notice was provided prior to the start time of the scheduled Work, a warning notice will be sent to the Contractor. After the second time that a Contractor's scheduled facilitator(s)/coach(es) does not show up for scheduled Work and no written notice was provided prior to the start time of the scheduled Work, a letter of nonperformance may be issued, and APS may begin the process to terminate the Contract for cause.

#### 4. Inclement Weather Related Cancellations

- a. Weather related cancellations may be rescheduled as soon as possible based on the then most current training schedule and consultation with APS.
- b. APS closings can be found at the APS home page <https://www.apsva.us>, the emergency alerts page <https://www.apsva.us/emergency-alerts/>, the recorded telephone hot line 703-228-4277, in English and in Spanish, as well as through local television stations (Verizon channel 41 or Comcast channel 70), radio stations and social media (Facebook <https://www.facebook.com/ArlingtonPublicSchools/> and Twitter [@APSVirginia](https://twitter.com/APSVirginia)).
- i. If APS declares **administrative leave/closes school** or the facility where the Work is to take place is closed on the day Work is scheduled, the Work will be canceled and Contractor may bill for any travel related expenses and planning time spent preparing for the Work. This section takes precedence over Section E paragraph 2 above.
- ii. If APS declares **unscheduled leave/dismisses early** for weather related conditions on the day Work is scheduled, it is the responsibility of the APS Office requesting the Work and the Contractor to contact one another to verify how the Work may be adjusted. APS and the Contractor may mutually choose to adjust the Work to align with the unscheduled leave/early dismissal. If this is the case, the Contractor shall be compensated equal to 25% of the Work that ended early due to the unscheduled leave/early dismissal plus the full amount for the portion of the Work that is completed prior to the unscheduled leave/early dismissal. This section takes precedence over Section E paragraph 2 above.
- iii. If APS issues a **delayed start** to the school day on the day Work is scheduled, the Contractor is expected to adjust their scheduled arrival based on the delayed start. The Contractor shall be compensated only for the portion of the Work completed and not for any portion of the Work not completed due to the delayed start.