

ANAHEIM UNION HIGH SCHOOL DISTRICT  
 501 Crescent Way – P.O. Box 3520  
 Anaheim, CA 92803-3520

**EDUCATIONAL CONSULTING AGREEMENT**

**THIS AGREEMENT** is made and entered into this:

30 <sup>th</sup>	day of	October	2008
------------------	--------	---------	------

by and between

Dream Builders
----------------

Independent Contractor, hereinafter referred to as "Consultant" and the Anaheim Union High School District, hereinafter referred to as "District."

**WHEREAS** the District is in need of special services and advice;

**WHEREAS** such services and advice are not available at no cost from public agencies;

and

**WHEREAS** Consultant is specially trained, experienced, and competent to provide the special services and advice required; and

**WHEREAS** such services are needed on a limited basis.

**NOW, THEREFORE**, the parties hereto agree as follows:

1. Services to be provided by Consultant:

Dream Builders, a Supplemental Educational Services (SES) provider, will make available after-school tutoring in reading/English language arts and mathematics, to students who attend Brookhurst, Dale, Orangeview, South, and Sycamore Junior High Schools, and who are also socioeconomically disadvantaged. The tutoring is to be administered by California Department of Education approved SES providers, in accordance with policies prescribed in the No Child Left Behind Act of 2001.
--

Site/School:	Brookhurst Junior High School Dale Junior High School Orangeview Junior High School South Junior High School Sycamore Junior High School	Funds (Cost Center):	Title 1 (3810)
--------------	--	----------------------------	----------------

2. List of Other Supportive Staff or Consultants:

Special Programs Staff – Susan Stocks, Maria Jarman, and Maribel Chavez
---

3. Consultant shall commence providing services under this AGREEMENT on:

Date:	November 10, 2008
-------	-------------------

and shall diligently perform as specified and complete performance by:

Date:	May 15, 2009
-------	--------------

Consultant shall perform said services as an independent contractor and not as an employee of the District. Consultant shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

4. District shall prepare and furnish the following information to Consultant, upon request, such information as is reasonably necessary to the performance of Consultant to this AGREEMENT:

AUHSD provided an information packet, derived from the federal SES non-regulatory guidance, and discussed the information with prospective SES service providers, at the SES service provider's meeting, on August 26, 2008.

5. District shall pay Consultant the maximum amount of

SES tutoring services are available to eligible students, for a maximum of 19 hours and/or \$1,191.08 per student, or the most current state approved cost per student, not to exceed \$25,000.

for services rendered

Total # of people:	One student per tutor.	# hours per day:	1.5 to 2 hours per session.	#of days:	1 to 3 days per week.
--------------------	------------------------	------------------	-----------------------------	-----------	-----------------------

pursuant to this AGREEMENT. Payment shall be made 15 to 30 days after receipt of invoice. Consultant shall submit an invoice to District.

6. District may at any time for any reason terminate this AGREEMENT. Written notice by the District's superintendent shall be sufficient to stop further performance of services by Consultant. The notice shall be deemed given when received or no later than three (3) days after the day of mailing, whichever is sooner.
7. Consultant agrees to and shall hold harmless and indemnify District, its officers, agents, and employees from every claim or demand and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:
- a. Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage, expense sustained by Consultant or any person, firm, or corporation employed by Consultant upon or in connection with the services called for in this AGREEMENT except for liability for damages referred to above which result from the sole negligence or willful misconduct of District, its officers, employees, or agents.



- b. Any injury to or death of persons or damage to property, sustained by any persons, firm, or corporation, including the District, arising out of, or in any way connected with the services covered by this AGREEMENT, whether said injury or damage occurs either on or off school district property, except for liability for damages which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

Consultant, at Consultant's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents, or employees on any such claim, demand, or liability and shall pay or satisfy any judgment/lawsuit reimbursement that may be rendered against the District, its officers, agents, or employees in any action suit, or other proceedings as a result thereof.

- 8. This AGREEMENT is not assignable without written consent of the parties hereto.
- 9. Consultant and assistants shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances, including Worker's Compensation.
- 10. Consultant, if an employee of another public agency, certifies that Consultant shall not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to the AGREEMENT.
- 11. The following is a brief description of what will be achieved by Consultant as a result of this AGREEMENT:

According to the Supplemental Educational Services Non-Regulatory Guidance [Title I, Section 1116 (e)(A)], Supplemental Educational Services are available to students, who are enrolled at schools that have not made Adequate Yearly Progress for three or more years (Program Improvement years two through five). The services are designed to provide additional academic instruction, in order to increase student academic achievement. The services may include tutoring, small group instruction, and other educational interventions outside of the regular school day, and must utilize high quality, research-based instructional strategies, designed to increase student academic achievement [Section 116(e)(12)(C)].

The SES service provider must adhere to the following assurances per federal guidance:

- a. Assess and diagnose the reading and/or math needs of each student, and develop in consultation, with the parent, specific student achievement goals, and provide a timetable for each student's expected improvement [Section 1116(e)(3)(A)].
- b. Meet for a minimum of two-hours per week, at a site determined by the



parent/guardian and the consultant [SES Guidance Section 1116(e)(3)(A) and (B)].

- c. Use research-based instructional strategies, which are designed to increase student academic achievement, and are consistent with district and state content and achievement standards [SES Guidance Section 1116(e)(12)(C)].
- d. Communicate with the parent/guardian after the initial assessment and at least once per month regarding progress, and also when the student is absent from the program [SES Guidance Section 1116(e)(3)(A) and (B)].
- e. Communicate to the district each student's progress and participation results, by site, at least once per every four weeks of instruction. The district will forward communications to the school [SES Guidance Section 1116(e)(3)(A) and (B)].
- f. Monitor student attendance, and communicate with parents when the student misses an appointment [SES Guidance Section 1116(e)(3)(A) and (B)].
- g. At the conclusion of the contract, prior to the last payment, the SES provider will make available to the Special Programs Office a closing report (sorted by school), containing a list of the students who participated, with the first and last date of participation and pre/post-testing data [SES Guidance Section 1116(e)(3)(A) and (B)].
- h. The SES provider will not disclose to the public the identity of any student eligible for, or receiving supplemental education services, without written permission from the student's parents [SES Guidance Section 1116(e)(3)(E)]; and, the services provided are compliant with applicable health, safety and civil rights laws [SES Guidance Section 1116(e)(5)(C)].
- i. Services are secular, neutral, and non-ideological [Title 5 SES (13075.2(c)(1)-(21))].
- j. Provide proof of a current one million dollar liability insurance policy, and proof of being fiscally sound [Title 5 SES (13075.2(c)(1)-(21))].
- k. Provide evidence of being legally constituted to conduct business within the state of California [Title 5 SES (13075.2(c)(1)-(21))].
- l. Verification that the provider has not been removed from the state SES provider's list [Title 5 SES (13075.2(c)(1)-(21))].
- m. Provider meets all applicable federal, state, and local health and safety laws, in providing a facility for meeting with students [Title 5 SES (13075.2(c)(1)-(21))].
- n. Provider has complied with all applicable federal, state, and local health, safety, and civil rights laws [Title 5 SES (13075.2(c)(1)-(21))].

12. What are the technical reasons Consultant is being hired as an Independent Contractor rather than an employee?

Supplemental Educational Services are a requirement of the No Child Left Behind Act of 2001, for schools that are in years two through five of Program Improvement, and receiving Title I funding.

List any technical support that will need to be supplied by District:

The Special Programs Office annually disseminates information to SES providers regarding which AUHSD schools offer SES, the process for becoming an AUHSD SES provider, and the requirements for providers specified in federal SES non-regulatory guidance. The Special Programs Office also assists with SES invoicing, and assists with the processing of students' SES applications.



**COMMON-LAW FACTORS  
(IRS Revenue Rule 87-41)**

Mark all items that are true for the intended Consultant (if completing on-line, double click the box to mark):

- No Instructions:** The consultant will not be required to follow explicit instructions to accomplish the job.
- No Training:** The consultant will not receive training provided by the employer. The consultant will use independent methods to accomplish the work.
- Work Not Essential to the Employer:** The employer's success or continuation does not depend on the services of the consultant.
- Right to Hire Others:** The consultant is being hired to provide a result and will have the right to hire others for actual work, unless otherwise noted.
- Control of Assistants:** Assistants hired at consultant's discretion; consultant responsible for hiring, supervising, paying of assistants.
- Not a Continuing Relationship:** If frequent, will be at irregular intervals, on call, or whenever work is available.
- Own Work Hours:** Consultant will establish work hours for the job.
- Time to Pursue Other Work:** Since specific hours are not required, consultant may work for other employers simultaneously, unless otherwise noted.
- Job Location:** Consultant controls job location, under district discretion, whether on employer's site or not.
- Order of Work:** Consultant, rather than employer, determines order or sequence of steps in performance of work.
- No Interim Reports:** Only specific pre-determined reports defined in the consulting agreement.
- Basis of Payment:** Consultant paid for services rendered, if applicable (see Agreement #4); total compensation set in advance of starting the job.
- Business Expenses:** Consultant is responsible for incidental or special business expenses.
- Tools and Equipment:** Consultant furnishes the identified tools and equipment needed for the job.
- Significant Investment:** Consultant can perform services without using the employer's facilities. Consultant's investment in own trade is real, essential, and adequate.
- Possible Profit or Loss:** Consultant does these (check valid items):
  - Hires, directs, pays assistants
  - Has equipment, facilities
  - Has a continuing and recurring liability
  - Performs specific jobs for prices agreed-upon in advance
  - Lists services in Business Directory
  - Other (explain) \_\_\_\_\_
- Work for Multiple Employers:** Consultant may perform services for more than one employer simultaneously, unless otherwise noted.
- Services Available to the General Public** (check valid items):
  - Maintains an office
  - Business license
  - Business signs
  - Advertises services
  - Lists services in Business Directory
  - Other (explain) \_\_\_\_\_
- Limited Right to Discharge:** Consultant not subject to termination as long as contract specifications are met, unless otherwise noted (see Agreement #5 and #11).
- No Compensation for Non-Completion:** Responsible for satisfactory completion of job; no compensation for non-completion.

IN WITNESS WHEREOF, the parties hereto have caused this AGREEMENT to be executed:

<b>CONSULTANT:</b>		<b>DISTRICT:</b>	
Typed Name of consultant (same as page 1):			
Dream Builders		Anaheim Union High School District	
Typed Name/Title of Authorized Signatory:		Typed Name of Assistant Superintendent:	
Howard M. Holt/CEO		Frederick Navarro	
Authorized Signature:		Signature of Assistant Superintendent:	
<i>Howard M. Holt/CEO</i>			
Street Address:		Street Address:	
3701 Stocker St. Ste. 404		501 Crescent Way, P.O. Box 3520	
City, State, Zip Code		City, State, Zip Code	
Los Angeles, CA 90008		Anaheim, CA 92803-3520	
Date:		Date:	
10/06/08			

Mark Appropriately:

Independent/Sole Proprietor:	
Corporation:	X
Partnership:	
Other/Specify:	

Social Security Number\* or X Federal Identification Number\*

	95-452/8986
--	-------------

\*Or, initial below:

	I have completed a new IRS Form W-9 that will be submitted directly to AUHSD Accounting.
--	--

Telephone Number:

E-mail Address:

(323) 294-0968 or (310) 729-1254	dreambyfai@aol.com
----------------------------------	--------------------

*If a company/corporation is being approved, the signature must be that of a responsible person. Typed company/corporation/individual's name must be identical to that on page 1.*

**PRINCIPAL/DISTRICT ADMINISTRATOR:**

Signature of Principal or District Administrator (sign prior to submitting to District indicating review and approval):

Signature:	<i>Juanita...</i>	Date:	10/2/08
------------	-------------------	-------	---------





3701 Stocker Street Suite 404, Los Angeles, CA 90008

(323) 294 0968 Fax (323) 293 9100 email: dreambyfai@aol.com

## **DREAM BUILDERS BIO**

Dream Builders is a Non profit, Public, Tax-exempt Corporation established in 1996 to support and protect the goals and dreams of America's youth. We have served as a No Child Left Behind provider since 2004 in districts throughout southern California. Our commitment to youth extends community wide , especially in education. Our founders are Howard M. Holt, Ph.D. and wife Monica L. Holt. Dream Builders commitment to excellence starts always with the children and youth themselves.

Our content of SES staff training has evolved just as interpretation of SES legislation at the State and local district levels have evolved. Initially, providing quality tutoring services was our primary priority, but as implementation has evolved over the years, procedures, policies and reporting has taken on more emphasis. In the 2008-09 school year contract compliance, tutor reports and self-audits have become equally important as quality of student services. Content of training now includes;

1. Tutoring Services –
  - a. Multi-sensory learning methods
  - b. Professionalism during on-site tutoring, library tutoring and in home tutoring
  - c. Student assessment training
  - d. Curriculum goals and each related curriculum, methods and materials
2. SES Contract Compliance –
  - a. ISA Policies and guidelines (training requirements)
    - Background checks and appointments

- 1:1 tutoring mode
  - Special Education students and IEP procedures
  - ELL guidelines and procedures
  - Marketing and incentive guidelines and procedures
  - Using California State Content Standards in tracking student gaps to grade level
- b. SLP Contract,
- SLP development procedure
  - Implementation procedures
  - Checklist of correctness
- c. Daily Report Form
- Importance and relationship to SLP
  - Mastery of procedures
  - Tutor logs and organization of tutor services
  - Recording tests and assessments
  - Backing up student work
  - Self audit and consequence of non-compliance
  - Audits by Dream Builders of Home Parent Verification Forms
  - Documentation of services with biweekly pay periods
- d. Student Attendance Reports
- Monitoring and reporting of tutoring hours
  - SLP progress reports and program ending report and procedures
- e. Student intake procedures and eligibility Checks
- f. Accident/Incident Reports, Missing Child Reports and Child Abuse Reports.
- g. Complaint Procedures (staff, parent or student)
- Sexual Harassment
  - Student Grievance
  - Discrimination
- h. Contractor's Code of Ethics.
- i. Student's Pupil File Confidentiality and staff log
- j. Student Appointment making and confirmation
- k. Policies, Procedures and specific consequences

All tutors and staff are required to complete the Dream Builders Certification Program, which also includes extensive training on the use of the New Century Learning System program and materials. Tutors must complete a comprehensive assessment, which verifies their mastery of all skills listed. In addition to



demonstrating mastery of the NCLS, tutors must complete at least one mock tutoring session with a certified tutor, and pass a written test on the proper implementation of the Dream Builders curricula in order to complete the Dream Builders Certification Program.

The second half of training is on the SES compliance requirements and the “School District’s” reporting requirements. Staff must master all procedures and reporting before receiving certification and their caseload. If contract compliance errors are made, the tutor is referred to training to be re-certified in that area. Continued errors will result in dismissal. Once Certification is completed the tutor is assigned a caseload in his or her community.

Because the training is individualized and self paced, tutors can complete the training in as little as 3-days or as much as 3 weeks, depending on their background and experience in teaching and educational policy. The training takes from 18-40 hours depending on the speed of the tutor.

### Prerequisite to Training

All staff must complete the renewal of their fingerprinting and criminal background checks each year. This is built into our personnel policies and is a condition of employment and training for all Dream Builders staff members. We notify the LEA of all changes or updates related to changes in staffing by mail, telephone or e-mail; we also regularly submit updated “Personnel Clearance” forms to the LEA as an assurance that all tutors have cleared the fingerprint screening, Live Scan back-ground checks, and TB test. Before any changes in tutoring staff occur, we inform the LEA and the parents/guardians by phone, and follow up with a mailed letter.

### Training compliance

Dream builders site contract compliance auditors, who are trained in each area of contract compliance, ensures that our staffing, fiscal, equipment, and facility resources enable us to work with students in compliance with all applicable federal, state, and local statutes and regulations.

### Standards Aligned 1:1 Instruction

We use one-on-one live tutoring as our primary mode of instruction. A plethora of research shows that one-on-one tutoring is an effective method for improving student academic achievement, particularly with students who are performing below grade level (Nasik, et al., 1990; Cohen et al. 1982). Individualized instruction, including one-on-one tutoring, has been proven to improve student achievement, "because it focuses specifically on the needs, learning styles, talents, interests, and academic background of each learner (Kinnaman, D. E. 1990). We supplement one-on-one tutoring with computer based instruction tutoring. Dalton and Hannafin (1988), and others, have concluded that "while both traditional and computer-based delivery systems have valuable roles in supporting instruction, they are of greatest value when complementing one another". We have found the approach of combining one-on-one tutoring with computer-based tutoring to be very effective in improving student academic achievement.

Our tutors use an array of standards aligned instructional materials including: the Spalding Phonogram program (Spalding Publishing Company) and Writing Skills (Herron Publishing); Writing Skills and Award Reading Program support English Language Learners; the Linda Mood-Bell LIPS (LindaMood-Bell Learning Process) program for students who have any type of language processing or memory difficulties; and Writing Skills 1, 2 and 3 (Herron Publishing); Multi-sensory Phonogram. Reading Comprehension 1-V supports students with learning disabilities. Our tutors utilize California content standards for basic vocabulary development activities while clarifying subject content. We use the New Century *Learning System (NCLS)* computer assisted instructional program to augment our one-on-one tutoring. The NCLS model is based on the work of Dr. Robert Glaser. The NCLS curriculum materials, developed by national experts in the fields of education, language arts and mathematics, are aligned with California and national (NCTM) standards.

The majority of the time spent is one-on-one tutoring clarifying Content Standards and creatively drilling mastery. The student spends no more than 45 minutes to an hour on computer while the tutor watches closely for skill errors. When an error is detected, the tutor stops and clarifies the error until correctly comprehended. The other hour is spent in drill activities and one-on-one mastery activities.



At the Dream Builders Centers, each student has a computer with New Century Software. Depending on the subject, the tutor has access to all curriculum materials for instruction that are mentioned above.

We have laptop computers that are loaded with the New Century computer Curriculum. Home and library tutors are required to come to the office early to check out computers and other curriculum materials as needed to fulfill the Student Learning Plan. Our Curriculum Coordinator reviews the materials required for each tutor so they are prepared to service their caseload. Every child has access to a computer at Dream Builders and in the home and library unless that particular lesson does not require computer activity. Students never spend over an hour per session on the computer.

### Tutor Monitoring

#### *Fraud Policy*

Any concealed or misrepresented reporting will not be tolerated at Dream Builders. Any form of falsifying reports will result in dismissal. If you made a mistake, be open to report it rather than conceal or misrepresent it which will result in firing. If you conceal or misrepresent information to cover for someone else, this also will result in firing. Integrity development is one of the important goals of Dream Builders.

A Dream Builders Report is developed at the site level weekly. It provides a report of the tutor's hours and the student's hours that must match.

Several auditing procedures have been implemented at the site and headquarters level to insure attendance correctness.

### Special Needs Students

The Special Education individualized academic plans that are developed for students with disabilities are coordinated with the student's IEP or 504 plans. Individualized academic plans for students with disabilities are developed and monitored by Dr. Holt, an Educational Therapist with over 25 years of professional

experience working with special needs populations. Dr. Holt reviews and writes appropriate accommodations and modifications into the instructional programs of students with special needs, and ensures that these plans are carried out appropriately. Accommodations that are written into these student's instructional plans do not substantially change the instructional level, content, or performance criteria; accommodations typically allow students to complete the same assignments as other students, but with a variation in time, format, setting, or mode of presentation. Accommodations included in these plans often recommend instructional methods that address multiple modalities. Modifications are changes in what students are expected to learn. All sites have disability access.

For ELL students, we provide curriculum and instruction in both Spanish and English; bilingual tutors are assigned to work with Spanish speaking students. The computer based instructional materials are available in English and Spanish. We have been able to provide successful tutoring for ELL students in the past three years.

#### Incentive Goals

We estimate that students will improve 1 year, yet we know some students that are Special Education or that process language at a slower rate may not reach that goal, other students will far supersede our 1.48 grade level average improvement in skills tutored during tutoring.

Each session we set specific benchmarks for students to achieve. We base benchmarks on attendance, passing mastery level tests and completing lessons/drill activities. For students with poor attention span, points are given for on task work starting at their entry level of functioning. Points become more difficult to earn as time goes on. Students needing large amounts of rewards receive more points, but also store items will cost higher points.

We explain to parents and students that "points" and the store are to encourage students to do their best, not to bribe them to learn.

#### Motivation Incentives

To motivate students to do their best, we use a student motivation system that provides a student store in which the student earns points that can



purchase up to \$2.00 of reward materials or healthy foods from the store each session. No student can earn, even at the maximum of rewards, more than \$5.00 per session or \$50.00 in aggregate. Our average is \$3.00 per session and \$30.00 per aggregate. Students can save their points to purchase Magic Mountain tickets (\$25.00).

Included in the aggregate, we also have a \$1.00 grab bag for students that arrive at tutoring.

#### Sign-up Gifts

Item	Cost	Unit Cost
Book Mark	\$39.95 for 1000	.04
Book Mark Craft	\$3.95 for 12	.33
Magnet	\$110.00 for 500	.22
Chips	\$10.00 for 50	.05
Plastic Bag	\$35.00 for 500	.07
Ink Pens	\$198 for 300	.66
Total		\$1.37

Over the last two years Dream Builders has used two different instruments to determine the impact of our tutoring program on students' academic achievement. In 2004/05 we used the Comprehensive Test of Basic Skills (CTBS), and in 2005/2006 we used the New Century Exam (NCE) to assess students' pre and post program academic achievement. Both the NCE and the CTBS were developed in accordance with the standards for validity and reliability set forth in the *Standards for Education and Psychological Testing* (1999). Currently we are using the New Century Assessment because of limited time for testing and diagnosing. New Century provides a composite score of eight to nine Math skills and a composite score for eight to nine Language Arts skills. In most cases we only tutor in one to three areas in a subject. Our scores show the impact of filling the lowest skill gaps on the overall Math or Language Arts composite skills.

Quantitative and qualitative data show that our methods and overall instructional program are very effective in helping students develop grade level and advanced

proficiency skills in math and language arts, which results in improvement in their overall academic achievement. The analysis of Dream Builders student performance data, conducted by an independent, third party evaluation group, M&I Educational Consulting Network, provides compelling evidence that our program is effective in improving student academic performance. Data reports that students improve 1.48 grade levels on average

### SLP Verification:

Verification of the SLP and the parent's signature is essential to reporting valid hours and therefore to the accuracy of the report. This verification is the first element of verification performed prior to any other action. Dream Builder policy requires that this signed form is in place prior to any tutoring. A copy is maintained in the student folder, and at Dream Builders headquarters. This is also checked by the Records Specialist at Dream Builders headquarters on every student at the end of the month prior to sending any report to the school district.

### Students that Fail to Attend

Families are contacted if students do not arrive at the confirmed appointment within 15 minutes of the scheduled time. If we cannot locate the child, we contact the relatives listed on the emergency form on file. If there is alarm, we contact the school and also Beyond the Bell. The police department is contacted after we contact Beyond the Bell unless they are not available. We have parent cell phones, so 99.9% of the problems are resolved at this level. We also maintain an attendance log of absences, lateness, and scheduled appointment no-shows.

For parents that are difficult to reach we have several procedures.

1. We maintain a spreadsheet of times and number of calls made. If there still is no response after four calls, the tutor or phoner refers the student to our Site Contract Compliance Coordinator (SC) to map quest the address for a tutor to go to the home to check if the family still resides at that address. If so, an appointment is made; if not a letter is left.
2. If we still get no response or the address is incorrect, the Site Compliance send a letter to the school to check the address and phone number along with returned letters and wrong numbers.

If after these procedures we cannot start tutoring, we place the family on "later in the year file". They may be on vacation or have a family priority. This year the SC



is required to contact these parents with a home visit biweekly rather than in the second half of the year.

If after these procedures we cannot start tutoring, we place the family on “later in the year file”. They may be on vacation or have a family priority. This year the SC is required to contact these parents with a home visit biweekly rather than in the second half of the year.

### Complaint Procedures

Dream Builders reviews the complaint procedures with parents during the intake. We recommend open communication and allow parents to make appointments with tutors for review of student progress. This time is outside of any student’s scheduled tutoring time. If there is a complaint, parents will complete the complaint form and submit it to the SC. The complaint is routed to the personnel Director, CEO and the tutor. The parent is encouraged to meet with the staff member directly related to the complaint. If it does not work out, the Site Contract Compliance Auditor will intervene. If there is no resolution the matter is referred to the Personnel Director will resolve and call in the CEO if necessary. Problems not resolved will be forwarded to Beyond the Bell along with the write-up of the meetings held at Dream Builders.