

**Official Agenda and Meeting Notice
of the Board of the
Beaumont Independent School District
in the Board Room of the Beaumont ISD Administration Building**

Thursday, September 17, 2020

Regular Meeting

5:15 PM

The items on this agenda may be taken in any order.

As directed under the Texas Open Meetings Act, Texas Government Code, Chapter 551 (the "Act"), if during the course of the meeting covered by this Notice, the Board should determine that a closed session of the Board is required, then such closed session will be held by the Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the Board may conveniently meet in closed session concerning any and all purposes permitted by the Act.

5:15 PM - (CALL TO ORDER)

- I. INTRODUCTION
 - A. ROLL CALL
 - 1. CLOSED SESSION (CLOSED TO PUBLIC) - BOARD WILL CONVENE IN CLOSED SESSION UNDER CHAPTER 551 OF THE TEXAS GOVERNMENT CODE, SECTIONS 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.0821, 551.083, 551.084 AND/OR 551.087, TO DELIBERATE ON THE FOLLOWING:
 - a. LEGAL
 - 1. Pending or contemplated litigation matters and status report
 - 2. Matters on which the school district legal counsel's duties to the school district under the Texas Disciplinary Rules of Professional Conduct or the State Bar of Texas Clearly conflicts with the Texas Open Meetings Act
 - 3. Discussion of TASB Policy DEC (LOCAL)
 - b. PERSONNEL
 - 1. Deliberation regarding the appointment, employment, evaluation, reassignment, duties, proposed terminations, terminations and suspensions, proposed nonrenewals, renewals, and resignation/retirements, discipline, and/or dismissal of a public officer or employee, including the superintendent, and/or hear complaints and grievances against public officers or employees
 - c. REAL ESTATE
 - 1. Deliberation regarding the purchase, exchange, lease or value of real property
 - d. ECONOMIC DEVELOPMENT
 - 1. Deliberation regarding an offer of a financial or other incentive to a business prospect related to economic development negotiations
- II. 6:00 p.m. - BOARD ROOM (REGULAR OPEN BOARD MEETING)
 - A. INTRODUCTION OF REGULAR MEETING
 - 1. United States and Texas Flags Pledges of Allegiance
 - 2. District Recognitions
 - B. PUBLIC COMMENTS
 - C. STUDENT OUTCOMES
 - 1. Superintendent's Report
 - 2. Cabinet Report
 - a. Presentation on Recovery from Imelda - Cheryl Hernandez, CFO
 - b. Athletic Report - Dr. Ron Jackson, Director Athletics Physical Education
 - D. INFORMATION ITEMS
 - 1. Update on Personnel Activities
 - 2. Report for August 2020 Tax Collections
 - 3. Report for General Fund Revenue and Expenditures
 - 4. Report for Campus Activities Funds and Donations
 - 5. Report from Facilities Subcommittee

Definitions

The term “immediate family” is defined as:

Family

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee’s household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term “family emergency” shall be limited to disasters and life-threatening situations involving the employee or a member of the employee’s immediate family.

Leave Day

A “leave day” for purposes of earning, use, or recording of leave shall mean the number of hours per day equivalent to the employee’s usual assignment, whether full time or part time.

Availability

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year.

Earning Local Leave

An employee shall not earn any local leave when he or she is in unpaid status. An employee using full or proportionate paid leave shall be considered to be in paid status.

Deductions

Leave Without Pay

The District shall not approve paid leave for more leave days than have been accumulated in prior years plus leave currently available. Any unapproved absences or absences beyond accumulated and available paid leave shall result in deductions from the employee’s pay.

Leave Proration

*Employed for
Less Than Full
Year*

If an employee separates from employment with the District before his or her last duty day of the year, or begins employment after the first duty day, state personal leave and local leave shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee’s final paycheck shall be reduced for:

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1. State personal leave the employee used beyond his or her pro rata entitlement for the school year; and
2. Local leave the employee used but had not earned as of the date of separation.

*Employed for Full
Year*

If an employee uses more local leave than he or she earned and remains employed with the District through his or her last duty day, the District shall deduct the cost of the excess leave days from the employee's pay in accordance with administrative regulations.

Recording

Leave shall be recorded as follows:

1. For positions for which a substitute is normally required, leave shall be recorded in half-day increments, even if a substitute is not employed.
2. For positions for which a substitute is not normally required, leave shall be recorded on an hourly basis.
3. If the employee is taking intermittent FMLA leave, leave shall be recorded in one-hour increments.

Order of Use

Earned compensatory time shall be used before any available paid state and local leave. [See DEAB]

Unless an employee requests a different order, available paid state and local leave shall be used in the following order, as applicable:

1. Local leave.
2. State sick leave accumulated before the 1995–96 school year.
3. State personal leave.

**Concurrent Use of
Leave**

When an absent employee is eligible for FMLA leave, the District shall designate the absence as FMLA leave.

The District shall require the employee to use temporary disability leave and paid leave, including compensatory time, concurrently with FMLA leave.

An employee receiving workers' compensation income benefits may be eligible for paid or unpaid leave. An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

Medical Certification

An employee shall submit to his or her immediate supervisor medical certification of the need for leave if:

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1. The employee is absent more than three consecutive work-days because of personal illness or illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent;
3. The employee requests FMLA leave for the employee's serious health condition or that of a spouse, parent, or child; or
4. The employee requests FMLA leave for military caregiver purposes.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

Note: For District contribution to employee insurance during leave, see CRD(LOCAL).

State Personal Leave

The Board requires employees to differentiate the manner in which state personal leave is used.

Nondiscretionary
Use

Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.

Discretionary Use

Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

Limitations

Request for
Leave

The employee shall submit a written request for discretionary use of state personal leave to the immediate supervisor or designee in advance in accordance with administrative regulations. In deciding whether to approve or deny state personal leave, the supervisor or designee shall not seek or consider the reasons for which an employee requests to use leave. The supervisor or designee shall, however, consider the effect of the employee's absence on the educational program or District operations, as well as the availability of substitutes.

Duration of
Leave

Discretionary use of state personal leave shall not exceed five consecutive workdays.

Schedule
Limitations

Discretionary use of leave shall not be allowed on the day before a school holiday, the day after a school holiday, the first or last day of

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a semester or the day immediately preceding or following any intersession, days scheduled for end-of-semester or end-of-year examinations, days scheduled for state-mandated tests, or professional or staff development days.

Local Leave

Employees in positions normally requiring ten, 11, or 12 months of service shall earn five, six, or seven paid local leave days per school year, respectively, in accordance with administrative regulations.

Local leave shall accumulate without limit.

Local leave shall be used according to the terms and conditions of state personal leave. [See State Personal Leave, above]

Family and Medical Leave

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be measured backward from the date an employee uses FMLA leave.

Twelve-Month
Period

Combined Leave for
Spouses

If both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks. [See DECA(LEGAL)]

Intermittent or
Reduced Schedule
Leave

The District shall permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee. [See DECA(LEGAL) for use of intermittent or reduced schedule leave due to a medical necessity.]

Certification of
Leave

If an employee requests leave, the employee shall provide certification, as required by FMLA regulations, of the need for leave. [See DECA(LEGAL)]

Fitness-for-Duty
Certification

If an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification. If the District will require certification of the employee's ability to perform essential job functions, the District shall provide a list of essential job functions to the employee with the FMLA designation notice.

End of Semester
Leave

If a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester. [See DECA(LEGAL), Leave at the End of a Semester]

Failure to Return

If, at the expiration of FMLA leave, the employee is able to return to work but chooses not to do so, the District may require reimbursement of premiums paid by the District during the leave. [See DECA(LEGAL), Recovery of Benefit Cost]

Temporary Disability Leave

Any full-time employee whose position requires educator certification by the State Board of Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]

Temporary disability leave shall not be available on an intermittent basis, and therefore, must be taken consecutively.

An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent or designee as a request for temporary disability leave.

Workers' Compensation

Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance. [See CRD(LOCAL) regarding payment of insurance contribution during employee absences.]

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

An employee eligible for workers' compensation income benefits, and not on assault leave, may elect in writing to use paid leave.

Court Appearances

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

Reimbursement for Leave Upon Retirement or Death

Reimbursement at retirement or death for accrued state and local leave benefits, except for extended illness leave, shall be made under the following conditions:

1. Employees new to the District in the 1996–97 school year and thereafter shall not be eligible for this benefit.
2. Beginning June 1, 1994, the reimbursement benefit shall apply only to leave benefits earned while employed by the District. Eligible employees who have earned days from other districts prior to that date shall be paid for all credited days at the time of retirement or death according to the system in place prior to June 1, 1994.
3. The benefit shall be available to all eligible full-time employees.

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4. To be eligible, an employee shall have retired under the Texas Retirement System (TRS) program. Benefits may be paid to an employee's estate if a death certificate is presented.
5. The maximum number of creditable days shall equal the number of annual workdays of the employee at the time of retirement or death.
6. The maximum payable benefit shall be one-half of the accrued number of days payable at 100 percent of the employee's daily rate of pay at the time of death or retirement.

**Neutral Absence
Control**

If an employee does not return to work after exhausting all available paid and unpaid leave, the District shall provide the employee written notice that he or she no longer has leave available for use. The District shall automatically pursue termination of an employee who has exhausted all available leave, regardless of the reason for the absence [see DF series]. The employee's eligibility for reasonable accommodations, as required by the Americans with Disabilities Act [see DAA(LEGAL)], shall be considered before termination. If terminated, the employee may apply for reemployment with the District.



Board Exhibit Cover Sheet

Meeting Date: September 17, 2020

Agenda Item/Exhibit Number: **II.D.1.**

Agenda Item Title: Update on Personnel Activities

Cabinet Level Presenter(s): Derwin Samuels, Executive Director of Human Resources

Additional Presenter(s): N/A

Executive Summary: Attached is a listing of newly hired and separated employees for August 2020

Recommendation: Informational Item Only

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): N/A

Policy Reference (if applicable, list policy/regulation): N/A

Legal Review (if necessary, list attorney and firm): N/A

Derwin Samuels, Jr.
Cabinet Level Presenter's Signature

9/8/2020
Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date

EMPLOYEE SEPARATION REPORT

Separation Date Range: 08-01-2020 through 08-31-2020

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
ELEMENTARY SCHOOL				
Amelia Elementary School – 101	Nurse	8/28/2020	Williams, Deborah D	Resign
Bingman Pre K - 132	Special Education Aide	8/13/2020	Mitchell, Laquana G	Resign
Charlton-Pollard Elementary – 130	Campus Program Coordinator-Save Our Chilre	8/21/2020	Davis, Rekenya N	Death
Dishman Elementary School - 126	Special Education Aide	8/21/2020	Trujio, Aniza Yanet	Resign
Homer Elementary School – 123	Teacher Elementary School	8/11/2020	Stricklan, Jerry J	Death
Pietzsch Elementary School – 125	Teacher Elementary School	8/18/2020	Roberts, Kourtney Grace	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
MIDDLE SCHOOL				
King Middle School – 043	Teacher Middle School	8/28/2020	Green, David Trevon	Resign
Odom Middle School Academy – 047	Teacher Middle School	8/20/2020	Russell Jr, Clarence D	Death

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
BUSINESS & FINANCE				
Payroll – 726	Payroll – Specialist	8/13/2020	Hadnot Jr, Terrell Wayne	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
POLICE DEPARTMENT				
Police Department – 510	Police Lieutenant	8/31/2020	Payne Sr., Eric R	End Assignment

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
TRANSPORTATION				
Transportation – 530	Assistant Director Transportation	8/13/2020	Williams, Tamraka R	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
TEXTBOOKS				
Textbooks – 711	Temporary Textbook Helper	8/7/2020	Booker, Courtney Marie	End Assignment
Textbooks – 711	Temporary Textbook Helper	8/31/2020	James, Tremaine D	End Assignment
Textbooks – 711	Temporary Textbook Helper	8/12/2020	Delafosse, Takeisha M	End Assignment

New Employee Assignment Report
Hiring Date Range: 08-01-20 through 08-31-2020

Campus/Department	Assignment	Employee Name	Start Date
ELEMENTARY SCHOOLS			
Amelia Elementary School	Assistant Principal Elementary School	Kristi Graham	8/10/2020
Amelia Elementary School	Teacher Elementary School	Mercedes Evans	8/12/2020
Amelia Elementary School	Teacher Elementary School	Danielle Guillory	8/10/2020
Amelia Elementary School	Teacher Elementary School	Sydney Mckinley	8/10/2020
Bingman Pre K	Teacher Elementary School	Kaylee Breaux	8/10/2020
Bingman Pre K	Teacher Elementary School	Ellen Gonzalez	8/13/2020
Bingman Pre K	Teacher Elementary School	Kelli Laday	8/10/2020
Bingman Pre K	Teacher Elementary School	Stephanie Thibodeaux	8/10/2020
Bingman Pre K	Title I Aide	Detra Myers	8/13/2020
Bingman Pre K	Title I Aide	Lakeisha Smith	8/13/2020
Blanchette Elementary School	Teacher Elementary School	Vicki Savarino	8/10/2020
Blanchette Elementary School	Teacher Elementary School	Triffiany Wilson	8/10/2020
Blanchette Elementary School	Teacher Elementary School	Shaylyn Young	8/10/2020
Blanchette Elementary School	Title I Aide	Vanessa Borrego	8/13/2020
Caldwood Elementary School	Teacher Elementary School	Kellen Bell	8/10/2020
Caldwood Elementary School	Teacher Elementary School	Estrella Cardenas	8/10/2020
Caldwood Elementary School	Teacher Elementary School	Allison Kintner	8/10/2020
Caldwood Elementary School	Teacher Elementary School	Allexus Pantallion	8/10/2020
Caldwood Elementary School	Teacher Elementary School	Keosha Phillips	8/10/2020
Caldwood Elementary School	Teacher Elementary School	Brianne Trost	8/10/2020
Charlton-Pollard Elementary	Communities in School Representative	Donna Conner	8/3/2020
Charlton-Pollard Elementary	Counselor Elementary	Yokishia Hope	8/3/2020
Charlton-Pollard Elementary	Teacher Elementary School	Robynn Brown	8/10/2020
Charlton-Pollard Elementary	Teacher Elementary School	Melissa Gibbs	8/10/2020
Charlton-Pollard Elementary	Teacher Elementary School	Toneenya Green	8/12/2020
Charlton-Pollard Elementary	Teacher Elementary School	Mary Iweanya	8/10/2020
Charlton-Pollard Elementary	Teacher Elementary School	Janet Jones	8/10/2020
Charlton-Pollard Elementary	Teacher Elementary School	Angel Rodriguez	8/20/2020
Charlton-Pollard Elementary	Teacher Elementary School	Kayla Spell	8/10/2020
Charlton-Pollard Elementary	Teacher Elementary School	Ashley Wright	8/10/2020
Curtis Elementary School	Teacher Elementary School	Michaela Garlaska	8/10/2020
Curtis Elementary School	Teacher Elementary School	Tamara Richards	8/10/2020
Curtis Elementary School	Teacher Elementary School	Margaret Shelton	8/10/2020
Curtis Elementary School	Teacher Elementary School	Kameron Williams	8/19/2020
Dishman Elementary School	Nurse	Amy Lee	8/10/2020
Dishman Elementary School	Teacher Elementary School	Amanda Breaux	8/10/2020
Dishman Elementary School	Teacher Elementary School	Cathy Parsons	8/10/2020
Fletcher Elementary School	Nurse	Hillary Smith	8/10/2020
Fletcher Elementary School	Teacher -Instructional Coach	Iman Wilridge	8/5/2020
Guess Elementary School	Secretary Principal	Pamela Kimbrough	8/14/2020
Guess Elementary School	Teacher Elementary School	Taylor Allen	8/12/2020

Guess Elementary School	Teacher Elementary School	Kacy Ellis	8/10/2020
Guess Elementary School	Teacher Elementary School	Dezman Hampton	8/10/2020
Guess Elementary School	Teacher Elementary School	Stormy Kulhanek	8/10/2020
Guess Elementary School	Teacher Elementary School	Brianna Miller	8/10/2020
Guess Elementary School	Teacher Elementary School	Haley Sheppard	8/10/2020
Guess Elementary School	Teacher Elementary School	Shawna Tubbs	8/10/2020
Guess Elementary School	Teacher Elementary School	Claydra Woodside	8/10/2020
Homer Elementary School	District Aide	Kendall Franklin	8/18/2020
Homer Elementary School	Special Education Aide	Pearlina Garrett	8/13/2020
Homer Elementary School	Teacher Elementary School	Chelsea Fountain	8/17/2020
Homer Elementary School	Teacher Elementary School	Krishanna Goodlow	8/10/2020
Homer Elementary School	Teacher Elementary School	Laura Hargraves	8/10/2020
Homer Elementary School	Teacher Elementary School	Austin Mintas	8/10/2020
Homer Elementary School	Teacher Elementary School	Nicholas Monette	8/10/2020
Homer Elementary School	Teacher Elementary School	Raven Morgan	8/10/2020
Homer Elementary School	Teacher Elementary School	Megean Ryder	8/10/2020
Homer Elementary School	Teacher Elementary School	Brianna Thibodeaux	8/10/2020
Jones-Clark Elementary School	Elementary ISS Aide	Alfreda Lee	8/13/2020
Jones-Clark Elementary School	PLA-Behavior Specialist	Vincent Matthews	8/24/2020
Jones-Clark Elementary School	Teacher Elementary School	Hannah Balentine	8/10/2020
Jones-Clark Elementary School	Teacher Elementary School	Jensen Cacciola	8/10/2020
Jones-Clark Elementary School	Teacher Elementary School	Brendon Diaz	8/10/2020
Jones-Clark Elementary School	Teacher Elementary School	Alexis Harris	8/10/2020
Jones-Clark Elementary School	Teacher Elementary School	Samantha Naranjo	8/10/2020
Jones-Clark Elementary School	Teacher Elementary School	Dana Patrick	8/17/2020
Jones-Clark Elementary School	Teacher Elementary School	Teresa Pope	8/10/2020
Jones-Clark Elementary School	Teacher Elementary School	Jolinda Price	8/10/2020
Lucas Pre K	District Aide	Claudia Perales	8/13/2020
Lucas Pre K	Paralibrarian Elementary School	Nevada Washington	8/13/2020
Lucas Pre K	Special Education Aide	Jessica Palmer Rodriguez	8/13/2020
Martin Elementary	Special Education Aide	Elesha Collins	8/13/2020
Martin Elementary	Special Education Aide	Keysha Mitchell	8/18/2020
Martin Elementary	Teacher Elementary School	Jazmine Allen	8/10/2020
Martin Elementary	Teacher Elementary School	Ashley Carter	8/10/2020
Martin Elementary	Teacher Elementary School	Janayceia Dyer	8/10/2020
Martin Elementary	Teacher Elementary School	Bettina Evans	8/10/2020
Martin Elementary	Teacher Elementary School	Amonique Ford-Warren	8/10/2020
Martin Elementary	Teacher Elementary School	Veronica Hadnot	8/10/2020
Martin Elementary	Teacher Elementary School	Ashley Taylor	8/10/2020
Martin Elementary	Teacher Elementary School	Nancy Tellez	8/10/2020
Martin Elementary	Teacher Elementary School	Aspen Winn	8/10/2020
Pietzsch Elementary School	Special Education Aide	Denae Andrews	8/13/2020
Pietzsch Elementary School	Teacher Elementary School	Courtney Booker	8/10/2020
Pietzsch Elementary School	Teacher Elementary School	Rodondria Bradley	8/10/2020
Pietzsch Elementary School	Teacher Elementary School	Antoinette Collins	8/10/2020
Pietzsch Elementary School	Teacher Elementary School	Dallia Davis	8/10/2020
Pietzsch Elementary School	Teacher Elementary School	Nataujia Dejohn	8/10/2020
Pietzsch Elementary School	Teacher Elementary School	Rachel Fixico	8/12/2020
Pietzsch Elementary School	Teacher Elementary School	Shira Flanagan	8/10/2020

Guess Elementary School	Teacher Elementary School	Kacy Ellis	8/10/2020
Guess Elementary School	Teacher Elementary School	Dezman Hampton	8/10/2020
Guess Elementary School	Teacher Elementary School	Stormy Kulhanek	8/10/2020
Guess Elementary School	Teacher Elementary School	Brianna Miller	8/10/2020
Guess Elementary School	Teacher Elementary School	Haley Sheppard	8/10/2020
Guess Elementary School	Teacher Elementary School	Shawna Tubbs	8/10/2020
Guess Elementary School	Teacher Elementary School	Claydra Woodside	8/10/2020
Homer Elementary School	District Aide	Kendall Franklin	8/18/2020
Homer Elementary School	Special Education Aide	Pearlina Garrett	8/13/2020
Homer Elementary School	Teacher Elementary School	Chelsea Fountain	8/17/2020
Homer Elementary School	Teacher Elementary School	Krishanna Goodlow	8/10/2020
Homer Elementary School	Teacher Elementary School	Laura Hargraves	8/10/2020
Homer Elementary School	Teacher Elementary School	Austin Mintas	8/10/2020
Homer Elementary School	Teacher Elementary School	Nicholas Monette	8/10/2020
Homer Elementary School	Teacher Elementary School	Raven Morgan	8/10/2020
Homer Elementary School	Teacher Elementary School	Megean Ryder	8/10/2020
Homer Elementary School	Teacher Elementary School	Brianna Thibodeaux	8/10/2020
Jones-Clark Elementary School	Elementary ISS Aide	Alfreda Lee	8/13/2020
Jones-Clark Elementary School	PLA-Behavior Specialist	Vincent Matthews	8/24/2020
Jones-Clark Elementary School	Teacher Elementary School	Hannah Balentine	8/10/2020
Jones-Clark Elementary School	Teacher Elementary School	Jensen Cacciola	8/10/2020
Jones-Clark Elementary School	Teacher Elementary School	Brendon Diaz	8/10/2020
Jones-Clark Elementary School	Teacher Elementary School	Alexis Harris	8/10/2020
Jones-Clark Elementary School	Teacher Elementary School	Samantha Naranjo	8/10/2020
Jones-Clark Elementary School	Teacher Elementary School	Dana Patrick	8/17/2020
Jones-Clark Elementary School	Teacher Elementary School	Teresa Pope	8/10/2020
Jones-Clark Elementary School	Teacher Elementary School	Jolinda Price	8/10/2020
Lucas Pre K	District Aide	Claudia Perales	8/13/2020
Lucas Pre K	Paralibrarian Elementary School	Nevada Washington	8/13/2020
Lucas Pre K	Special Education Aide	Jessica Palmer Rodriguez	8/13/2020
Martin Elementary	Special Education Aide	Elesha Collins	8/13/2020
Martin Elementary	Special Education Aide	Keysha Mitchell	8/18/2020
Martin Elementary	Teacher Elementary School	Jazmine Allen	8/10/2020
Martin Elementary	Teacher Elementary School	Ashley Carter	8/10/2020
Martin Elementary	Teacher Elementary School	Janayceia Dyer	8/10/2020
Martin Elementary	Teacher Elementary School	Bettina Evans	8/10/2020
Martin Elementary	Teacher Elementary School	Amonique Ford-Warren	8/10/2020
Martin Elementary	Teacher Elementary School	Veronica Hadnot	8/10/2020
Martin Elementary	Teacher Elementary School	Ashley Taylor	8/10/2020
Martin Elementary	Teacher Elementary School	Nancy Tellez	8/10/2020
Martin Elementary	Teacher Elementary School	Aspen Winn	8/10/2020
Pietzsch Elementary School	Special Education Aide	Denae Andrews	8/13/2020
Pietzsch Elementary School	Teacher Elementary School	Courtney Booker	8/10/2020
Pietzsch Elementary School	Teacher Elementary School	Rodondria Bradley	8/10/2020
Pietzsch Elementary School	Teacher Elementary School	Antoinette Collins	8/10/2020
Pietzsch Elementary School	Teacher Elementary School	Dallia Davis	8/10/2020
Pietzsch Elementary School	Teacher Elementary School	Nataujia Dejohn	8/10/2020
Pietzsch Elementary School	Teacher Elementary School	Rachel Fixico	8/12/2020
Pietzsch Elementary School	Teacher Elementary School	Shira Flanagan	8/10/2020

Odom Middle School Academy	Teacher Middle School	Christopher Mouton	8/10/2020
Odom Middle School Academy	Teacher Middle School	Julie Palmer	8/10/2020
Odom Middle School Academy	Teacher Middle School	Fred Turner	8/10/2020
Odom Middle School Academy	Teacher Middle School	Joshua Windham	8/10/2020
Odom Middle School Academy	Teacher Middle School	Allaundra Zeno	8/10/2020
Smith Middle School	Campus PEIMS Data Clerk	Brandii Gilmore	8/3/2020
Smith Middle School	Counselor Middle School	Juanda Bryant	8/13/2020
Smith Middle School	English as a Second Language Aide	Trevon Thomas	8/13/2020
Smith Middle School	Special Education Aide	Falen Davis	8/13/2020
Smith Middle School	Special Education Aide	Brianna Trahan	8/13/2020
Smith Middle School	Teacher Middle School	Yuliana Booker	8/10/2020
Smith Middle School	Teacher Middle School	Terica Chapman	8/10/2020
Smith Middle School	Teacher Middle School	Jeremy Cooper	8/10/2020
Smith Middle School	Teacher Middle School	Danielle Crouch	8/10/2020
Smith Middle School	Teacher Middle School	Caleb Gilder	8/10/2020
Smith Middle School	Teacher Middle School	Adrienne Haskins	8/13/2020
Smith Middle School	Teacher Middle School	Catherine Hillin	8/10/2020
Smith Middle School	Teacher Middle School	JaVaughn Hudson	8/17/2020
Smith Middle School	Teacher Middle School	Angelique McClellan	8/10/2020
Smith Middle School	Teacher Middle School	Emily Mccurley	8/10/2020
Smith Middle School	Teacher Middle School	Cristina Reyna	8/10/2020
Smith Middle School	Teacher Middle School	Brian Zagon	8/10/2020
Smith Middle School	Teacher Middle School	Melissa Dixon Pennington	8/17/2020
Vincent Middle School	Reading Coach	Karen McGill	8/10/2020
Vincent Middle School	Special Education Aide	Betty Winfield	8/13/2020
Vincent Middle School	Teacher Middle School	Morgan Ardoin	8/10/2020
Vincent Middle School	Teacher Middle School	Christopher Celsor	8/10/2020
Vincent Middle School	Teacher Middle School	Zion Diggles	8/18/2020
Vincent Middle School	Teacher Middle School	Michelle Domingue	8/10/2020
Vincent Middle School	Teacher Middle School	Beverly Dominiquez	8/10/2020
Vincent Middle School	Teacher Middle School	Lisa Hooker	8/10/2020
Vincent Middle School	Teacher Middle School	Angela Hutson	8/10/2020
Vincent Middle School	Teacher Middle School	Courtney Long	8/10/2020
Vincent Middle School	Teacher Middle School	Paige Morgan	8/10/2020
Vincent Middle School	Teacher Middle School	Heather Walton	8/10/2020

Campus/Department	Assignment	Employee Name	Start Date
HIGH SCHOOL			
Beaumont ISD Early College HS	Teacher High School	Brittany Anderson	8/10/2020
Beaumont ISD Early College HS	Teacher High School	Sheila Carrell	8/10/2020
Beaumont ISD Early College HS	Teacher High School	Melanie Daleo	8/10/2020
Beaumont ISD Early College HS	Teacher High School	Lorretta Footman	8/10/2020
Beaumont ISD Early College HS	Teacher High School	Alexandra Hayes	8/10/2020
Beaumont ISD Early College HS	Teacher High School	Ashlee Roberts	8/10/2020
Beaumont ISD Early College HS	Teacher High School	Kayleigh Romero	8/10/2020
Beaumont ISD Early College HS	Assistant Principal	Tyrus Doctor	8/14/2020
Beaumont United High School	Clerk Bookkeeper	Nikki Payne	8/3/2020

Beaumont United High School	Clerk Registrar	Chenetra Boyce	8/3/2020
Beaumont United High School	Special Education Aide	Helena Vallier	8/13/2020
Beaumont United High School	Teacher High School	Celeste Atmar	8/10/2020
Beaumont United High School	Teacher High School	Vanessa Bottley	8/10/2020
Beaumont United High School	Teacher High School	Roderick Carson	8/10/2020
Beaumont United High School	Teacher High School	Emanuel Carter	8/10/2020
Beaumont United High School	Teacher High School	Leeland Hamilton	8/10/2020
Beaumont United High School	Teacher High School	Donovon Jackson	8/10/2020
Beaumont United High School	Teacher High School	Jennifer Jones	8/12/2020
Beaumont United High School	Teacher High School	Breojia Keil	8/10/2020
Beaumont United High School	Teacher High School	Manuel Medina	8/10/2020
Beaumont United High School	Teacher High School	Bryleigh Myers	8/10/2020
Beaumont United High School	Teacher High School	Kerry Petty	8/18/2020
Beaumont United High School	Teacher High School	Stephanie Rucker	8/10/2020
Beaumont United High School	Teacher High School	Jeremy Smith	8/10/2020
Beaumont United High School	Teacher High School	Heather Taylor	8/10/2020
Beaumont United High School	Teacher High School	Torrian Tucker	8/10/2020
Beaumont United High School	Teacher High School	Roben Vallar	8/10/2020
Beaumont United High School	Teacher Special Education Focus BTC	Freddie Petty	8/10/2020
Beaumont United High School	Title I Aide	Monica Angulo	8/19/2020
Brown Alternative Center	Teacher High School	Lorita Chambers	8/10/2020
Brown Alternative Center	Teacher High School	Aisha Duncan Bessard	8/20/2020
Pathways	Teacher High School	Matt Burnett	8/10/2020
Pathways	Teacher High School	Lilah Malveaux	8/10/2020
Pathways	Teacher Secondary ISS	Jaliene Duhon	8/10/2020
West Brook High School	Choir Director	Cindy Wier	8/18/2020
West Brook High School	Special Education Aide	Valencia Howard	8/17/2020
West Brook High School	Special Education Aide	Patricia Mack	8/13/2020
West Brook High School	Special Education Aide	Holly Williams	8/24/2020
West Brook High School	Teacher High School	Cameron Debesse	8/10/2020
West Brook High School	Teacher High School	Martha Harris	8/14/2020
West Brook High School	Teacher High School	Parker James	8/10/2020
West Brook High School	Teacher High School	Ashanti Moore	8/20/2020
West Brook High School	Teacher High School	Kimberly Pratt	8/10/2020
West Brook High School	Teacher High School	James Raber	8/10/2020
West Brook High School	Teacher High School	Mary Sauter	8/10/2020
West Brook High School	Teacher High School	Aaron Tomplait	8/10/2020
West Brook High School	Teacher High School	Mitchell Viator	8/10/2020
West Brook High School	Teacher High School	Jordan Hemker	8/10/2020

Campus/Department	Assignment	Employee Name	Start Date
COMMUNICATIONS PUBLIC RELATIONS			
Communications Public Relations	Director Community & Media Relations	Denise McLean	8/6/2020

Campus/Department	Assignment	Employee Name	Start Date
FOOD & NUTRITION SERVICE			
Food & Nutrition Service	Food Service Worker - 8 Hours	Mykell Lablue	8/21/2020

Campus/Department	Assignment	Employee Name	Start Date
POLICE DEPARTMENT			
Police Department	Clerk, Police Receptionist	Veronica Hawkins	8/18/2020

Campus/Department	Assignment	Employee Name	Start Date
BUSINESS & FINANCE			
Purchasing	Coordinator Purchasing	Charles Lemoine	8/7/2020

Campus/Department	Assignment	Employee Name	Start Date
SPECIAL EDUCATION			
Special Education	Speech Language Pathologist	Vanessa Smith	8/10/2020



Board Exhibit Cover Sheet

Meeting Date: September 17, 2020

Agenda Item/Exhibit Number: **II.D.2.**

Agenda Item Title: Report – Tax Collections

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary: N/A

Recommendation: N/A

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm):

Cheryl Hernandez
Cabinet Level Presenter's Signature

9/10/2020
Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date

Tax Collection Report
August 31, 2020

	Taxes Collected			
	8/31/20		8/31/19	
	M & O	I & S	M & O	I & S
Current	138,806.44	36,354.31	15,129.13	3,695.47
Delinquent	62,580.35	15,186.53	215,620.35	54,835.81
Penalties & Interest	55,607.61	13,294.47	114,043.46	28,646.06
Totals	256,994.40	64,835.31	344,792.94	87,177.34

Current Taxes			
Tax Levy	Collections for 08/31/2020	YTD Current Collections	Collected Percentage
136,565,537.37	175,160.75	134,357,007.78	98.38%

Two Year Comparison	
Current Year as of 08/31/2020	Prior Year as of 08/31/2019
98.38%	98.32%

AGENDA:
September 17, 2020



Board Exhibit Cover Sheet

Meeting Date: September 17, 2020

Agenda Item/Exhibit Number: **II.D.3.**

Agenda Item Title: Report – General Fund Summary

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary: N/A

Recommendation: N/A

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm):

Cheryl Hernandez
Cabinet Level Presenter's Signature

9/10/2020
Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date

BEAUMONT INDEPENDENT SCHOOL DISTRICT
GENERAL FUND
 Budget vs. Expenditures
 August 31, 2020

	Amended Budget	Month To Date	Year to Date Transactions	Outstanding Encumbrances	Balances
REVENUES					
Property Tax Collection (including delinquencies)	99,421,746	256,994	837,585	-	98,584,161
Sources of Misc Income (Foreign Trade Zone, Athletics...)	7,731,906	15,457	99,173	-	7,632,733
State Program Revenues	59,797,548	99,330,377	100,600,939	-	-40,803,391
Federal Program Revenues	3,655,285	494,683	494,683	-	3,160,602
Other Financing Sources	25,000	-	-	-	25,000
Total Revenues	170,631,485	100,097,511	102,032,380	-	68,574,106
EXPENDITURES					
11 Classroom	88,899,218	7,318,445	8,588,741	3,384,630	76,925,847
12 Library	1,437,889	79,580	100,340	313,585	1,023,964
13 Staff Development	659,062	110,186	228,850	81,217	348,995
21 Asst Sups, Directors, Supervisors, Curriculum Coordinato	3,863,060	309,132	545,688	52,219	3,265,153
23 Principal, Asst. Principals, Office Clerical	11,274,807	863,833	1,255,947	42,978	9,975,882
31 Counselors	5,728,255	499,321	662,223	141,968	4,924,064
32 Social Workers	405,917	24,591	38,312	-	367,605
33 Nurses	2,032,298	146,126	177,856	3,678	1,850,764
34 Transportation	6,461,999	204,394	446,366	629,240	5,386,393
36 After School Activites	5,628,279	300,311	524,014	262,053	4,842,212
41 Administration	7,345,306	407,196	848,309	222,482	6,274,515
51 Maintenance and Utilites	28,871,248	1,450,099	2,898,355	5,796,532	20,176,361
52 Police and Monitoring Services	3,286,422	149,600	265,317	73,421	2,947,684
53 Data Processing Personnel	3,549,553	388,072	945,184	711,233	1,893,136
61 Parent involment Liaisons, Day Car Workers	173,245	-	-	-	173,245
71 Debt Service	1,114,965	-	-	-	1,114,965
81 Facilities Acquisition & Construction	1,746,930	5,392	794	1,567,138	178,998
93 Fiscal Agent - Shared Service for Deaf Program	339,300	-	-	-	339,300
95 Juvenile Justice Alternative Ed Program	150,000	-	-	150,000	0
99 Tax Appraisal & Collections	1,500,000	-	-	42,985	1,457,015
Total Expenditures	174,467,753	12,256,278	17,526,296	13,475,359	143,466,098
Net increase (decrease)	(3,836,268)		84,506,084		



Board Exhibit Cover Sheet

Meeting Date: September 17, 2020

Agenda Item/Exhibit Number: **II.D.4.**

Agenda Item Title: Report – Campus Activity Funds and Donations

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary: N/A

Recommendation: N/A

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm):

Cheryl Hernandez
Cabinet Level Presenter's Signature

9/10/2020
Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date

**CAMPUS ACTIVITY FUND
EXPLANATION OF AMENDMENTS
AUGUST 2020**

West Brook High School	\$ 3,749.00
Explanation: Car Registrations, Textbook Fines, Program Ads	
Beaumont United High School	\$ 637.00
Explanation: Textbook Fines	
Smith Middle School	\$ 121.00
Explanation: Vendor Refund	
King Middle School	\$ 4,227.00
Explanation: Dormant Account Transfers	
Marshall Middle School	\$ 560.00
Explanation: Yearbooks	
Odom Academy	\$ -
Explanation:	
Vincent Middle School	\$ 15.00
Explanation: Textbook Fines	
Amelia Elementary	\$ -
Explanation:	
Caldwood Elementary	\$ -
Explanation:	
Curtis Elementary	\$ -
Explanation:	
Fletcher Elementary	\$ -
Explanation:	
Guess Elementary	\$ -
Explanation:	
Regina Howell Elementary	\$ -
Explanation:	
Homer Drive Elementary	\$ 52.00
Explanation: Commissions/Vending Machines	
Pietzsch Elementary	\$ -
Explanation:	
Dishman Elementary	\$ -
Explanation:	
Blanchette Elementary	\$ 4.00
Explanation: Vendor Refund	
Martin Elementary	\$ 3.00
Explanation: Vendor Refund	

**CAMPUS ACTIVITY FUND
EXPLANATION OF AMENDMENTS, CONTINUED
AUGUST 2020**

Jones-Clark Elementary	\$ -
Explanation:	
Charlton-Pollard Elementary	\$ 53.00
Explanation: Vendor Refund	
Fehl Price Elementary	\$ -
Explanation:	
Bingman Pre-K Center	\$ -
Explanation:	
Lucas Pre-K Center	\$ 5.00
Explanation: Vendor Refund	
Pathways Learning Center	\$ -
Explanation:	
Taylor Career Center	\$ -
Explanation:	
Brown Center	\$ 120.00
Explanation:	
Transportation Dept	\$ -
Explanation:	
Maintenance Dept	\$ -
Explanation:	
Administration/Annex Building	\$ -
Explanation:	
Police Dept.	\$ -
Explanation:	
Early College H.S.	\$ 287.00
Explanation: Donations	
School for the Deaf (Deaf Ed.)	\$ 1,000.00
Explanation: Donations	

DONATION REPORT - AUGUST 2020

MONETARY DONATIONS

<u>Donor Name/Organization</u>	<u>Recipient</u>	<u>Account Number</u>	<u>Amount Given</u>
ExxonMobil Foundation	Amelia Elementary - STEM Program	487.00.5749.00.101.00.STM	1,000

Total Amount Donated 1,000

DONATION REPORT - AUGUST 2020

RECORD OF DONATED ITEMS

Donor Name/Organization

SAF Club

Description of Items

Estimated Value

No activity for the month.

**OFFICIAL MINUTES OF THE BOARD OF THE
BEAUMONT INDEPENDENT SCHOOL DISTRICT
IN THE BOARD ROOM OF THE BEAUMONT ISD ADMINISTRATION BUILDING
3395 HARRISON AVENUE BEAUMONT, TEXAS**

AUGUST 31, 2020

*Regular Meeting Minutes as Directed Under the Provisions of the Texas Open Meetings Act,
Texas Government Code, Chapter 551*

The Board Members of the Beaumont Independent School District met in regular meeting on Monday, August 31, 2020, via Zoom in Beaumont, Jefferson County, Texas. The meeting was called to order at 12:04 p.m. by Thomas Sigeo, Presiding Officer.

CALL TO ORDER

President, Thomas Sigeo established a quorum.

ROLL CALL

PRESENT: Thomas P. Sigeo, Sr., Trustee & President
Denise Wallace-Spooner, Trustee & Vice President
Robert Dunn, Sr., Trustee & Secretary
Darrell Antwine, Sr., Trustee
Zenobia Randall Bush, Trustee
Tillie Hickman, Trustee
Kevin W. Reece, Trustee (Absent)

Dr. Shannon Allen, Superintendent

ABSENT: NONE.

ACTION ITEMS

A. Approve Resolution Declaring State of Emergency

It was moved by Darrell Antwine, and seconded by Denise Spooner, to approve the Resolution Declaring State of Emergency.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell Antwine,
Zenobia Bush, and Tillie Hickman

NAYS: None

MOTION PASSED: 6-0

B. Approve Resolution Authorizing Employee Pay during Emergency School Closing

It was moved by Robert Dunn, and seconded by Zenobia Bush, to approve the Resolution Authorizing Employee Pay during Emergency School Closing.

President Thomas Sigee called for a vote on the motion:

YAYS: Thomas Sigee, Denise Spooner, Robert Dunn, Darrell Antwine,
Zenobia Bush, and Tillie Hickman

NAYS: None

MOTION PASSED: 6-0

ADJOURNMENT

It was moved and seconded, the meeting adjourned at 12:15 p.m.

**OFFICIAL MINUTES OF THE BOARD OF THE
BEAUMONT INDEPENDENT SCHOOL DISTRICT
IN THE BOARD ROOM OF THE BEAUMONT ISD ADMINISTRATION BUILDING
3395 HARRISON AVENUE BEAUMONT, TEXAS**

AUGUST 20, 2020

Regular Meeting Minutes as Directed Under the Provisions of the Texas Open Meetings Act, Texas Government Code, Chapter 551

The Board Members of the Beaumont Independent School District met in regular meeting on Thursday, August 20, 2020, in the Board Room of the BISD Administration Building, Beaumont, Jefferson County, Texas. The meeting was called to order at 4:05 p.m. by Thomas Sigee, Presiding Officer.

CALL TO ORDER

President, Thomas Sigee established a quorum.

ROLL CALL

PRESENT: Thomas P. Sigee, Sr., Trustee & President
Denise Wallace-Spooner, Trustee & Vice President
Robert Dunn, Sr., Trustee & Secretary
Darrell Antwine, Sr., Trustee
Zenobia Randall Bush, Trustee
Kevin W. Reece, Trustee

Dr. Shannon Allen, Superintendent

ABSENT: NONE.

At 4:06 p.m., the board went in to closed session.

- A. CLOSED SESSION (CLOSED TO PUBLIC) - BOARD WILL CONVENE IN CLOSED SESSION UNDER CHAPTER 551 OF THE TEXAS GOVERNMENT CODE, SECTIONS 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.0821, 551.083, 551.084 AND/OR 551.087, TO DELIBERATE ON THE FOLLOWING:
1. LEGAL
 - a. Pending or contemplated litigation matters and status report
 - b. Matters on which the school district legal counsels duties to the school district under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with the Texas Open Meetings Act
- B. PERSONNEL
1. Deliberation regarding the appointment, employment, evaluation,

OFFICIAL MINUTES

August 20, 2020

reassignment, duties, proposed terminations, terminations and suspensions, proposed nonrenewals, renewals, and resignation/retirements, discipline, and/or dismissal of a public officer or employee, including the superintendent, and/or hear complaints and grievances against public officers or employees

1. Consider Recommendation for Designation of Hearing Officer in the Level 3 Community Member Grievance by Latoya Traylor

It was moved by Darrell Antwine, and seconded by Robert Dunn, the Board designated Dr. Anita Frank as the hearing officer to hear the Level 3 grievance in accordance with Board Policy GF (Local).

It was further moved that written notice be provided to the parties that they will be given an opportunity to respond to the hearing officer's recommendation in writing to be considered by the Board at the next regularly scheduled board meeting following receipt of the hearing officer's recommendation.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush, and Tillie Hickman

NAYS: Kevin Reece

MOTION PASSED: 6-0

C. REAL ESTATE

1. Deliberation regarding the purchase, exchange, lease or value of real property

D. ECONOMIC DEVELOPMENT

1. Deliberation regarding an offer of a financial or other incentive to a business prospect related to economic development negotiations

II. **6:00 p.m. - REGULAR OPEN BOARD MEETING**

A. INTRODUCTION OF REGULAR MEETING

1. United States and Texas Flags Pledges of Allegiance- The pledge to the US and Texas Flags were led by President Thomas Sigeo.

2. Recognitions

- a. District Recognitions – Adam Thibodeaux, Assistant Director presented the following recognitions:
 - Operation Registration
 - Jesus Abrego

OFFICIAL MINUTES

August 20, 2020

- Alberto Iglesias
 - Mr. Nathan Cross was presented with a plaque for his service as a Board Member
 - Early College Summer Bridge Program – Melanie Pharis, Principal
- b. Appoint Trustee to fill Vacant District 5 Position

It was moved by Darrell Antwine, and seconded by Robert Dunn, to appoint Matilda Hickman as the Trustee for District 5 until our next scheduled Election on May 1, 2021.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush, and Kevin Reece

NAYS: None

MOTION PASSED: 6-0

- c. Execution of Officer(s) Statement and Oath of Office was issued by Georgia Antoine, Coordinator for Board Affairs.

Roll Call for the Record

PRESENT: Thomas P. Sigeo, Sr., Trustee & President
Denise Wallace-Spooner, Trustee & Vice President
Robert Dunn, Sr., Trustee & Secretary
Darrell Antwine, Sr., Trustee
Zenobia Randall Bush, Trustee
Matilda Hickman, Trustee
Kevin W. Reece, Trustee

B. STUDENT OUTCOMES

1. Superintendent's Report— Dr. Shannon Allen, Superintendent presented the following information to the board:
- Core Beliefs
 - Positive Facts About BISD
 - Maintain the Focus for 2020-2021

Jenny Angelo, Executive Director for Curriculum and Instruction, presented the following information to the Board:

- Aspirations
- Timeline and Action Steps Taken
- Re-Entry Plan 2020-2021
- Remote Learning

OFFICIAL MINUTES

August 20, 2020

- Roll out of parent support
- First Day of School
- Key Components of Remote Learning
- Social Emotional Learning Support (SEL)
- Online Instructional Support Programs

2. Cabinet Report

- a. Partnership Update - Anetra Cheatham, Chief Innovation Officer, presented the following information to the Board:
 - Fehl-Price Classical Academy 2020-21 Re-Entry Plan
 - Phalen Leadership Academy Jones-Clark Elementary and Smith Middle School 2020-2021 Re-Entry Plan
 - Call for Quality Schools: King Middle School

C. INFORMATION ITEMS

1. Update on Personnel Activities—Derwin Samuels, Executive Director for Human Resources, updated the Board on the newly hired employees and separations report during the month of July.
2. Report for July 2020 Tax Collections—Cheryl Hernandez, CFO, presented a report for the month of July for the M&O and the Debt Service.
3. Report for General Fund Revenue and Expenditures—Cheryl Hernandez, CFO, presented a report on the general fund revenue and expenditures for the month of July 2020.
4. Report for Campus Activity Funds—Cheryl Hernandez, CFO, presented a report on the month of July 2020 Campus Activity Funds.
5. Report on Quarterly Investment—Cheryl Hernandez, CFO, presented information on the Quarterly Investment Report.
6. Review of the 2020-2021 Student Handbook—Randall Maxwell, Executive Director for Secondary Administration with Dr. Diana Valdez, presented information on the in the 2020-2021 Student Handbook

D. PUBLIC COMMENTS

2 1/2 Minutes

1. **Linda Gilmore**, 4695 Beale. Signed up to address the Board about “*Where do we go from here?*”

E. CONSENT AGENDA

1. Minutes of July 16, 2020, Regular Meeting, July 23, 2020, Special Board Meeting and August 13, 2020, Special Meeting

OFFICIAL MINUTES

August 20, 2020

2. Approve Personnel Recommendations including Chapter 21 Hires

It was moved by Zenobia Bush, and seconded by Darrell Antwine, to approve the Consent Agenda.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 7-0

F. ACTION ITEMS

1. Action, if any, on items discussed in closed session is noted under the closed session above.
2. Approve Budget Amendments

It was moved by Zenobia Bush, and seconded by Robert Dunn, to approve the Budget Amendments.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 7-0

3. Approve Purchases of \$50K or More

It was moved by Darrell Antwine, and seconded by Zenobia Bush, to approve the Purchases of \$50K or More.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 7-0

4. Approve Delegation of Contractual Authority to the Superintendent for Agreement to purchase Attendance Credits from TEA

OFFICIAL MINUTES

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It was moved by Robert Dunn, and seconded by Darrell Antwine, to approve the Delegation of Contractual Authority to the Superintendent for Agreement to purchase Attendance Credits from TEA. For the 2020 2021 school year, we delegated contractual authority to obligate the school district under Texas Education Code (TEC) 11.1511(c)(4) to the superintendent, solely for the purpose of obligating the district under TEC, 48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, 49.006. This included approval of the *Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding)*.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 7-0

5. Approve the Order Authorizing the Defeasance and Optional Redemption of certain outstanding maturities of the District's Outstanding Unlimited Tax School Building Bonds, Series 2011

It was moved by Darrell Antwine, and seconded by Zenobia Bush, to approve the Order Authorizing the Defeasance and Optional Redemption of certain outstanding maturities of the District's Outstanding Unlimited Tax School Building Bonds, Series 2011.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 7-0

6. Adopt the 2020-2021 Tax Levy Ordinance and Resolution, Including Adoption of the Tax Rate for 2020 Tax Year

It was moved by Robert Dunn, and seconded by Darrell Antwine, to approve the 2020-2021 Tax Levy Ordinance and Resolution, Including Adoption of the Tax Rate for 2020 Tax Year.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

OFFICIAL MINUTES

August 20, 2020

MOTION PASSED: 7-0

7. Approve amending the 2020-2021 Compensation Plan Extra Duty Stipend schedule to include positions identified within the Career and Technical Education Department

It was moved by Darrell Antwine, and seconded by Robert Dunn, to approve amending the 2020-2021 Compensation Plan Extra Duty Stipend schedule to include positions identified within the Career and Technical Education Department.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 7-0

8. Approve the Recommended list of Incentives and the Stipend designated for ML King Middle School

It was moved by Robert Dunn, and seconded by Darrell Antwine, to approve the Recommended list of Incentives and the Stipend designated for ML King Middle School.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 7-0

9. Approve the 2020-2021 T-PESS Appraisal Calendar

It was moved by Zenobia Bush, and seconded by Darrell Antwine, to approve the 2020-2021 T-PESS Appraisal Calendar.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 7-0

10. Approve the 2020-2021 T-TESS Appraisal Calendar

OFFICIAL MINUTES

August 20, 2020

It was moved by Zenobia Bush, and seconded by Robert Dunn, to approve the 2020-2021 T-TESS Appraisal Calendar.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 7-0

11. Approve the 2020-2021 T-TESS Certified Appraisers List

It was moved by Robert Dunn, and seconded by Darrell Antwine, to approve the 2020-2021 T-TESS Certified Appraisers List.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 7-0

12. Consider organizing board member advisory committees related to Audit and Facilities pursuant to board policy BDB (Legal) and (Local)

It was moved by Darrell Antwine, and seconded by Robert Dunn, to approve organizing board member advisory committees related to Audit and Facilities pursuant to board policy BDB (Legal) and (Local).

Facilities Subcommittee: Darrell Antwine, Robert Dunn, Cheryl Hernandez, Dr. Ron Jackson and Tony Aguilar. Ex-Officio Members: Dr. Shannon Allen and Thomas Sigeo

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 7-0

13. Designate Delegate and Alternate to the Texas Association of School Board (TASB) 2020 Delegate Assembly to be held Virtually

It was moved by Darrell Antwine, and seconded by Robert Dunn, to Designate Denise Spooner as Delegate and Thomas Sigeo as Alternate to the Texas Association of School Board (TASB) 2020 Delegate Assembly to be held virtually.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 7-0

14. Approve Student Code of Conduct

It was moved by Robert Dunn, and seconded by Darrell Antwine, to approve the Student Code of Conduct.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 7-0

15. Consider approval of Interlocal Agreement with City of Beaumont concerning Crossing Guards

It was moved by Robert Dunn, and seconded by Zenobia Bush, to approve the Interlocal Agreement with City of Beaumont concerning Crossing Guards.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 7-0

ADJOURNMENT

It was moved and seconded, the meeting adjourned at 8:21 pm



Board Exhibit Cover Sheet

Meeting Date: September 17, 2020

Agenda Item/Exhibit Number: **II.E.2.**

Agenda Item Title: Approve Hiring Chapter 21 and Director Employees

Cabinet Level Presenter(s): Derwin Samuels, Executive Director of Human Resources

Additional Presenter(s): N/A

Executive Summary: Listed below are Chapter 21 recently hired within the District

Recommendation: Approve Administration's Hiring Recommendation of:

- Aaron Tomplait
- Adrienne Haskins
- Aisha Duncan Bessard
- Alexandra Hayes
- Alexis Harris
- Allaundra Zeno
- Allexus Pantallion
- Allison Kintner
- Allison Smith
- Amanda Breaux
- Amonique Ford-Warren
- Amy Lee
- Angel Rodriguez
- Angela Hutson
- Angelique Mcclellan
- Antoinette Collins
- April Rose
- Ashanti Moore
- Ashlee Roberts



- Ashley Carter
- Ashley Moyer
- Ashley Taylor
- Ashley Wright
- Aspen Winn
- Austin Mintas
- Bettina Evans
- Beverly Dominguez
- Bianac Labeaux
- Brandi Havard
- Brenda Berres
- Brendon Diaz
- Breojia Keil
- Brian Zagon
- Brianna Miller
- Brianna Thibodeaux
- Brianne Trost
- Brittany Anderson
- Brittany Gage
- Bryleigh Myers
- Caleb Gilder
- Cameron Debesse
- Catherine Hillin
- Cathy Parsons
- Cecile Phelan
- Celeste Atmar
- Chatterra Cage
- Chelsea Fountain
- Christopher Celsor
- Christopher Mouton
- Christopher Ybarra
- Claydra Woodside



- Colleen Porter
- Courtney Booker
- Courtney Long
- Cristina Reyna
- Dallia Davis
- Dana Patrick
- Danielle Crouch
- Danielle Guillory
- Deloris Savoy
- Denise Hightower
- Denise McLean
- Dezman Hampton
- Diana Zerko
- Donovan Jackson
- Ellen Gonzalez
- Emanuel Carter
- Emily Mccurley
- Estrella Cardenas
- Eulalia King
- Fred Turner
- Freddie Petty
- Gloria Cox
- Haley Sheppard
- Hannah Balentine
- Heather Taylor
- Heather Walton
- Heather Williams
- Hillary Smith
- Iman Wilridge
- Jaliene Duhon
- James Raber
- Janayceia Dyer
- Janet Jones
- Jarrod Roberts



- JaVaughn Hudson
- Jazmine Allen
- Jennifer Jones
- Jenny Brown
- Jensen Cacciola
- Jeremy Cooper
- Jeremy Smith
- Jolinda Price
- Jordan Hemker
- Joshua Windham
- Juanda Bryant
- Julie Palmer
- Kacy Ellis
- Kameron Williams
- Katherine Werner
- Katrina Hicks
- Kayla Spell
- Kaylee Breaux
- Kayleigh Romero
- Kellen Bell
- Kelli Laday
- Keosha Phillips
- Kerry Petty
- Kimberly Pratt
- Kindle McGriff
- Krishanna Goddlow
- Kristi Graham
- Larry Haynes
- Laura Hargraves
- Laura Robinson
- Leeland Hamilton
- Lilah Malveaux
- Lisa Hooker
- Loriah Martin



- Lorita Chambers
- Lorretta Footman
- Manuel Medina
- Margaret Shelton
- Margaret Thomas
- Martha Harris
- Mary Iweanya
- Mary Sauter
- Matt Burnett
- Megean Ryder
- Melanie Daleo
- Melissa Dixon Pennington
- Melissa Gibbs
- Mercedes Evans
- Michaela Garlaska
- Michelle Domingue
- Mitchell Viator
- Morgan Ardoin
- Morgan Rutledge
- Nancy Tellez
- Nataujia Dejohn
- Nickolas Martinez
- Nicolas Monette
- Paige Morgan
- Pamela Raney
- Parker James
- Rachel Fixico
- Ralph Hefner-Babb
- Raven Morgan
- Rinda Brantley
- Roben Vallar
- Robert Coyle
- Robynn Brown
- Roderick Carson



- Rodondria Bradley
- Samantha Naranjo
- Sarah Buganski
- Scott Geyer
- Shawna Tubbs
- Shaylyn Young
- Sheila Carrell
- Shira Flanagain
- Soraya Martinez
- Stephanie Rucker
- Stephanie Thibodeaux
- Stormy Kulhanek
- Sydney Mckinley
- Tamara Richards
- Taylor Allen
- Teresa Pope
- Terica Chapman
- Tiffany Noble
- Toneenya Green
- Torrian Tucker
- Trakena Price
- Triffiany Wilson
- Tyrus Doctor
- Vanessa Bottley
- Vanessa Smith
- Veronica Hadnot
- Vicki Savarino
- Viridiana Juardo Dominguez
- Yokishia Hope



- Yuliana Booker
- Zion Diggles

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): N/A

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm):

Dennis Samuels, Jr.
Cabinet Level Presenter's Signature

9/8/2020
Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date



Board Exhibit Cover Sheet

Meeting Date: September 17, 2020

Agenda Item/Exhibit Number: **II.F.2.**

Agenda Item Title: Approve Budget Amendments

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary:

Recommendation: Approve budget amendments GF-3 and CN-2 and accept amendments SR-7 and SR-8.

Budget Impact* (if applicable):

Funding Source (if applicable):

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm):

Cheryl Hernandez
Cabinet Level Presenter's Signature

9/10/2020
Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date

Explanations of September Budget Amendments

General Fund GF-3

- Transfer \$2,500 from instructional general supplies to library general supplies – Jones-Clark ES (129).
- Transfer \$1,250 from staff development professional services to instructional fixed assets – Jones-Clark ES (129).
- Transfer \$12,000 from co-curricular student travel to instructional fixed assets – Career & Technology (807).
- Transfer \$25,512 from instructional leadership non-exempt salaries to general administration non-exempt salaries – Payroll (738).
- Transfer a total of \$150,000 from instructional extra duty to staff development education service center, instructional leadership exempt salaries & instructional leadership employee travel – Reading Academies Curriculum (RA1).
- Transfer \$9,000 from instructional general supplies to co-curricular fixed assets – Beaumont United (014).
- Increase Maintenance budget \$925,500 for a new fire alarm system throughout the Beaumont United campus.
- Increase budgets for Tropical Storm Imelda purchase orders carried forward from FY 19-20 for items not yet received or services performed on projects in progress:
 - Instructional fixed assets & supplies at Beaumont United HS - \$210,033
 - Library fixed assets - \$288,765
 - Health services fixed assets at FehI-Price ES - \$3,158
 - Transportation department - \$22,251
 - Co-Curricular fixed assets & general supplies at Beaumont United HS - \$8,186
 - Maintenance department - \$774,634

Child Nutrition CN-2

- Transfer \$38,331 from facility acquisition & construction building improvements to food services general supplies to reimburse account for Beaumont United cafeteria fixed asset purchase.

Special Revenue SR-7

- Fund 211 Communities in Schools. Transfer \$30,000 from instructional exempt employee salaries to community services misc contracted services.

Special Revenue SR-8

- Fund 289 Title I IV-LEP. Transfer \$43,000 from instructional leadership misc contracted services to school leadership misc contracted services – Paul Brown (012).
- Fund 289 Title I IV-LEP. Transfer \$43,000 from instructional leadership misc contracted services to school leadership misc contracted services – King MS (043).

2020-2021 BUDGET AMENDMENT NUMBER GF- 3

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Expenditures</u>			
198.11.6399.04.129.30.000	15,686	(2,500)	13,186
198.12.6399.04.129.99.000	-	2,500	2,500
198.13.6219.04.129.30.000	2,250	(1,250)	1,000
198.11.6395.04.129.30.000	1,680	1,250	2,930
199.36.6412.52.009.22.000	15,000	(12,000)	3,000
199.11.6395.52.009.22.000	44,465	12,000	56,465
199.21.6129.90.814.23.000	160,413	(25,512)	134,901
199.41.6129.90.738.99.000	-	25,512	25,512
199.11.6117.49.801.24.000	510,360	(150,000)	360,360
199.13.6239.49.801.99.RA1	22,000	25,000	47,000
199.21.6119.90.801.99.RA1	-	100,000	100,000
199.21.6411.49.801.99.RA1	-	25,000	25,000
199.11.6399.01.014.11.000	45,000	(9,000)	36,000
199.36.6395.01.014.99.000	-	9,000	9,000
199.51.6299.80.819.99.000	680,000	925,500	1,605,500
199.11.6XXX.87.XXX.XX.IMD	-	210,033	210,033
199.12.6XXX.87.XXX.XX.IMD	-	288,765	288,765
199.33.6XXX.87.XXX.XX.IMD	-	3,158	3,158
199.34.6XXX.87.XXX.XX.IMD	-	22,251	22,251
199.36.6XXX.87.XXX.XX.IMD	-	8,186	8,186
199.51.6XXX.87.XXX.XX.IMD	-	774,634	774,634
 Total Expenditures		<u>2,232,527</u>	
 Net Change in the General Fund Budget		<u>(2,232,527)</u>	

2020-2021 BUDGET CHANGE

Total Revenues/Other Sources	170,631,485		170,631,485
Total Expenditures	<u>174,467,753</u>	<u>2,232,527</u>	<u>176,700,280</u>
 2020-2021 Adjusted	(3,836,268)	(2,232,527)	(6,068,795)

2020-2021 BUDGET AMENDMENT NUMBER CN-2

	<u>Original Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Expenditures</u>			
240.81.6629.00.014.99.000	1,638,677	(38,331)	1,600,346
240.35.6399.00.833.99.000	66,669	38,331	105,000
	<hr/>	<hr/>	<hr/>
Total Expenditures	<hr/>	-	<hr/>
Net Change Child Nutrition Budget		-	

2020-2021 BUDGET CHANGE

Total Revenues	11,979,310		11,979,310
Total Expenditures	14,295,449	<hr/>	14,295,449
2020-2021 Adjusted	<u>(2,316,139)</u>	<hr/>	<u>(2,316,139)</u>

2020-2021 BUDGET AMENDMENT NUMBER SR - 7

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Expenditures</u>			
<u>Community Services</u>			
211.61.6299.00.123.30.000	20,000	30,000	50,000
<u>Instructional Administration</u>			
211.11.6119.00.123.30.000	30,000	<u>(30,000)</u>	-
 Total Expenditures		<u>-</u>	
 Net (Increase) Title I		-	

2020-2021 BUDGET CHANGE

Total Revenues/Other Sources	8,676,801	-	8,676,801
Total Expenditures	<u>8,676,801</u>	<u>-</u>	<u>8,676,801</u>
 2020-2021 Adjusted	-	-	-

2020-2021 BUDGET AMENDMENT NUMBER SR - 8

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Expenditures</u>			
<u>Instructional Leadership</u>			
289.21.6299.00.012.30.SAP	161,900	(43,000)	118,900
289.21.6299.00.043.30.SAP	161,900	(43,000)	118,900
<u>School Leadership</u>			
289.23.6299.00.012.30.SAP	-	43,000	43,000
289.23.6299.00.043.30.SAP	-	43,000	43,000
 Total Expenditures		<u>-</u>	

Net (Increase) Title I IV-LEP -

2020-2021 BUDGET CHANGE

Total Revenues/Other Sources	800,000		800,000
Total Expenditures	<u>800,000</u>		<u>800,000</u>
 2020-2021 Adjusted	-	-	-



Board Exhibit Cover Sheet

Meeting Date: September 17, 2020

Agenda Item/Exhibit Number: **II.F.3.**

Agenda Item Title: Approve Purchases over \$50,000

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s): Tony Aguilar, Carolyn Little, Dr. Donna Prudhomme, D'Lana Barbay, Jenny Angelo

Executive Summary: The attached list reflects the purchases over \$50,000.

Recommendation: Approve purchases in the amounts shown on attached list.

Budget Impact* (if applicable): General Fund -	\$990,300.00
State Funds -	\$168,399.83
Federal Funds -	\$907,143.69

Funding Source (if applicable): General Fund, State and Federal Funds

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): Ch. 44.031

Policy Reference (if applicable, list policy/regulation): CH (LOCAL)

Legal Review (if necessary, list attorney and firm):



Cabinet Level Presenter's Signature



Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date



General Fund

Vendor	Department	Description/Justification of Purchase	Contract #	Cost
Texas Fire and Communications, Inc.	Maintenance	Install new fire alarm system throughout the Beaumont United campus	20200307	\$925,500
The Peters Group	Superintendent	Principal leadership and development, Gentleman's and Ladies Clubs, Convocation		\$64,800
Total Cost				\$ 990,300

State Funds

Vendor	Department	Description/Justification of Purchase	Contract #	Cost
CDW-G	Curriculum	Chromebooks for 2 nd graders to bring home to improve reading during extended learning	TIPS 200105	\$99,384.83
iCEV	Career and Technical Education	CTE curriculum licenses for instructors and students	Sole Source	\$69,015.00
Total Cost				\$168,399.83

Federal Funds

Vendor	Department	Description/Justification of Purchase	Contract #	Cost
Communities in Schools of Southeast Texas	Various	On campus coordinator services for seven different campuses at \$30,000 per campus for the 2020-2021 academic year		\$210,000.00
National Math and Science Institute	Curriculum	"In-kind" costs of the \$2.3M grant awarded to the district for Beaumont United and West Brook, covering 2020-2023	In-kind	\$210,000.00
Lakeshore Learning Materials	Head Start	Flexible special mobile desks for social distant learning	R-TC-18004	\$64,937.25
Renaissance Learning	Curriculum	MyOn provides a robust online digital library offering thousands of engaging books for every student in Beaumont ISD, PreK-12. It is utilized in conjunction with STAR 360 and Accelerated Reader to build student independent reading capacity and grow them as lifelong readers.	BUYBOARD 573-18	\$152,312.48
Renaissance Learning	Curriculum	STAR 360 is utilized district-wide to conduct universal screening in reading and math, progress monitor students for RTI purposes, track student growth throughout the year, and provide targeted instructional resources for interventions.	BUYBOARD 573-18	\$269,893.96
Total Cost				\$907,143.69

QUOTE ANALYSIS FORM

Form version 7.23.2019



INSTRUCTIONS FOR COMPLETION:

- 1) Vendor quotes must be in writing (i.e. Vendor Quotation form; Vendor email; Internet Quote, etc.).
- 2) All awards should be made to the vendor whose proposal offers the "best value" to Beaumont ISD.
- 3) Awards based on "best value" may consider various factors, including but not limited to:
 - (a) Price / Total Cost of Ownership, (b) Quality, (c) Availability, (d) Vendor/Product Reputation, (e) Vendor's Ability to Meet District Needs, (f) Client References, (g) Past Experience with Beaumont ISD, and/or (h) any other relevant factor that ensures best value to the District.
- 4) Upon consideration of all factors, if all quotes meet District needs, the award should be made to the lowest bidder.

Quote Analysis Summary

All awards should be made based on "Best Value" to the District. Please write a short summary below of why the vendor was chosen or denied.

Vendor Name:	Texas Fire & Communications, Inc	Quote Total:	\$ 925,500.00
Summary:	Install new fire alarm system throughout the BU HS campus.		
Vendor Name:	Advanced Systems Alarm Services	Quote Total:	\$ 929,092.00
Summary:	Install new fire alarm system throughout the BU HS campus.		
Vendor Name:	Triangle Computer & Telephone	Quote Total:	\$ -
Summary:	Install new fire alarm system throughout the BU HS campus. Declined to provide quote.		

Vendor Selected: Texas Fire & Communications, Inc.

Selection Justification: A recommendation letter from the engineering consultant, Salas O'Brien, recommends the best value to the District is Texas Fire & Communications, Inc. Texas Fire & Communications, Inc. is able to provide the install services needed at the most competitive price and has performed great work for the District.

Name of Person Completing this Form: Tony Aguilar, Jr **Signature:** 

8030 Eastex Freeway
 Beaumont, TX 77708



Phone: (409)892-4200
 Fax: (409)892-4202

"When Quality Counts"

www.txfireinc.com

Security License # B-11071

Fire License # ACR-1839

QUOTE

Fire Alarm	Security	Sound	Intercommunications	CCTV	Access	Monitoring
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DATE: 7/23/20

JOB:
 ATTN:

BISD - Beaumont United High School
 Tony Aguilar

SCOPE OF WORK

Provide and install a new fire alarm system with voice evacuation.

Building	Description		
3	Mechanical Rooms (2) - Fire Alarm	\$	7,690.00
3	Mechanical Rooms (2) - Conduit	\$	17,945.00
4	Field House - Fire Alarm	\$	49,475.00
4	Field House - Conduit	\$	21,300.00
5	Auditorium - Fire Alarm	\$	43,495.00
5	Auditorium - Conduit	\$	18,930.00
6	Competition Gym/Band Hall - Fire Alarm	\$	84,995.00
6	Competition Gym/Band Hall - Conduit	\$	17,960.00
7	Administration - Fire Alarm	\$	44,660.00
7	Administration - Fiber to Library and 100 Bldg	\$	12,415.00
7	Administration - Conduit	\$	4,840.00
8	Gym/Dance - Fire Alarm	\$	34,140.00
8	Gym/Dance - Conduit	\$	10,255.00
9	E-Hall - Fire Alarm	\$	22,995.00
9	E-Hall - Conduit	\$	11,400.00
10	D-Hall - Fire Alarm	\$	22,830.00
10	D-Hall - Conduit	\$	9,225.00
11	Library - Fire Alarm	\$	39,495.00
11	Library - Conduit	\$	13,900.00

Next Page

12	Boys Gym/Auditorium - Fire Alarm	\$	55,705.00
12	Boys Gym/Auditorium - Conduit	\$	17,605.00
13	A-Hall - Fire Alarm	\$	29,915.00
13	A-Hall - Conduit	\$	10,100.00
14	B-Hall - Fire Alarm	\$	25,500.00
14	B-Hall - Conduit	\$	8,710.00
15/16	C-Hall/Sci Lab - Fire Alarm	\$	42,500.00
15/16	C-Hall/Sci Lab - Conduit	\$	27,100.00
17	100 Building - Fire Alarm	\$	57,500.00
17	100 Building - Conduit	\$	9,540.00
18	900 Building - Fire Alarm	\$	25,400.00
18	900 Building - Conduit	\$	8,960.00
19	Cafeteria - Fire Alarm	\$	20,800.00
19	Cafeteria - Conduit	\$	9,270.00
20	ROTC - Fire Alarm	\$	20,900.00
20	ROTC - Conduit	\$	18,600.00
21	Science Building - Fire Alarm	\$	19,600.00
21	Science Building - Conduit	\$	8,500.00
	BISD Allowance	\$	50,000.00
		Total	\$ 954,150.00
	Siemens Manufacturer Discount	\$	(28,650.00)
		Lump Sum	\$ 925,500.00

Notes & Clarifications

1. A Proposal Bond is NOT included.
2. Performance and Material Bonds can be provided for an additional \$25,000.00.
3. Texas Fire and Communications shall not be liable for delays to this project if they are directly related to COVID-19 including but not limited to: school closures, quarantine of our employees and/or subcontractors, shipping delays for equipment and materials, and temporary business shutdowns.
4. Proposal excludes any testing or repairs to existing intercom system.
5. Proposal excludes responsibility for underground obstructions.
6. If AHU Shutdown/Disconnect requires assistance for programming AHU controls or connections, this shall be done at expense of BISD.
7. Drywall/Plaster/Brick openings that are not covered by new equipment or plate covers are to be repaired by BISD.
8. A warranty for equipment, materials and labor will be for (1) year from date of substantial completion.
9. Football and Baseball Concessions can and should be operating as stand-alone systems due to their distance from the main system. Having these connected in any way carries a high risk of damage caused by lightning, broken conduit, etc. These can have their own monitoring accounts by adding a wireless communicator to both systems. The annual cost of having these monitored is \$600.00 for each account per year if desired.
10. Cafeteria price has been adjusted due to the pending contract to install equipment in the Kitchen. This change affected the discount from Siemens as well.

Quote is Good For 30 Days.

Thank you for your time and consideration, we will follow up shortly as to the status of this quote.

Adam McIntyre
General Manager

Quote Accepted By: _____
Date: _____

The Peters Group

12 Pickard Ct. • Chapin, SC 29036
(803) 347-7392 • (803) 306-6807 Fax
E-mail: info@stephenpetersgroup.com

Cost Proposal for Services 2020-2021

DATE	SERVICE	COST
September, October, December, January-June	Principal's Professional Development	\$1200 per session 9 x \$1200 = \$10,800
September –June (monthly)	Aspiring Leadership Cohort	\$15,000 (flat rate)
September –June (monthly)	Gentlemen's and Ladies Clubs @ 3 sites	\$15,000 (flat rate)
January 4	Teachers Convocation	\$6,000
	TOTAL	\$46,800

Total fees due: \$46,800

Please indicate your acceptance of the above terms by signing below and returning.

Stephen G. Peters, CEO

Superintendent Allen or rep.

The Peters Group

12 Pickard Ct.
Chapin, South Carolina 29036
(O) 803-347-7392 (F) 803-306-6807

INVOICE

Invoice Number: 1170
Invoice Date: 05/14/2020
Customer ID: PC-70

info@stephenpetersgroup.com

Bill To:	Ship To:
Dr. Shannon Allen Superintendent Beaumont ISD	Same

Quantity	Item	Description	Unit Price	Amount
1	1	Principal Leadership Institute	\$18,000	\$18,000
		July 21, 2020	\$9,000	\$9,000
		July 22, 2020	\$9,000	\$9,000
		50% Deposit due by June 1, 2020 (\$9,000)		

Subtotal	\$18,000
Shipping & Handling	n/a
Total Invoice Amount	\$18,000
Payment/Credit Applied	
Total	\$18,000

PLEASE REMIT PAYMENT TO:

Stephen G. Peters
12 Pickard Ct. Chapin, SC 29036
EIN: 46-4339860

INFORMAL QUOTES TABULATION FORM

Form version 7.23.2019



INSTRUCTIONS FOR COMPLETION:

- 1) Purchases between \$10,000 and \$49,999.99 require at least three (3) vendor quotes.
- 2) Vendor quotes must be in writing (i.e. Vendor Quotation form; Vendor email; Internet Quote, etc.).
- 3) All awards should be made to the vendor whose proposal offers the "best value" to Beaumont ISD.
- 4) Awards based on "best value" may consider various factors, including but not limited to:
 - (a) Price / Total Cost of Ownership, (b) Quality, (c) Availability, (d) Vendor/Product Reputation, (e) Vendor's Ability to Meet District Needs, (f) Client References, (g) Past Experience with Beaumont ISD, and/or (h) any other relevant factor that ensures best value to the District.
- 5) Upon consideration of all factors, if all quotes meet District needs, the award should be made to the lowest bidder.

Informal Quote Tabulation Summary

All awards should be made based on "Best Value" to the District. Please write a short summary below of why the vendor was chosen or denied.

Vendor Name:	CDW-G	Quote Total:	\$ 99,384.83
Summary:	CDW-G provides all the services we need to get the chromebooks distributed to students. We wish to use CDW-G for this project		
Vendor Name:	SCW	Quote Total:	\$ 69,964.66
Summary:	SCW does not provide the white gloving or google console that we will need for the chromebooks to work with our system.		
Vendor Name:	CC Wu	Quote Total:	\$ 100,647.96
Summary:	CC Wu is higher in price, and does not offer the service that CDW-G provides to get the chromebooks distributed to students		

Vendor Selected: CDW-G

Name of Person Completing this Form: Denise Shaffer

Signature: *Denise Shaffer*

NOTE: THE COMPLETED & SIGNED TABULATION FORM AND COPIES OF ALL QUOTES MUST BE ATTACHED TO THE REQUISITION.

QUOTE CONFIRMATION



DEAR DENISE SHAFFER,

Thank you for considering CDW•G for your computing needs. The details of your quote are below. [Click here](#) to convert your quote to an order.

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
LPZJ055	9/2/2020	TECHNOLOGY LENDING GRANT	0792983	\$99,384.83

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
DELL CTO 3100 N4020 16/4 CHR Mfg. Part#: 3000059391858 Contract: TIPS Technology Solutions Products and Services (200105)	277	6044299	\$238.69	\$66,117.13
SAFEWARE 3Y RPR PREM CHR MK ADH Mfg. Part#: CDWSPC600CHMUCAD36D Electronic distribution - NO MEDIA Contract: TIPS Technology Solutions Products and Services (200105)	277	6058402	\$69.00	\$19,113.00
Google Chrome Management Console License - Education Mfg. Part#: CROSSWDISEDU UNSPSC: 43232804 Electronic distribution - NO MEDIA Contract: TIPS Technology Solutions Products and Services (200105)	277	3577022	\$24.35	\$6,744.95
BEAUMONTISD-CHROMEBOOK-ETCHING Mfg. Part#: T4G-49988-03 Electronic distribution - NO MEDIA Contract: MARKET	277	5847917	\$15.75	\$4,362.75
BEAUMONTISD-CHROMEBOOK-ETCHING Mfg. Part#: T4G-49988-04 Electronic distribution - NO MEDIA Contract: MARKET	277	5847919	\$11.00	\$3,047.00

PURCHASER BILLING INFO		SUBTOTAL	\$99,384.83
Billing Address: BEAUMONT INDEPENDENT SCHOOL DIST ACCOUNT PAYABLE PO BOX 672 BEAUMONT, TX 77704-0672 Phone: (409) 617-5072 Payment Terms: NET 30 Days-Govt/Ed		SHIPPING	\$0.00
		SALES TAX	\$0.00
		GRAND TOTAL	\$99,384.83
		DELIVER TO Shipping Address: TIG C/O BEAUMONT ISD 12961 PARK CENTRAL STE 1300 SAN ANTONIO, TX 78216-2012 Shipping Method:	



Mike LaRocco

(866) 229-6142

miclaro@cdwg.com

This quote is subject to CDW's Terms and Conditions of Sales and Service Projects at <http://www.cdwg.com/content/terms-conditions/product-sales.aspx>
For more information, contact a CDW account manager

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INFORMAL QUOTES TABULATION FORM

Form version 7.23.2019



INSTRUCTIONS FOR COMPLETION:

- 1) Purchases between \$10,000 and \$49,999.99 require at least three (3) vendor quotes.
- 2) Vendor quotes must be in writing (i.e. Vendor Quotation form; Vendor email; Internet Quote, etc.).
- 3) All awards should be made to the vendor whose proposal offers the "best value" to Beaumont ISD.
- 4) Awards based on "best value" may consider various factors, including but not limited to:
 - (a) Price / Total Cost of Ownership, (b) Quality, (c) Availability, (d) Vendor/Product Reputation, (e) Vendor's Ability to Meet District Needs, (f) Client References, (g) Past Experience with Beaumont ISD, and/or (h) any other relevant factor that ensures best value to the District.
- 5) Upon consideration of all factors, if all quotes meet District needs, the award should be made to the lowest bidder.

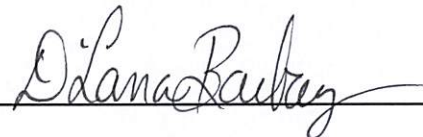
Informal Quote Tabulation Summary

All awards should be made based on "Best Value" to the District. Please write a short summary below of why the vendor was chosen or denied.

Vendor Name:	CIS of Southeast Texas	Quote Total:	\$30,000 per campus Communities in Schools of Southeast Texas/7 campuses
Summary:	We have used our Southeast Texas CIS for many years and have seen positive results. The cost per campus is \$30,000.		
Vendor Name:	CIS of Bay Area	Quote Total:	\$27,500 per campus Communities in Schools of Bay Area
Summary:	This CIS offers similar services but is not a local agency and we would prefer local service.		
Vendor Name:	CIS Greater Tarrant Count	Quote Total:	\$42,000 per campus Communities in Schools Greater Tarrant County
Summary:	This CIS offers similar services at a much higher cost so we would prefer to save funds and stay local.		

Vendor Selected: CIS of Southeast Texas

Name of Person Completing this Form: D'Lana Barbay

Signature: 

NOTE: THE COMPLETED & SIGNED TABULATION FORM AND COPIES OF ALL QUOTES MUST BE ATTACHED TO THE REQUISITION.



2020-2021 PROPOSAL

Date
Aug. 31, 2020

To
Beaumont ISD 3395 Harrison Avenue Beaumont, TX 77706 c/o Homer Elementary

Quantity	Description	Rate	Amount
1	<p>Placement of 1 full-time Communities In Schools of Southeast Texas Site Coordinator on 1 Beaumont ISD campus for the 2020-2021 academic year.</p> <p>1. Homer Elementary School – 1 FTE</p> <p>Service Description: CISSET is a thoroughly evaluated dropout prevention program with a foundation of integrated student support systems. CISSET will provide intensive case-management and family support to at-risk students during the academic year. The CIS model relies heavily on a three-tiered approach: school-wide prevention, targeted and individualized early intervention services.</p> <p>Tier I – Schoolwide or large group activity given to a group of students and others to address a schoolwide goal or need. Schoolwide prevention services are coordinated with campus administration to provide education and tools to prepare youth and families to make healthy and informed decisions.</p> <p>Tier II – Targeted services given to students and/or families/guardians with a common goal or need, commonly received in a group setting.</p> <p>Tier III – Intensive, individualized services typically provided in a one-on-one setting to a CIS enrolled student and/or a family/guardian to address a highly-specific need.</p> <p>Each campus listed above will have access to a Mental Health Professional (LPC, LMSW, LCSW and/or etc.) that will visit and provide mental health services on the campus at least once weekly through group and/or individual counseling.</p>	\$30,000	\$30,000
Balance Due		Total	\$30,000



2020-2021 PROPOSAL

Date
Aug. 31, 2020

To
Beaumont ISD 3395 Harrison Avenue Beaumont, TX 77706 c/o Pietzsch MacArthur Elem

Quantity	Description	Rate	Amount
1	<p>Placement of 1 full-time Communities In Schools of Southeast Texas Site Coordinator on 1 Beaumont ISD campus for the 2020-2021 academic year.</p> <p>1. Pietzsch MacArthur Elementary School – 1 FTE</p> <p>Service Description: CISSET is a thoroughly evaluated dropout prevention program with a foundation of integrated student support systems. CISSET will provide intensive case-management and family support to at-risk students during the academic year. The CIS model relies heavily on a three-tiered approach: school-wide prevention, targeted and individualized early intervention services.</p> <p>Tier I – Schoolwide or large group activity given to a group of students and others to address a schoolwide goal or need. Schoolwide prevention services are coordinated with campus administration to provide education and tools to prepare youth and families to make healthy and informed decisions.</p> <p>Tier II – Targeted services given to students and/or families/guardians with a common goal or need, commonly received in a group setting.</p> <p>Tier III – Intensive, individualized services typically provided in a one-on-one setting to a CIS enrolled student and/or a family/guardian to address a highly-specific need.</p> <p>Each campus listed above will have access to a Mental Health Professional (LPC, LMSW, LCSW and/or etc.) that will visit and provide mental health services on the campus at least once weekly through group and/or individual counseling.</p>	\$30,000	\$30,000
Balance Due		Total	\$30,000



2020-2021 PROPOSAL

Date
Aug. 31, 2020

To
Beaumont ISD 3395 Harrison Avenue Beaumont, TX 77706 c/o Vincent Middle School

Quantity	Description	Rate	Amount
1	<p>Placement of 1 full-time Communities In Schools of Southeast Texas Site Coordinator on 1 Beaumont ISD campus for the 2020-2021 academic year.</p> <p>1. Vincent Middle School – 1 FTE</p> <p>Service Description: CISSET is a thoroughly evaluated dropout prevention program with a foundation of integrated student support systems. CISSET will provide intensive case-management and family support to at-risk students during the academic year. The CIS model relies heavily on a three-tiered approach: school-wide prevention, targeted and individualized early intervention services.</p> <p>Tier I – Schoolwide or large group activity given to a group of students and others to address a schoolwide goal or need. Schoolwide prevention services are coordinated with campus administration to provide education and tools to prepare youth and families to make healthy and informed decisions.</p> <p>Tier II – Targeted services given to students and/or families/guardians with a common goal or need, commonly received in a group setting.</p> <p>Tier III – Intensive, individualized services typically provided in a one-on-one setting to a CIS enrolled student and/or a family/guardian to address a highly-specific need.</p> <p>Each campus listed above will have access to a Mental Health Professional (LPC, LMSW, LCSW and/or etc.) that will visit and provide mental health services on the campus at least once weekly through group and/or individual counseling.</p>	\$30,000	\$30,000
Balance Due		Total	\$30,000



2020-2021 PROPOSAL

Date
Aug. 31, 2020

To
Beaumont ISD 3395 Harrison Avenue Beaumont, TX 77706 c/o MLK Middle School

Quantity	Description	Rate	Amount
1	<p>Placement of 1 full-time Communities In Schools of Southeast Texas Site Coordinator on 1 Beaumont ISD campus for the 2020-2021 academic year.</p> <p>1. King Middle School – 1 FTE</p> <p>Service Description: CISSET is a thoroughly evaluated dropout prevention program with a foundation of integrated student support systems. CISSET will provide intensive case-management and family support to at-risk students during the academic year. The CIS model relies heavily on a three-tiered approach: school-wide prevention, targeted and individualized early intervention services.</p> <p>Tier I – Schoolwide or large group activity given to a group of students and others to address a schoolwide goal or need. Schoolwide prevention services are coordinated with campus administration to provide education and tools to prepare youth and families to make healthy and informed decisions.</p> <p>Tier II – Targeted services given to students and/or families/guardians with a common goal or need, commonly received in a group setting.</p> <p>Tier III – Intensive, individualized services typically provided in a one-on-one setting to a CIS enrolled student and/or a family/guardian to address a highly-specific need.</p> <p>Each campus listed above will have access to a Mental Health Professional (LPC, LMSW, LCSW and/or etc.) that will visit and provide mental health services on the campus at least once weekly through group and/or individual counseling.</p>	\$30,000	\$30,000
Balance Due		Total	\$30,000



2020-2021 PROPOSAL

Date
Aug. 7, 2020

To
Beaumont ISD 3395 Harrison Avenue Beaumont, TX 77706 c/o Martin Elementary

Quantity	Description	Rate	Amount
1	<p>Placement of 1 full-time Communities In Schools of Southeast Texas Site Coordinator on 1 Beaumont ISD campus for the 2020-2021 academic year.</p> <p>1. Martin Elementary – 1 FTE</p> <p>Service Description: CISSET is a thoroughly evaluated dropout prevention program with a foundation of integrated student support systems. CISSET will provide intensive case-management and family support to at-risk students during the academic year. The CIS model relies heavily on a three-tiered approach: school-wide prevention, targeted and individualized early intervention services.</p> <p>Tier I – Schoolwide or large group activity given to a group of students and others to address a schoolwide goal or need. Schoolwide prevention services are coordinated with campus administration to provide education and tools to prepare youth and families to make healthy and informed decisions.</p> <p>Tier II – Targeted services given to students and/or families/guardians with a common goal or need, commonly received in a group setting.</p> <p>Tier III – Intensive, individualized services typically provided in a one-on-one setting to a CIS enrolled student and/or a family/guardian to address a highly-specific need.</p> <p>Each campus listed above will have access to a Mental Health Professional (LPC, LMSW, LCSW and/or etc.) that will visit and provide mental health services on the campus at least once weekly through group and/or individual counseling.</p>	\$30,000	\$30,000
Balance Due		Total	\$30,000



2020-2021 PROPOSAL

Date
Aug. 7, 2020

To
Beaumont ISD 3395 Harrison Avenue Beaumont, TX 77706

Quantity	Description	Rate	Amount
2	<p>Placement of 2 full-time Communities In Schools of Southeast Texas Site Coordinator on 2 Beaumont ISD campus for the 2020-2021 academic year.</p> <ol style="list-style-type: none"> 1. Beaumont United High School – 1 FTE 2. West Brook High School – 1 FTE <p>Service Description: CISSET is a thoroughly evaluated dropout prevention program with a foundation of integrated student support systems. CISSET will provide intensive case-management and family support to at-risk students during the academic year. The CIS model relies heavily on a three-tiered approach: school-wide prevention, targeted and individualized early intervention services.</p> <p>Tier I – Schoolwide or large group activity given to a group of students and others to address a schoolwide goal or need. Schoolwide prevention services are coordinated with campus administration to provide education and tools to prepare youth and families to make healthy and informed decisions.</p> <p>Tier II – Targeted services given to students and/or families/guardians with a common goal or need, commonly received in a group setting.</p> <p>Tier III – Intensive, individualized services typically provided in a one-on-one setting to a CIS enrolled student and/or a family/guardian to address a highly-specific need.</p> <p>Each campus listed above will have access to a Mental Health Professional (LPC, LMSW, LCSW and/or etc.) that will visit and provide mental health services on the campus at least once weekly through group and/or individual counseling.</p>	\$30,000	\$60,000
Balance Due		Total	\$60,000



INFORMAL QUOTES TABULATION FORM

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- 3) All awards should be made to the vendor whose proposal offers the "best value" to Beaumont ISD.
- 4) Awards based on "best value" may consider various factors, including but not limited to:
 - (a) Price / Total Cost of Ownership, (b) Quality, (c) Availability, (d) Vendor/Product Reputation, (e) Vendor's Ability to Meet District Needs, (f) Client References, (g) Past Experience with Beaumont ISD, and/or (h) any other relevant factor that ensures best value to the District.
- 5) Upon consideration of all factors, if all quotes meet District needs, the award should be made to the lowest bidder.

Informal Quote Tabulation Summary

All awards should be made based on "Best Value" to the District. Please write a short summary below of why the vendor was chosen or denied.

Vendor Name:	NMSI	Quote Total:	\$35,000 per camp	National Math and Science Institute
Summary:	The NMSI agreement is for our "in-kind" costs for the 2.3 million dollar grant they awarded to the district for services on Beaumont United and WestBrook. We will receive services for all three years of the grant.			
Vendor Name:	EOS	Quote Total:	\$54,000 per year	Equal Opportunity Schools
Summary:	This program focuses on encouraging students to take AP but does not provide teacher training. It would be a three year program and the cost does not include "in-kind" expenditures. It also does not include a student support component for coursework.			
Vendor Name:	College Board	Quote Total:	\$545 per teacher	College Board AP Training Institutes
Summary:	College Board provides summer institute training but it does not include ongoing support nor support for students.			

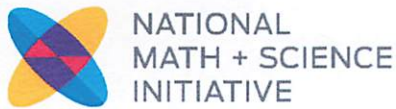
Vendor Selected: NMSI - National Math and Science

Initiative

Name of Person Completing this Form: D'Lana Barbay

Signature: *D'Lana Barbay*

NOTE: THE COMPLETED & SIGNED TABULATION FORM AND COPIES OF ALL QUOTES MUST BE ATTACHED TO THE REQUISITION.



AGREEMENT

National Math and Science Initiative College Readiness Program and Beaumont Independent School District

This Agreement is between National Math Science Initiative (“NMSI”) and Beaumont Independent School District (“the District”) for the purpose of implementing the National Math and Science Initiative’s College Readiness Program (“the Program”) in the following Schools:

- Beaumont United High School
- West Brook High School

SECTION 1. TERM:

The term of this Agreement shall commence on June 22, 2020 for School Years 2020-2023 and end on December 31, 2023 (the “Term”), subject to the terms of this Agreement.

SECTION 2. NMSI'S CORE BELIEFS

1. We believe **STEM education** is the greatest lever to **accessing opportunity** and is unmatched in unlocking **student potential**.
2. NMSI's mission is to advance STEM education to ensure **all students**, especially those **furthest from opportunity**, thrive and **reach their highest potential** as problem solvers and lifelong learners who pursue their passions and tackle the world's toughest challenges

See [Attachment A](#) for details about NMSI's primary programs.

SECTION 3 COMMITMENTS BY THE DISTRICT

The District agrees to implement the NMSI College Readiness Program (“CRP”) in accordance with this Agreement, to increase Advanced Placement® (“AP”) math, science, English, computer science, art, history, and Spanish enrollment and qualifying scores on AP® NMSI-supported course exams. To ensure Program success, the District agrees to take actions necessary to implement, achieve and maintain the strategies and goals set forth in this Agreement and [Attachments B, C, D, E, and F](#).

SECTION 3.1. OBLIGATIONS OF THE DISTRICT

1. The District agrees to pay NMSI \$210,000 over the three term years outlined in [Attachment F](#);
2. The District commits to maintain the quality of NMSI-supported AP courses by implementing the following program components:
 - a. Recruit, prepare, and support students in AP NMSI-supported courses through open access and the elimination of barriers to student enrollment;
 - b. Recruit and support highly qualified teachers. NMSI follows the US Department of Education’s definition of “highly qualified teachers,” which requires districts to provide evidence that their teaching

AGREEMENT

National Math and Science Initiative - College Readiness Program

Page 2 of 22

positions are filled by subject-matter experts who hold degrees and certifications in their subject areas;

- c. Recruit and appoint three to five team members to lead the initiative on behalf of the District. NMSI Partner School Director, School Site Coordinator, and one to three AP Leadership Team Members, depending on enrollment:
 - o NMSI Partner School Directors are the main point of contact for NMSI Program Managers and lead the initiative on behalf of the school. Responsibilities include participating in regular touchpoints with NMSI Program Managers and supporting school-based staff to ensure successful program implementation.
 - o School Site Coordinators are the main point of contact for NMSI Operations Coordinators and coordinate teacher training and student supports. Responsibilities include communicating with NMSI Operations Coordinators, distributing event registration links to teachers and students.
 - d. Ensure all NMSI-supported AP teachers to participate in 46 hours of professional learning, delivered in-person and online trainings;
 - e. District leadership will work with the NMSI Program Manager to implement a Family and Community Engagement strategy to engage students, families, and communities through direct service, coaching, and outreach;
 - f. Inform students, parents, and participating teachers that all students enrolled in NMSI-supported AP courses will be required to take the AP Exam;
 - g. Ensure that all students enrolled in NMSI-supported AP courses take the AP exam;
 - h. Ensure the District designated NMSI Partner School Director will collaborate with the NMSI Program Manager to develop and lead overall strategy and programmatic implementation;
 - i. Align the Master Schedule to allow for maximum student access to NMSI-supported AP courses;
 - j. Schedule all NMSI-supported AP courses as full year courses – no accelerated semester block courses;
 - k. Complete College Board course audits for all NMSI-supported AP courses during the fall semester of the current school year (NMSI preferred date - no later than October 31);
 - l. Report data to NMSI as requested and listed in [Attachment B](#);
 - m. Report course enrollment data to NMSI no later than September 15th each year in the program; and
 - n. Complete and submit NMSI School Success Plan by required date.
3. The District shall use reasonable efforts to do to the following:

AGREEMENT

National Math and Science Initiative - College Readiness Program

Page 3 of 22

- a. Promote Laying the Foundation (LTF) with non-AP 3rd - 12th grade teachers in the District, including participation in 27 hours of professional learning, delivered in-person and online trainings. LTF gives teachers the resources they need to raise expectations and develop advanced levels of thinking and learning. Teachers of grades 3-12 will gain access to content, culturally relevant strategies, vertically aligned materials and learning progressions necessary to prepare students for advanced coursework in high school and college;
- b. Promote and encourage participation for the leadership team to attend NMSI Leadership Development Training; and
- c. Promote and publicize NMSI's College Readiness Program to encourage demand, support and participation in the following ways:
 - i. Make the School community aware of the Program by way of PTA meetings, and inclusion in School publications, social media, and news media outreach;
 - ii. Notify its Program Manager and NMSI's Communications Team of upcoming community outreach in which the Program will be a topic;
 - iii. Use all appropriate logos, marks, and other identifying materials on all NMSI Program-related materials and communications;
 - iv. Refrain from altering or modifying any logos, marks, copyright notices, trademark notices, or other intellectual property of NMSI; and
 - v. All communication from the school system to program funder(s) flows through NMSI unless the school system had a working relationship with the funder(s) before joining NMSI's program.
4. The District shall strive to increase the number of NMSI-supported courses student enrollments and courses offered based on the *Growth Scenario* completed by the School as part of its Program application in [Attachment D](#).
5. The District shall pay for AP exam fees, pending reimbursement pursuant to this Agreement if eligible.
6. The District shall:
 - a. Provide and fund substitute days to allows NMSI-supported AP courses teachers to attend Program Training;
 - b. Provide and fund student transportation for in person student study sessions and/or provide reasonable internet access opportunities for students to attend online study sessions;
 - c. Provide facilities and custodial support for student study sessions; and
 - d. Provide adequate single-use supplies.
7. The District shall comply with NMSI Brand Standards as provided in [Attachment G](#). Public announcements regarding NMSI's College Readiness Program, including references in social media and school or district newsletters, must be coordinated with NMSI.
8. The District acknowledges that NMSI is the sole and exclusive owner of any instructional materials, training materials, and auxiliary media content distributed to the District either directly or by way of NMSI's online distribution channels and of all associated intellectual property registrations and copyright

AGREEMENT

National Math and Science Initiative - College Readiness Program

Page 4 of 22

protections. The District agrees that their engagement with NMSI under this Agreement shall not create any ownership or licensing rights in the District to any NMSI materials, and the District agrees not to claim any such rights to NMSI materials. The District agrees that teachers, principals, administrative staff, counselors, or volunteers will not reproduce any NMSI copyrighted materials in any form or by any electronic or mechanical means, or create any derivative works therefrom, without explicit written permission from NMSI. All input, corrections, improvements and ideas received by NMSI from the District and its personnel with respect to the programs and materials of NMSI are hereby assigned to NMSI and will be the sole property of NMSI to be utilized by NMSI without any compensation to the District or its personnel.

9. The District will endeavor to utilize professional development funds to expand Program access and participation beyond the funding committed elsewhere in this Agreement. The District makes no commitments about the level, if any, of additional funding that may be available for this use.
10. District does not waive or relinquish any immunity or defense on behalf of itself, trustees, officers, agents, employees (paid or volunteer) as a result of the execution of this Agreement and performance of the functions or obligations described herein.

SECTION 3.2. NONCOMPLIANCE

If, at any time, the District is not in compliance with the terms of this Agreement in the judgment of NMSI, NMSI will work directly with administrators and district-level leaders to determine appropriate interventions and implement plans for correction with ongoing monitoring and assistance. If such interventions do not effectively bring the District into compliance, NMSI reserves the right to place the District on probation, to discontinue programming, or to terminate this Agreement. If NMSI determines that a probationary period is appropriate, the District will receive a letter detailing terms and requirements of the probationary period. The District may then commit to the requirements of the probationary period or terminate the Agreement. Should NMSI decide to discontinue programming or terminate this Agreement under this paragraph, they shall provide thirty days written notice to the District.

SECTION 3.3. TERMINATION OF AGREEMENT BY DISTRICT

The District may terminate this Agreement for the next and subsequent school year(s) during the Term with written notice delivered to NMSI on or before **September 30 of each program year**. Upon delivery of termination notice, the obligations of the parties will continue through the end of the school year in which notice was given. Termination of this Agreement under this paragraph will not release the School and/or District's obligation to pay for services rendered pursuant to this Agreement through the end of the school year in which notice was given for which the School and District would otherwise have been obligated to pay.

Pursuant to Local Government Code Section 271.903, this Agreement is a commitment of the District's current revenue only, and the District retains the right to terminate this Agreement at the expiration of each budget period during the term of the Agreement should funds not be available. District will make best efforts to obtain and appropriate funds for this Agreement.

SECTION 4. COMMITMENTS BY NMSI

During the Term, NMSI agrees that it will:

AGREEMENT

National Math and Science Initiative - College Readiness Program

1. Apply funding to assist the District in implementing and operating the College Readiness Program ("CRP"). Funding is provided to the District, the Partner School Director, the Site Coordinator(s), NMSI-supported AP teachers, qualified students, and vendors to pay for eligible expenses, as identified in [Attachment E](#), subject to verification and approval by NMSI. NMSI reserves the right to modify, limit, or terminate services under this Agreement if funding is not available to fund actions under this Agreement.
2. Collaborate with the District to implement, manage, and report the results of the Program as outlined below:
 - a. Appoint a NMSI Program Manager to work with the District to set goals, monitor, and prepare for sustainment strategy;
 - b. Provide forms, data, and reports needed for the Program;
 - c. Advise Program schools in recruiting NMSI-supported AP course student and teachers;
 - d. Advise schools and districts on NMSI-supported course offerings and scheduling;
 - e. Assist the Partner School Director and/or AP Coordinator in providing the best testing environment for AP students;
 - f. Provide subject matter experts to support teachers and students;
 - g. Work directly with administrators to proactively address concerns;
 - h. Develop probation plans for struggling Program schools as appropriate; and
 - i. Train Teachers by:
 - vi. Funding support for Program NMSI-supported AP teachers to attend teacher training. Standard NMSI trainings include 46 hours of professional learning, delivered in-person and/or online. Depending on the District's needs, additional trainings might be included as a supplement to standard NMSI trainings; and
 - vii. Funding support for Program NMSI-supported AP teachers and/or grade 3 – 12 math, science, and English teachers to participate in NMSI's Laying the Foundation Program. This includes 27 hours of professional learning, delivered in person and online trainings., as approved by NMSI. These teachers will gain access to content, culturally relevant strategies, vertically aligned materials and learning progressions necessary to prepare students for advanced coursework in high school and college.
3. Provide reusable Course Supplies for NMSI-supported AP courses as approved by NMSI.
4. Support Student Study Sessions by providing:
 - a. Resources to conduct NMSI-supported AP course student study sessions over the course of the school year, online and/or in person as approved by NMSI; and
 - b. Planning and logistical support.

AGREEMENT

National Math and Science Initiative - College Readiness Program

Page 6 of 22

5. Reimburse the District, if NMSI provided funding allows reimbursement, for the NMSI-supported AP course examination fee expenses incurred for only the students enrolled in NMSI supported NMSI-supported AP courses. The School may seek reimbursement up to the budgeted amount listed as part of the Program. This amount, if allowed, will be calculated after any state or federal funding is applied toward the examination cost.
6. Awarding Annual Honorariums and Recognition to NMSI-supported AP course teachers, the Partner School District, and Site Coordinator based on participation requirements outlined in the "Acknowledgement of Participation" provided upon enrollment in NMSI's CRP portal or via the School Dashboard. Data requests are required for teacher and student recognition based on the 2020-2025 AP recognition period.
7. Support District efforts to promote and publicize the Program by:
 - a. Providing the School Principal, Partner School Director and any System-level media/public relations office with material that can be used to promote and publicize the Program, the participating School, Teachers, Students and their achievements.
 - b. Suggesting, supporting and/or participating in events such as PTA meetings, club and course-selection events and academic pep-rallies.
8. Consider modifying, additional, or alternate services based upon the District's performance of its commitments and undertaking pursuant to this Agreement in an effort to promote continuous improvement by the School. If NMSI determines, in its discretion, it is appropriate to materially modify or change the services contemplated by this Agreement, the School will receive a letter detailing the terms and requirements of the modified program. The School may then commit to the new requirements or terminate the Agreement.

SECTION 5. PROGRAM SCHEDULE OF SERVICES

Schedule of Services. [Attachment E](#) identifies the allocation of resources set aside for implementation of the Program at the School(s). The services listed in [Attachment E](#) are subject to change according to actual services rendered under this Agreement.

SECTION 6. ACCESS TO INFORMATION

1. For purposes of this Agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 ("FERPA"), the District hereby designates NMSI as a school official with a legitimate educational interest in the education records of students who participate in the Program to the extent that access to the records is required by NMSI. NMSI agrees to hold student information, including any personally identifiable information ("PII") or education records as those terms are defined under federal law, in strict confidence and warrants to District that it will use reasonable industry practices to establish and maintain adequate procedures to ensure the confidentiality and privacy of student PII and education records from unauthorized use or disclosure in violation of FERPA and not to use or disclose student PII or education records except as permitted or required by this Agreement or as required by law. NMSI further agrees not to use student PII or education records for any purpose other than the purpose for which the disclosure to NMSI was made.

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2. Parents, legal guardians, or eligible students may review personally identifiable information in the student's records and correct erroneous information by contacting the school or educational agency. School or District personnel shall have direct access to student data via the NMSI account login. NMSI will provide school or District with a copy of student data and shall modify and/or delete such data upon written request by the School. NMSI shall provide such student records and/or correct such errors within five (5) days of receipt of written notice. NMSI shall reasonably cooperate with the school or District in complying with this mandate. NMSI will allow inspection, review and amendment or changes to student data via an authorized request from a school, along with information on how a school may make such a request.
3. Email notifications will be sent to contracted entities if there are material changes to NMSI's Privacy Policy, available on our website.
4. NMSI will retain student records in accordance with FERPA guidelines to effectively deliver and assess the Program and Laying the Foundation. NMSI will request student PII, in accordance with FERPA, to effectively carry out NMSI's CRP and LTF elements during the term of the agreement. See [Attachment C](#) for NMSI's PII Data Policies.
5. A school has the right to review, have deleted, and/or refuse to permit further collection or use of the student's information. Schools may contact their Program Manager for data requests and more information regarding the consequences or implications for limitation of data use by NMSI.

SECTION 7. GENERAL PROVISIONS

1. Relationship of the Parties; No Third-Party Beneficiaries. NMSI is an independent non-profit corporation and, subject to the terms of this Agreement, shall have the sole right to supervise, manage, operate, control and direct the performance of the services to be provided by NMSI as an independent contractor pursuant to this Agreement. The personnel and staff of NMSI are employees of NMSI and shall not, for any purpose, be considered employees or agents of the School or the District. District is in no way responsible for carrying group life and health insurance, workers' compensation, or unemployment insurance for NMSI or any employee, contractor, or subcontractor of NMSI, or providing any other benefits associated with employment or full-time employment. The personnel and staff of the School and the District shall not, for any purpose, be considered employees or agents of NMSI. Nothing in this Agreement shall be deemed or construed to establish a joint venture, employer-employee, agent, agency or legal partnership relationship. NMSI shall not incur any liability for or assume responsibility for any debts or obligations of the District and shall not sign as a guarantor or co-signer on any instrument for the District. The agreement by and between the parties to this Agreement does not create a warranty or guarantee of any results or funding and is not intended to and does not create any right of any sort in any third party with respect to the representations, commitments, and obligations set forth herein. The only intended benefits of this Agreement are to the named Parties to the Agreement. The District, each School, and their respective personnel may not bind NMSI to any contract, agreement or obligation, and NMSI may not bind the District or the School to any contract, agreement or obligation.
2. Limitation of Liability. In no event will NMSI (i) be liable TO ANY PARTY for any incidental, consequential, special, punitive or exemplary damages FOR ANY MATTER ARISING OUT OF OR RELATED TO THIS AGREEMENT, and/or (ii) be liable in the aggregate under or as a result of this AGREEMENT for any amount in excess of the total amount paid to NMSI by the District under this AGREEMENT.

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3. In the event of a dispute regarding the meaning or effect of this Agreement, the parties agree to negotiate in good faith toward a resolution of their dispute while continuing to perform all undisputed provisions of this Agreement. Should they not be able to reach a negotiated resolution to their dispute, they agree that as a condition precedent to any court action seeking to construe or enforce this agreement that they will submit to non-binding mediation. The mediation shall take place in Jefferson County, Texas and will be conducted by a mediator mutually selected by the parties. If the parties are unable to agree to a mediator, each party shall submit a list of up to three names as a mediator along with curriculum vitae and costs associated with each name submitted. Each party will alternate in striking one name from the list until only one name remains. The remaining name will be the agreed upon mediator. The District will have the first opportunity to strike a name from the list. Prior to such mediation, the parties agree to provide to the mediator and each other party any information designated by the mediator as necessary or appropriate to conduct of the mediation. The cost of any such mediation, including mediator's fees, shall be paid one-half by the School and one-half by NMSI. No formal record shall be made of the mediation. In the event of any suit arising from this Agreement, venue shall be in Jefferson County, Texas. This Agreement shall be governed by the laws of the State of Texas, without regard to conflict of law principles.
4. In the event that one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions, and the Agreement shall be construed as if such invalid, illegal, or unenforceable provision had never been contained in it.
5. This Agreement may be supplemented, amended, or modified only by mutual agreement of the parties. No supplement, amendment, or modification of this Agreement shall be binding unless it is in writing and signed by all parties.
6. NMSI acknowledges that the District is subject to the Texas Public Information Act, and NMSI waives any claim against and releases from liability the District, its officers, employees, agents, and attorney's with respect to disclosure of information provided under or in this Agreement or otherwise created, assembled, maintained, or held by District or NMSI and determined by the District, the Attorney General of Texas, or a court of law to be subject to disclosure under the Texas Public Information Act.
7. This Agreement constitutes the sole agreement of the parties and supersedes any other oral or written understandings or agreements as they pertain to the Program.
8. No failure on the part of either party at any time to require the performance by the other Party of any term hereof shall be taken or held to be a waiver of such term or in any way affect such Party's right to enforce such term, and no waiver on the part of either party of any term hereof shall be taken or held to be a waiver of any other term hereof or the breach thereof.
9. If by reason of Force Majeure, either party shall be rendered unable wholly or in part to carry out its obligations under this Agreement, then such party shall give written notice of full particulars of Force Majeure in writing to the other party within a reasonable time after occurrence of the event or cause relied upon, and the obligation of the party giving such notice, so far as it is affected by such Force Majeure, shall be suspended during the continuance of the inability claimed, except such inability with all reasonable dispatch.

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National Math and Science Initiative - College Readiness Program

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The term Force Majeure as employed herein, shall mean acts of God, strikes, lockouts, or other industrial disturbances, act of public enemy, order of any kind of government of the United States or the State of Texas or any civil or military authority; insurrections; riots; epidemics; landslides; lightning; earthquake; fires; hurricanes; storms; floods; washouts; droughts; arrests; restraint of government and people; civil disturbances; explosions; breakage or accidents to machinery, pipelines or canals, or other causes not reasonably within the control of the party claiming such inability. It is understood and agreed that the settlement of strikes and lockouts shall be entirely within the discretion of the party having the difficulty, and that the above requirement that any Force Majeure shall be remedied with all reasonable dispatch shall not require the settlement of strikes and lockouts by acceding to the demands of the opposing party or parties when such settlement is unfavorable in the judgment of the party having difficulty.

10. Incorporation of Attachments. The following Attachments are incorporated into and made part of this Agreement completely, as if they were copied verbatim at the point of reference to said Attachment:

Attachment A: NMSI's Primary Programs

Attachment B: Authorization to Release District Performance Data

Attachment C: PII Data Policies

Attachment D: Growth Scenarios

Attachment E: Schedule of Services

Attachment F: Invoicing Schedule and Contact Information

Attachment G: NMSI Brand Standards

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IN WITNESS, WHEREOF, the parties have caused this Agreement to be executed on the dates set forth below. By signing, I certify that I am officially authorized to sign and execute on behalf of my institution.

Beaumont ISD

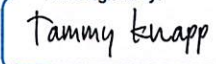
Signature: _____

Printed Name: _____

Title: _____

Date: _____

NATIONAL MATH AND SCIENCE INITIATIVE

Signature: DocuSigned by:
 _____
EFCC259BC921491...

Printed Name: Tammy Knapp _____

Title: Chief Financial Officer _____

Date: 8/12/2020 _____

Beaumont United High School

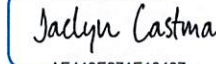
Signature: _____

Printed Name: _____

Title: Principal _____

Date: _____

NATIONAL MATH AND SCIENCE INITIATIVE

Signature: DocuSigned by:
 _____
AE449E271E10487...

Printed Name: Jaclyn Castma _____

Title: VP, Program Management,
Delivery & Operations _____

Date: 8/13/2020 _____

West Brook High School

Signature: _____

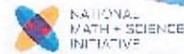
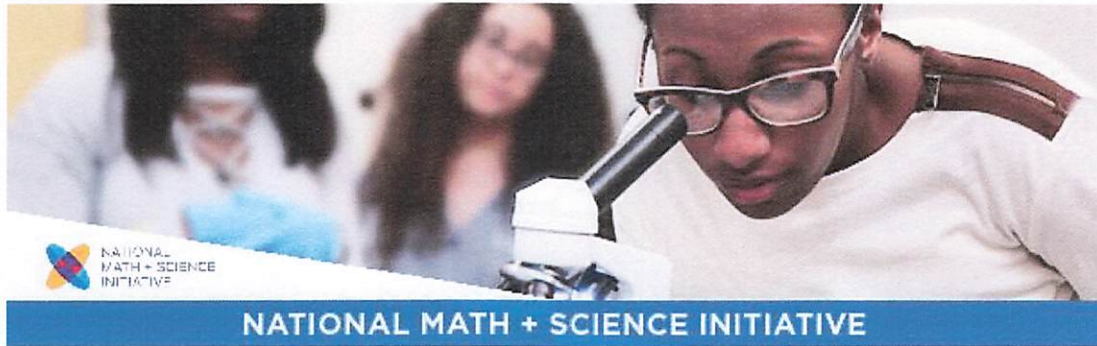
Printed Name: _____

Title: Principal _____

Date: _____

ATTACHMENT A

NMSI's Primary Programs



NATIONAL MATH + SCIENCE INITIATIVE



Tim Scott

Superintendent at Kiski Area School District, PA

"NMSI is much more than just an initiative. It truly represents a cultural shift that is providing students, especially students who are historically under-represented, access to high level courses and instruction."



Breanna Ramsey

Former Student at Cass Technical High School, MI

"I feel very prepared. With the combination of NMSI and my supportive teachers, I feel like I can go far."

Rethinking K-12 Education

NMSI transforms K-12 education by setting high standards, removing barriers, building on teachers' strengths and ensuring all students have the access, resources and support they need to excel in rigorous math, science, English and computer science education.

NMSI learns community needs by working directly with district and campus leaders, counselors, teachers, students and families to introduce proven solutions and help guide the way toward lasting success.



Early Exposure LAYING THE FOUNDATION

Equipping educators teaching grades 3-12 with classroom resources, hands-on training and best practices.



Pathway to College COLLEGE READINESS PROGRAM

Supporting school systems by increasing access to high-quality, rigorous AP courses, especially for students furthest from opportunity.



Reaching All Students MILITARY FAMILIES MISSION

Providing consistency in education across the country to ensure that high-mobility students can succeed in any school.



Prepping the Pipeline TEACHER PATHWAYS

Meeting the demand for qualified STEM teachers by creating multiple ways for subject experts to take on the classroom.

To date, NMSI's programs have impacted:

2 Million Students

65,000+ Teachers

1,400+ High Schools

45+ Universities



Next Steps

Contact your NMSI representative or email customerservice@nmsi.org to learn more.

How is your school doing?

Visit STEMOpportunityIndex.com to see how your school, district and state are performing in more than 100 indicators of STEM success.



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National Math and Science Initiative - College Readiness Program

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ATTACHMENT B**Authorization to Release District Performance Data**

Upon request, the District shall report to NMSI data necessary to measure Program results. Data is typically requested in the summer when AP results are known and requested at the start of each school year to obtain enrollment data. The District agrees to release data from its programs and services, as requested by NMSI, for all students who participated in, or were exposed to, the College Readiness Program and who indicated attendance at a secondary school within this District. The District can designate who will be sharing the data with NMSI. Class enrollment data and AP data to be released include:

- Course Name
 - Class Period
 - Course Duration
- Teacher
 - Name
 - Email
- Student
 - Name
 - District Identification number
 - Sample High School Identification number
 - Date of Birth
 - Gender
 - Ethnicity
 - Socio-Economic Status
 - Grade Level
 - AP Exam Results
 - Military Status

Upon request and when data is available, the District shall report to NMSI their AP outcome data from College Board annually. The District agrees to download their College Board student data file from the College Board portal and upload the College Board student data file to NMSI. The District will receive additional details on the process in writing from NMSI at the end of each school year. Failure to comply with these written instructions may result in withholding of Partner School Director honorariums.

Upon request, the District shall report to NMSI data necessary to measure LTF results. The District agrees to release data from its programs and services, as requested by NMSI, for all students whose teachers participated in LTF training as well as relevant comparison data. The District can designate who will be sharing the data with NMSI. Class enrollment data and state assessment data to be released include:

- Course Name
 - Class Period
 - Course Duration
- Teacher
 - Name
 - Email
- Student
 - Name

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National Math and Science Initiative - College Readiness Program

- District Identification number
- Date of Birth
- Gender
- Ethnicity
- Socio-Economic Status
- Grade Level
- State standardized test results for all applicable grades
- Military Status

The District agrees to comply with all state and federal privacy laws with respect to the collection and sharing of data described herein. Information will be released consistent with the Family Educational Rights and Privacy Act, Texas law and Beaumont District policy regarding the confidentiality of data. This authorization will include data for students graduating in 2020-2025.

Signature: _____

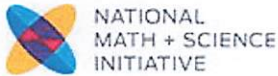
Name: _____

Title: _____

Date: _____

ATTACHMENT C

PII Data Policies



Summary

The federal Family Educational Rights and Privacy Act protects the privacy of student education records. NMSI is formally certified as meeting the mandates of FERPA via certification through iKeepSafe. In cooperation with schools in the College Readiness Program, NMSI collects information about students, including Personally Identifiable Information. NMSI uses the information to evaluate the efficacy of our programs, meet grantor reporting requirements and fulfill elements of the program related to awards for teachers, students and school program directors.

This document summarizes NMSI's policies and procedures in relation to protecting students' PII.

Policies

NMSI maintains clearly written policies explaining the data it collects, stores and transfers. Those policies include.

- [Privacy](#)
- Acceptable Use Policy
- BYOD policy
- IT Data Management Procedure
- Privacy and Confidentiality
- Security
- NMSI Student Data Flow
- Permission Release Letter – College Board to NMSI

Control of Data

- For the purpose of data security and adherence to FERPA, NMSI agrees that it is under the direct control of partner schools with regard to students' personally identifiable information
- NMSI maintains clear terms directing how students' personally identifiable information is treated at the end of its formal relationship with each school
- NMSI has a process to help schools respond to requests from parents or eligible students to inspect and review personally identifiable information
- NMSI claims no rights or licenses to use personally identifiable information for any purpose other than the delivery and functioning of its services in the manner for which it is intended for use by the school

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National Math and Science Initiative - College Readiness Program

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Choice and Disclosure

- NMSI services are designed to operate with minimal collection of student data to provide the intended service to the school
- NMSI does not share or otherwise transfer students' personally identifiable information or directory information to third parties for advertising or marketing purposes
- Where valid, NMSI uses aggregated anonymized data and de-identified metadata for such things as improving its services and conducting research to validate the efficacy of programs
- Third parties engaged to perform these functions are required to agree to adhere to NMSI's privacy policies and practices and are prohibited from using the data for any other purpose

Security

- Secure protocols are in place for delivery of student data from schools to NMSI
- Student data is stored securely
- Student data is maintained in a manner that allows a school access to the data for which it is authorized
- Internal access to students' sensitive data, including personally identifiable information, is allowed only for the operation of services and educational purposes. Such access is limited to authorized employees, and is revoked when the need no longer exists, or an authorized employee leaves the organization
- NMSI conducts background checks on all employees who have access to student data
- NMSI conducts regular security audits
- NMSI has practices for securely deleting personally identifiable information within a reasonable time after it is no longer needed by a school, when requested by a school or as otherwise noted per the stated terms of use or contractual agreement with a school
- Material changes to data security processes or protocols previously noted in the privacy policy are submitted to schools in advance of such changes

Third Party Service Providers

- NMSI discloses the presence of third-party service providers, such as analytics companies to school
- NMSI's agreements with third parties' detail NMSI's data privacy and security policies and expectations, and third parties are required to assure their ability to comply
- NMSI assesses the privacy and security policies and practices of third party service providers to ensure that they are capable of complying with NMSI guidelines and practices, including those related to ensuring the confidentiality, security and integrity of student data, as well as transfer of students' personally identifiable information to a school upon request or termination of an agreement and deletion of such data

Education

- NMSI completes Privacy training, including education on FERPA, annually with employees authorized to access student data

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National Math and Science Initiative - College Readiness Program
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ATTACHMENT D

Growth Scenarios

For grant supported courses only

BEAUMONT UNITED HIGH SCHOOL GROWTH SCENARIO

NMSI AP Courses	2018-19 Enrollment	2018-19 Exams Taken	2018-19 Qualifying Scores	2018-19 % of Exams Taken vs Enrollment	2018-19 % of Qualifying Scores vs Exams taken	2020-21 % of Exams Taken vs Enrollment	2020-21 % of Qualifying Scores vs Exams taken	# of Students Enrolled		Projected # of Students Earning Qualifying Scores		Projected Course Goals (Subject to Change) 2020-21
								CURRENT	PROGRAM	CURRENT	PROGRAM	
								2019-20	2020-21	2019-20	2020-21	
ENGLISH (E)												
Eng Lang	56	5	0	9%	0%	100%	25%	90	125	0	31	5
Eng Lit	62	6	0	10%	0%	100%	25%	46	100	0	25	5
Total English:	118	11	0	9%	0%			136	225	0	56	10
MATH (M)												
Calculus AB	68	22	1	32%	5%	100%	45%	27	75	0	34	6
Calculus BC						100%	0%	4				0
Comp Sci A						100%	25%	15	45		11	5
Comp Sci P	34	0	0	0%		100%	25%		75		19	5
Statistics	26	0	0	0%		100%	25%		25		6	5
Total Math:	128	22	1	17%	5%			46	220	0	70	21
SCIENCE (S)												
Biology	36	1	0	3%	0%	100%	25%	16	75	0	19	5
Chemistry												0
Env Science												0
Physics 1	17	0	0	0%								0
Physics 2												0
PhysC: E&M												0
PhysC: M						100%	25%	22	50		13	5
Total Science:	53	1	0	2%	0%			38	125	0	32	10
TOTAL MSE	299	34	1	11%	3%			220	570	0	158	41

Only numbers in red can be changed

For comparison, this is the NMSI projected first year growth goal based on baseline MSE qualifying scores.

Baseline	NMSI 2020-21 MSE Goal
1	17

2021-22 Expected G0 Growth

2022-23 Expected G2 Growth

22 Expected enrollment

27 Expected enrollment

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WEST BROOK HIGH SCHOOL GROWTH SCENARIO

NMSI AP Courses	2018-19 Enrollment	2018-19 Exams Taken	2018-19 Qualifying Scores	2018-19 % of Exams Taken vs Enrollment	2018-19 % of Qualifying Scores vs Exams taken	2020-21 % of Exams Taken vs Enrollment	2020-21 % of Qualifying Scores vs Exams taken	# of Students Enrolled		Projected # of Students Earning Qualifying Scores		Projected Course Goals (Subject to Change) 2020-21
								CURRENT	PROGRAM	CURRENT	PROGRAM	
								2019-20	2020-21	2019-20	2020-21	
ENGLISH [E]												
Eng Lang	91	30	21	33%	70%	100%	50%	87	96	20		27
Eng Lit	89	13	9	15%	69%	100%	50%	93	102	9	51	14
Total English:	180	43	30	24%	70%			180	198	29	51	41
MATH [M]												
Calculus AB	51	15	4	29%	27%	100%	50%	47	52	4	26	9
Calculus BC												0
Comp Sci A	30	0	0	0%		100%	50%	28	32	0	16	5
Comp Sci P		0	0	0%		100%	50%	0	31		16	5
Statistics	26	4	3	15%	75%	100%	50%	27	30	3	15	8
Total Math:	107	19	7	18%	37%			102	145	7	73	27
SCIENCE [S]												
Biology	48	12	9	25%	75%	100%	50%	42	47	8	24	14
Chemistry	23	7	6	30%	86%	100%	50%	31	36	8	18	13
Env Science												0
Physics 1												0
Physics 2												0
PhysC: E&M												0
PhysC: M												0
Total Science:	71	19	15	27%	79%			73	83	16	42	27
TOTAL MSE	358	81	52	23%	64%			355	426	52	166	95

Only numbers in red can be changed

For comparison, this is the NMSI projected first year growth goal based on baseline MSE qualifying scores.

Baseline	NMSI 2020-21 MSE Goal
52	104

2021-22 Expected QG Growth
 2022-23 Expected QG Growth

114 Expected enrollment
 126 Expected enrollment

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ATTACHMENT E**Schedule of Services**

The Program anticipated services to be given to the District participating Schools.

Teacher Trainings		
NMSI Service	Subjects	Description of Services
College Readiness Program (CRP) Teacher Training: <ul style="list-style-type: none"> Forty-six hours of professional learning, delivered in-person and/or online 	AP Calculus AB AP Calculus BC AP Statistics AP Computer Science P AP Computer Science A AP Biology AP Environmental Science AP Chemistry AP Physics 1, 2, E&M, Mech AP English Language AP English Literature AP Art AP History AP Spanish Language	Content specific AP teacher training, differentiated by subject, specifically for AP teachers which includes: <ul style="list-style-type: none"> Access to educative curricula and online Teacher Villages Heavily focused on subject content and AP success strategies All materials provided by NMSI NMSI appointed Program Manager
Laying the Foundation (LTF) Teacher Training: <ul style="list-style-type: none"> 27 hours of professional learning, delivered in-person and online trainings 	Math/Science (Grades 3-5) English/Social Studies (Grades 3-5) English (Middle School) Math (Middle School) Science (Middle School) English (High School) Math (High School) Biology (High School) Chemistry (High School)	LTF gives teachers the resources they need to raise expectations and develop advanced levels of thinking and learning. Teachers of grades 3-12 (non-AP) will gain access to content, culturally relevant strategies, vertically aligned materials and learning progressions necessary to prepare students for advanced coursework in high school and college

Leadership Summit

NMSI Service	Description of Services
Leadership Development: Eighteen hours of professional development for administrators, delivered online and/or in person	Workshop for principals, administrators, and counselors to: <ul style="list-style-type: none"> Discuss the role of dialogical coaching throughout CRP implementation Reflect on current access to AP within the leaders' districts and schools Explore ways that access might be expanded Create understanding around what an ideal NMSI/district partnership looks like Begin development of NMSI Strategic Action Plan

Student Supports

NMSI Service	Description of Services
---------------------	--------------------------------

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Student study supports, ongoing

AP course-specific synchronous and asynchronous supports available for students, including but not limited to:

- Live online tutorials
 - AP expert chats
 - On-demand modules, video tutorials, and online quizzes
-

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ATTACHMENT F

Invoicing Schedule and Contact Information

The District accepts financial responsibility for the School Program costs of \$210,000 over the 3 term years.

The District will be invoiced annually in September of each school year for the District Contribution listed below:

- 2020-2021: \$70,000 (to be invoiced September 2020)
- 2021-2022: \$70,000 (to be invoiced September 2021)
- 2022-2023: \$70,000 (to be invoiced September 2022)

Please provide the school/district contact information for the invoice processing:

- Name: _____
- Title: _____
- Email: _____
- Phone: _____
- Mailing Address: _____

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ATTACHMENT G

NMSI Brand Standards

BOILERPLATE LANGUAGE

About NMSI: The National Math and Science Initiative is a nonprofit organization dedicated to transforming math and science education in today's classrooms with proven, effective programs that can be replicated nationwide.

About the College Readiness Program (CRP): A comprehensive program that is dramatically increasing the number of students succeeding in rigorous coursework in math, science and English, while expanding access to traditionally underrepresented students.

About the Laying the Foundation Program (LTF): Hands-on professional development that is empowering educators of grades 3-12 with the strategies and resources they need to raise academic rigor in any curriculum and prepare students to think critically and creatively at advanced levels.

NAME AND LOGO USAGE GUIDELINES

National Math and Science Initiative

After introducing National Math and Science in body text, further references can then be shortened to NMSI.

NMSI can be referred to as a non-profit organization, not-for-profit organization, non-profit, or simply organization. Do not refer to NMSI as a company or business.

NMSI's College Readiness Program

The name for our comprehensive three-year program.

After introducing NMSI's College Readiness Program in body text, further references can then be shortened to NMSI's program, the College Readiness Program, or CRP.

NMSI's Laying the Foundation Program

The name of our teacher training program for grades 3-12 is NMSI's Laying the Foundation teacher training program is also acceptable.

After introducing NMSI's Laying the Foundation Program in body text, further references can then be shortened to NMSI's LTF program, the LTF program, or LTF.

LOGO

Use the NMSI logo only in the exact form provided by NMSI, without alteration or modification. Do not incorporate the NMSI logo into any other logo or add any images or text to the logo.

Maintain clear space around the NMSI logo. The minimum clear space for the NMSI logo should be the height of the letter "N". If placing another logo next to the NMSI logo, the minimum clearance should be the width of the word "MATH" in the NMSI logo.

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QUOTE ANALYSIS FORM

Form version 7.23.2019



INSTRUCTIONS FOR COMPLETION:

- 1) Vendor quotes must be in writing (i.e. Vendor Quotation form; Vendor email; Internet Quote, etc.).
- 2) All awards should be made to the vendor whose proposal offers the "best value" to Beaumont ISD.
- 3) Awards based on "best value" may consider various factors, including but not limited to:
 - (a) Price / Total Cost of Ownership, (b) Quality, (c) Availability, (d) Vendor/Product Reputation, (e) Vendor's Ability to Meet District Needs, (f) Client References, (g) Past Experience with Beaumont ISD, and/or (h) any other relevant factor that ensures best value to the District.
- 4) Upon consideration of all factors, if all quotes meet District needs, the award should be made to the lowest bidder.

Quote Analysis Summary

All awards should be made based on "Best Value" to the District. Please write a short summary below of each the vendor was chosen or denied.

Vendor Name:	Lakeshore	Quote Total:	\$64,937.25	Best meets our needs for Social Distancing and able to use later
Summary:				
Vendor Name:	Worthington Direct	Quote Total:	\$53,045.29	
Summary: Not the size preferred or long term function.				
Vendor Name:	Virco	Quote Total:	\$45,626.35	
Summary: Plastic and do not look as sturdy. Would not last long.				

Vendor Selected: Lakeshore Learning Materials

Selection Justification: Even though the bid is the highest, the tables are more versatile and sturdy for our Pre-K students and Social Distancing than the other companies offer.

Name of Person Completing this Form: Carolyn Little

Signature: 

NOTE: THE COMPLETED & SIGNED TABULATION FORM AND COPIES OF ALL QUOTES MUST BE ATTACHED TO THE REQUISITION.



QUOTE 10508

Lakeshore Learning Materials
2695 E. Dominguez Street Carson, CA 90895
(310) 537-8600 (800) 421-5354
FAX: (310) 900-2189
www.lakeshorelearning.com

Bill-to: 18375
BEAUMONT INDEPENDENT SCH DIST
PO BOX 672

Ship-to: 999999
SHIP TO

BEAUMONT TX 77704
(409) 899-9972
Billto Email: CLITTLE@BMTISD.COM

BEAUMONT TX 77704
CAROLYN LITTLE
Shipto Email:

Entry Date: 06/25/2020

Your Reference No.: QUOTE

Comment

DELIVER 7-10 BUSINESS DAYS ARO
PRICES GOOD FOR 90 DAYS

FOB DESTINATION:FREE SHIPPING
DISCOUNT REFLECTED IN PRICES.

PLEASE REFERENCE QUOTE NUMBER
10508 ON YOUR PURCHASE ORDER.

MARY HOBEL - QUOTE AGENT

PLEASE VERIFY SHIPPING ADDRESS
WHEN PLACING YOUR ORDER.

Line	Item	Qty	Description	Price	Extended
1	LC256	245	FLX-SPC MOBL WDG STNT DSK-GRAY	\$265.05	\$64,937.25
	Which consists of:				
1A	LCL23343	245	3EA 23-34IN TABLE LEGS-CASTERS	\$0.00	\$0.00
1B	LCG3024	245	TABLE, BOX, GUIDE FOR LC256	\$0.00	\$0.00

Subtotal: \$64,937.25
0.0% Tax: \$0.00
Freight Amount: \$0.00
Total: \$64,937.25

INFORMAL QUOTES TABULATION FORM

Form version 7.23.2019



INSTRUCTIONS FOR COMPLETION:

- 1) Purchases between \$10,000 and \$49,999.99 require at least three (3) vendor quotes.
- 2) Vendor quotes must be in writing (i.e. Vendor Quotation form; Vendor email; Internet Quote, etc.).
- 3) All awards should be made to the vendor whose proposal offers the "best value" to Beaumont ISD.
- 4) Awards based on "best value" may consider various factors, including but not limited to:
 - (a) Price / Total Cost of Ownership, (b) Quality, (c) Availability, (d) Vendor/Product Reputation, (e) Vendor's Ability to Meet District Needs, (f) Client References, (g) Past Experience with Beaumont ISD, and/or (h) any other relevant factor that ensures best value to the District.
- 5) Upon consideration of all factors, if all quotes meet District needs, the award should be made to the lowest bidder.

Informal Quote Tabulation Summary

All awards should be made based on "Best Value" to the District. Please write a short summary below of why the vendor was chosen or denied.

Vendor Name:	Renaissance Learning MyON	Quote Total:	\$152,312.48
Summary:	MyON offers over 10,000 digital books for grades PK-12; has its own app for KindleFire, Chromebook, iPad or any Smartphone; high quality publishers offered; TEKS aligned supporting resources and projects; over 250 books offered in Spanish; 98% are on Accelerated Reader		
Vendor Name:	Tumblebook Library	Quote Total:	\$48,000 Internet search - no formal quote obtained
Summary:	Not selected due to limited book selection - 540 books for PK-5; must install Flash to use it which opens district to viruses; no TEKS aligned resources; about 1/3 of the books are on Accelerated Reader; no Spanish library available		
Vendor Name:	RAZ Kids	Quote Total:	\$39,881 Internet search -no formal quote obtained
Summary:	Not selected due to limited book selection - 800 books for PK-6; minimal books on AR; students would access a separate quiz bank platform not tied to the screener; a percentage of books are in Spanish, depending on grade level		

Vendor Selected: Renaissance Learning MyON

Name of Person Completing this Form: D'Lana Barbay

Signature: *D'Lana Barbay*

NOTE: THE COMPLETED & SIGNED TABULATION FORM AND COPIES OF ALL QUOTES MUST BE ATTACHED TO THE REQUISITION.

RENAISSANCE®

Quote
2397925

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Beaumont Independent School District - 234989

Reference ID: 432710

3395 Harrison Ave
Beaumont, TX 77706-5009
Contact: Jenny Angelo - (409) 617-5000
Email: jangelo@bmtisd.com

Quote Summary

School Count: 22

Renaissance Products & Services Total	\$184,694.00
Applied Discounts	\$(32,381.52)
Shipping and Processing	\$0.00
Sales Tax	\$0.00
Grand Total	USD \$152,312.48

This quote includes: Renaissance myON Reader.

By signing below, you

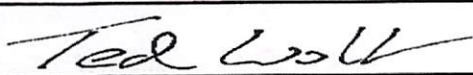
- agree that this Quote, any other quotes issued to you during the Subscription Period and your use of the Applications, the Hosting Services and Services are subject to the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R003981304GH3CB5.pdf> which are incorporated herein by reference;
- consent to the Terms of Service and License; and
- consent to the collection, use, and disclosure of the personal information of children under the age of 13 as discussed in the applicable Application Privacy Policy located at <https://www.renaissance.com/privacy-policy/>.

To accept this offer and place an order, please sign and return this Quote.

Renaissance will issue an invoice pursuant to this Quote on the Invoice Date you specify below. If no Invoice Date is listed, Renaissance will issue an invoice within 30 days from the date of this Quote. If your organization requires a purchase order prior to invoicing, please check the box below and issue your purchase order to the Renaissance address below no later than 15 days prior to the Invoice Date. Payment is due net 30 days from the Invoice Date.

If your billing address is different from the address at the top of this Quote, please add that billing address below.

Please check here if your organization requires a purchase order prior to invoicing: []

Renaissance Learning, Inc.	Beaumont Independent School District - 234989
	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
Date: 09/08/2020	Date:
	Invoice Date:

Mail: PO Box 8036, Wisconsin Rapids, WI 54495-8036
Fax: (877)280-7642
Email: electronicorders@renaissance.com
Phone: (877)444-3172

If changes are necessary, or additional information is required, please contact your account executive Alison Martinez at (715)424-3636 or Linda Bessmer at (713)581-8694 linda@muses3.com or Carl Franklin at (713)581-8694 carl@muses3.com, Thank You.

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Quote
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This quote is valid until 10/08/2020. All quotes and orders are subject to availability of merchandise. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax (TPT). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

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Quote
2397925

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Quote Details

Amelia Elementary School - 235010

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
myON Reader Tier 5	10/01/2020 - 09/30/2021	1	\$7,089.00	\$(1,276.57)	\$5,812.43
Oxford University Press: Dominos add-on Publisher	10/01/2020 - 09/30/2021	1	\$220.00	\$0.00	\$220.00
Candlewick: Grades 3-7 add-on Publisher	10/01/2020 - 09/30/2021	1	\$310.00	\$(55.82)	\$254.18
myON Classics for MS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
DK: Readers add-on Publisher	10/01/2020 - 09/30/2021	1	\$399.00	\$(71.85)	\$327.15
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Amelia Elementary School Total				\$(1,404.24)	\$6,613.76

Beaumont ISD Westbrook Senior High - 235006

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
myON Reader Tier 5	10/01/2020 - 09/30/2021	1	\$7,089.00	\$(1,276.57)	\$5,812.43
Lerner: High School add-on Publisher	10/01/2020 - 09/30/2021	1	\$325.00	\$(58.53)	\$266.47
myON Classics for MS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
myON Classics for HS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
myON Classics - Spanish	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
HMH: MS/HS add-on Publisher	10/01/2020 - 09/30/2021	1	\$132.00	\$0.00	\$132.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Beaumont ISD Westbrook Senior High Total				\$(1,335.10)	\$6,210.90

Beaumont United High School - 234973

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
myON Reader Tier 5	10/01/2020 - 09/30/2021	1	\$7,089.00	\$(1,276.57)	\$5,812.43
Saddleback Books: TERL (Teen Emergent Reader Library) add-on Publisher	10/01/2020 - 09/30/2021	1	\$1,800.00	\$(324.14)	\$1,475.86

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Quote
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Lerner: High School add-on Publisher	10/01/2020 - 09/30/2021	1	\$325.00	\$(58.53)	\$266.47
myON Classics for MS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
myON Classics for HS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
Saddleback Books: ELL/Newcomers add-on Publisher	10/01/2020 - 09/30/2021	1	\$600.00	\$(108.05)	\$491.95
myON Classics - Spanish	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
HMH: MS/HS add-on Publisher	10/01/2020 - 09/30/2021	1	\$132.00	\$0.00	\$132.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Beaumont United High School Total				\$(1,767.29)	\$8,178.71

Bingman Head Start Pre-K Center - 5420698

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
myON Reader Tier 4	10/01/2020 - 09/30/2021	1	\$7,089.00	\$(1,276.57)	\$5,812.43
Flowerpot: Early Learning add-on Publisher	10/01/2020 - 09/30/2021	1	\$850.00	\$(153.07)	\$696.93
Kindermusik add-on Publisher	10/01/2020 - 09/30/2021	1	\$450.00	\$(81.04)	\$368.96
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Bingman Head Start Pre-K Center Total				\$(1,510.68)	\$6,878.32

Blanchette Elementary School - 234967

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
myON Reader Tier 4	10/01/2020 - 09/30/2021	1	\$7,089.00	\$(1,276.57)	\$5,812.43
Oxford University Press: Dominos add-on Publisher	10/01/2020 - 09/30/2021	1	\$220.00	\$0.00	\$220.00
Candlewick: Grades 3-7 add-on Publisher	10/01/2020 - 09/30/2021	1	\$310.00	\$(55.82)	\$254.18
DK: Readers add-on Publisher	10/01/2020 - 09/30/2021	1	\$399.00	\$(71.85)	\$327.15
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Blanchette Elementary School Total				\$(1,404.24)	\$6,613.76

Caldwood Elementary School - 234990

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Quote
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Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
myON Reader Tier 4	10/01/2020 - 09/30/2021	1	\$7,089.00	\$(1,276.57)	\$5,812.43
Oxford University Press: Dominos add-on Publisher	10/01/2020 - 09/30/2021	1	\$220.00	\$0.00	\$220.00
Candlewick: Grades 3-7 add-on Publisher	10/01/2020 - 09/30/2021	1	\$310.00	\$(55.82)	\$254.18
myON Classics for MS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
DK: Readers add-on Publisher	10/01/2020 - 09/30/2021	1	\$399.00	\$(71.85)	\$327.15
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Caldwood Elementary School Total				\$(1,404.24)	\$6,613.76

Charlton-Pollard Elementary School - 234903

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
myON Reader Tier 3	10/01/2020 - 09/30/2021	1	\$7,089.00	\$(1,276.57)	\$5,812.43
Oxford University Press: Dominos add-on Publisher	10/01/2020 - 09/30/2021	1	\$220.00	\$0.00	\$220.00
Candlewick: Grades 3-7 add-on Publisher	10/01/2020 - 09/30/2021	1	\$310.00	\$(55.82)	\$254.18
myON Classics for MS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
DK: Readers add-on Publisher	10/01/2020 - 09/30/2021	1	\$399.00	\$(71.85)	\$327.15
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Charlton-Pollard Elementary School Total				\$(1,404.24)	\$6,613.76

Dishman Elementary School - 235007

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
myON Reader Tier 4	10/01/2020 - 09/30/2021	1	\$7,089.00	\$(1,276.57)	\$5,812.43
Oxford University Press: Dominos add-on Publisher	10/01/2020 - 09/30/2021	1	\$220.00	\$0.00	\$220.00
Candlewick: Grades 3-7 add-on Publisher	10/01/2020 - 09/30/2021	1	\$310.00	\$(55.82)	\$254.18
myON Classics for MS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
DK: Readers add-on Publisher	10/01/2020 - 09/30/2021	1	\$399.00	\$(71.85)	\$327.15
Professional Services					

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Quote
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Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Dishman Elementary School Total				\$(1,404.24)	\$6,613.76

Dr Mae Jones Clark Elementary School - 234925

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
myON Reader Tier 4	10/01/2020 - 09/30/2021	1	\$7,089.00	\$(1,276.57)	\$5,812.43
Oxford University Press: Dominos add-on Publisher	10/01/2020 - 09/30/2021	1	\$220.00	\$0.00	\$220.00
Candlewick: Grades 3-7 add-on Publisher	10/01/2020 - 09/30/2021	1	\$310.00	\$(55.82)	\$254.18
myON Classics for MS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
DK: Readers add-on Publisher	10/01/2020 - 09/30/2021	1	\$399.00	\$(71.85)	\$327.15
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Dr Mae Jones Clark Elementary School Total				\$(1,404.24)	\$6,613.76

Fletcher Elementary School - 234891

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
myON Reader Tier 2	10/01/2020 - 09/30/2021	1	\$7,089.00	\$(1,276.57)	\$5,812.43
Oxford University Press: Dominos add-on Publisher	10/01/2020 - 09/30/2021	1	\$220.00	\$0.00	\$220.00
Candlewick: Grades 3-7 add-on Publisher	10/01/2020 - 09/30/2021	1	\$310.00	\$(55.82)	\$254.18
myON Classics for MS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
DK: Readers add-on Publisher	10/01/2020 - 09/30/2021	1	\$399.00	\$(71.85)	\$327.15
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Fletcher Elementary School Total				\$(1,404.24)	\$6,613.76

Homer Drive Elementary School - 235018

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
myON Reader Tier 4	10/01/2020 - 09/30/2021	1	\$7,089.00	\$(1,276.57)	\$5,812.43
Oxford University Press: Dominos add-on Publisher	10/01/2020 - 09/30/2021	1	\$220.00	\$0.00	\$220.00

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Quote
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www.renaissance.com

Candlewick: Grades 3-7 add-on Publisher	10/01/2020 - 09/30/2021	1	\$310.00	\$(55.82)	\$254.18
myON Classics for MS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
DK: Readers add-on Publisher	10/01/2020 - 09/30/2021	1	\$399.00	\$(71.85)	\$327.15
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Homer Drive Elementary School Total				\$(1,404.24)	\$6,613.76

Lucas Pre-K Center - 234921

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
myON Reader Tier 2	10/01/2020 - 09/30/2021	1	\$7,089.00	\$(1,276.57)	\$5,812.43
Flowerpot: Early Learning add-on Publisher	10/01/2020 - 09/30/2021	1	\$850.00	\$(153.07)	\$696.93
Kindermusik add-on Publisher	10/01/2020 - 09/30/2021	1	\$450.00	\$(81.04)	\$368.96
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Lucas Pre-K Center Total				\$(1,510.68)	\$6,878.32

Marshall Middle School - 234987

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
myON Reader Tier 5	10/01/2020 - 09/30/2021	1	\$7,089.00	\$(1,276.57)	\$5,812.43
Saddleback Books: With Audio Support add-on Publisher	10/01/2020 - 09/30/2021	1	\$1,163.00	\$(209.43)	\$953.57
Little, Brown: James Patterson add-on Publisher	10/01/2020 - 09/30/2021	1	\$121.00	\$(21.79)	\$99.21
Oxford University Press: Dominos add-on Publisher	10/01/2020 - 09/30/2021	1	\$220.00	\$0.00	\$220.00
Lerner: High School add-on Publisher	10/01/2020 - 09/30/2021	1	\$325.00	\$(58.53)	\$266.47
Candlewick: MS/HS add-on Publisher	10/01/2020 - 09/30/2021	1	\$190.00	\$(34.21)	\$155.79
myON Classics for MS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
myON Classics for HS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
myON Classics - Spanish	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
HMH: Award Winners add-on Publishers	10/01/2020 - 09/30/2021	1	\$130.00	\$0.00	\$130.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00

RENAISSANCE®

Quote
2397925

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
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Marshall Middle School Total	\$(1,600.53)	\$7,637.47
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Martin Elementary School - 234943

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
myON Reader Tier 4	10/01/2020 - 09/30/2021	1	\$7,089.00	\$(1,276.57)	\$5,812.43
Oxford University Press: Dominos add-on Publisher	10/01/2020 - 09/30/2021	1	\$220.00	\$0.00	\$220.00
Candlewick: Grades 3-7 add-on Publisher	10/01/2020 - 09/30/2021	1	\$310.00	\$(55.82)	\$254.18
myON Classics for MS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
DK: Readers add-on Publisher	10/01/2020 - 09/30/2021	1	\$399.00	\$(71.85)	\$327.15
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Martin Elementary School Total				\$(1,404.24)	\$6,613.76

Martin Luther King Middle School - 234892

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
myON Reader Tier 4	10/01/2020 - 09/30/2021	1	\$7,089.00	\$(1,276.57)	\$5,812.43
Saddleback Books: With Audio Support add-on Publisher	10/01/2020 - 09/30/2021	1	\$1,163.00	\$(209.43)	\$953.57
Little, Brown: James Patterson add-on Publisher	10/01/2020 - 09/30/2021	1	\$121.00	\$(21.79)	\$99.21
Oxford University Press: Dominos add-on Publisher	10/01/2020 - 09/30/2021	1	\$220.00	\$0.00	\$220.00
Lerner: High School add-on Publisher	10/01/2020 - 09/30/2021	1	\$325.00	\$(58.53)	\$266.47
Candlewick: MS/HS add-on Publisher	10/01/2020 - 09/30/2021	1	\$190.00	\$(34.21)	\$155.79
myON Classics for MS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
myON Classics for HS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
myON Classics - Spanish	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
HMH: Award Winners add-on Publishers	10/01/2020 - 09/30/2021	1	\$130.00	\$0.00	\$130.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Martin Luther King Middle School Total				\$(1,600.53)	\$7,637.47

Odom Academy - 234969

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Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
myON Reader Tier 5	10/01/2020 - 09/30/2021	1	\$7,089.00	\$(1,276.57)	\$5,812.43
Saddleback Books: With Audio Support add-on Publisher	10/01/2020 - 09/30/2021	1	\$1,163.00	\$(209.43)	\$953.57
Little, Brown: James Patterson add-on Publisher	10/01/2020 - 09/30/2021	1	\$121.00	\$(21.79)	\$99.21
Oxford University Press: Dominos add-on Publisher	10/01/2020 - 09/30/2021	1	\$220.00	\$0.00	\$220.00
Lerner: High School add-on Publisher	10/01/2020 - 09/30/2021	1	\$325.00	\$(58.53)	\$266.47
Candlewick: MS/HS add-on Publisher	10/01/2020 - 09/30/2021	1	\$190.00	\$(34.21)	\$155.79
myON Classics for MS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
myON Classics for HS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
HMH: Award Winners add-on Publishers	10/01/2020 - 09/30/2021	1	\$130.00	\$0.00	\$130.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Odom Academy Total				\$(1,600.53)	\$7,637.47

Pietzsch-MacArthur Elementary School - 234976

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
myON Reader Tier 5	10/01/2020 - 09/30/2021	1	\$7,089.00	\$(1,276.57)	\$5,812.43
Oxford University Press: Dominos add-on Publisher	10/01/2020 - 09/30/2021	1	\$220.00	\$0.00	\$220.00
Candlewick: Grades 3-7 add-on Publisher	10/01/2020 - 09/30/2021	1	\$310.00	\$(55.82)	\$254.18
myON Classics for MS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
DK: Readers add-on Publisher	10/01/2020 - 09/30/2021	1	\$399.00	\$(71.85)	\$327.15
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Pietzsch-MacArthur Elementary School Total				\$(1,404.24)	\$6,613.76

Regina-Howell Elementary School - 234998

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
myON Reader Tier 4	10/01/2020 - 09/30/2021	1	\$7,089.00	\$(1,276.57)	\$5,812.43
Oxford University Press: Dominos add-on Publisher	10/01/2020 - 09/30/2021	1	\$220.00	\$0.00	\$220.00

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Candlewick: Grades 3-7 add-on Publisher	10/01/2020 - 09/30/2021	1	\$310.00	\$(55.82)	\$254.18
myON Classics for MS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
DK: Readers add-on Publisher	10/01/2020 - 09/30/2021	1	\$399.00	\$(71.85)	\$327.15
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Regina-Howell Elementary School Total				\$(1,404.24)	\$6,613.76

Roy Guess Elementary School - 235015

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
myON Reader Tier 4	10/01/2020 - 09/30/2021	1	\$7,089.00	\$(1,276.57)	\$5,812.43
Oxford University Press: Dominos add-on Publisher	10/01/2020 - 09/30/2021	1	\$220.00	\$0.00	\$220.00
Candlewick: Grades 3-7 add-on Publisher	10/01/2020 - 09/30/2021	1	\$310.00	\$(55.82)	\$254.18
myON Classics for MS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
DK: Readers add-on Publisher	10/01/2020 - 09/30/2021	1	\$399.00	\$(71.85)	\$327.15
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Roy Guess Elementary School Total				\$(1,404.24)	\$6,613.76

Sallie Curtis Elementary School - 235002

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
myON Reader Tier 3	10/01/2020 - 09/30/2021	1	\$7,089.00	\$(1,276.57)	\$5,812.43
Oxford University Press: Dominos add-on Publisher	10/01/2020 - 09/30/2021	1	\$220.00	\$0.00	\$220.00
Candlewick: Grades 3-7 add-on Publisher	10/01/2020 - 09/30/2021	1	\$310.00	\$(55.82)	\$254.18
myON Classics for MS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
DK: Readers add-on Publisher	10/01/2020 - 09/30/2021	1	\$399.00	\$(71.85)	\$327.15
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Sallie Curtis Elementary School Total				\$(1,404.24)	\$6,613.76

Smith Middle School - 234945

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Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
myON Reader Tier 4	10/01/2020 - 09/30/2021	1	\$7,089.00	\$(1,276.57)	\$5,812.43
Saddleback Books: With Audio Support add-on Publisher	10/01/2020 - 09/30/2021	1	\$1,163.00	\$(209.43)	\$953.57
Little, Brown: James Patterson add-on Publisher	10/01/2020 - 09/30/2021	1	\$121.00	\$(21.79)	\$99.21
Oxford University Press: Dominos add-on Publisher	10/01/2020 - 09/30/2021	1	\$220.00	\$0.00	\$220.00
Lerner: High School add-on Publisher	10/01/2020 - 09/30/2021	1	\$325.00	\$(58.53)	\$266.47
Candlewick: MS/HS add-on Publisher	10/01/2020 - 09/30/2021	1	\$190.00	\$(34.21)	\$155.79
myON Classics for MS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
myON Classics for HS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
HMH: Award Winners add-on Publishers	10/01/2020 - 09/30/2021	1	\$130.00	\$0.00	\$130.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Smith Middle School Total				\$(1,600.53)	\$7,637.47

Vincent Middle School - 235009

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
myON Reader Tier 4	10/01/2020 - 09/30/2021	1	\$7,089.00	\$(1,276.57)	\$5,812.43
Saddleback Books: With Audio Support add-on Publisher	10/01/2020 - 09/30/2021	1	\$1,163.00	\$(209.43)	\$953.57
Little, Brown: James Patterson add-on Publisher	10/01/2020 - 09/30/2021	1	\$121.00	\$(21.79)	\$99.21
Oxford University Press: Dominos add-on Publisher	10/01/2020 - 09/30/2021	1	\$220.00	\$0.00	\$220.00
Lerner: High School add-on Publisher	10/01/2020 - 09/30/2021	1	\$325.00	\$(58.53)	\$266.47
Candlewick: MS/HS add-on Publisher	10/01/2020 - 09/30/2021	1	\$190.00	\$(34.21)	\$155.79
myON Classics for MS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
myON Classics for HS	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
myON Classics - Spanish	10/01/2020 - 09/30/2021	1	\$0.00	\$0.00	\$0.00
HMH: Award Winners add-on Publishers	10/01/2020 - 09/30/2021	1	\$130.00	\$0.00	\$130.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Vincent Middle School Total				\$(1,600.53)	\$7,637.47

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INFORMAL QUOTES TABULATION FORM

Form version 7.23.2019

INSTRUCTIONS FOR COMPLETION:

- 1) Purchases between \$10,000 and \$49,999.99 require at least three (3) vendor quotes.
- 2) Vendor quotes must be in writing (i.e. Vendor Quotation form; Vendor email; Internet Quote, etc.).
- 3) All awards should be made to the vendor whose proposal offers the "best value" to Beaumont ISD.
- 4) Awards based on "best value" may consider various factors, including but not limited to:
 - (a) Price / Total Cost of Ownership, (b) Quality, (c) Availability, (d) Vendor/Product Reputation, (e) Vendor's Ability to Meet District Needs, (f) Client References, (g) Past Experience with Beaumont ISD, and/or (h) any other relevant factor that ensures best value to the District.
- 5) Upon consideration of all factors, if all quotes meet District needs, the award should be made to the lowest bidder.

Informal Quote Tabulation Summary			
All awards should be made based on "Best Value" to the District. Please write a short summary below of why the vendor was chosen or denied.			
Vendor Name:	Renaissance Learning	Quote Total:	\$269,893.96
Summary:	Provides screening assessments for Reading, Math, and Early Literacy - English and Spanish - K - 10th; ties to Accelerated Reader book quiz. It works with Chromebooks and Clever. Selected because it works with Spanish population and meets district goals for reading.		
Vendor Name:	NWEA MAPS Screener	Quote Total:	\$209,074 Internet Search - no formal quote obtained
Summary:	NWEA MAPS screens students in Grade K - 8 in reading and math. Not selected because Spanish is not offered, and it does not work well on Chromebooks. Screeners only, no additional book quiz program.		
Vendor Name:	Fastbrige Screener	Quote Total:	\$131,639 Internet Search - no formal quote obtained
Summary:	Screening tool for Reading, Math, and Social-Emotional Behaviors in grades K - 8; Computer-based and works with Clever. Not selected because Spanish nor AR is offered. Additional screener needed for phonemic awareness screening/assessments.		

Vendor Selected: Renaissance Learning

Name of Person Completing this Form: D'Lana Barbay

Signature: *D'Lana Barbay*

NOTE: THE COMPLETED & SIGNED TABULATION FORM AND COPIES OF ALL QUOTES MUST BE ATTACHED TO THE REQUISITION.

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Beaumont Independent School District - 234989

Reference ID: 432711

3395 Harrison Ave
Beaumont, TX 77706-5009
Contact: Jenny Angelo - (409) 617-5000
Email: jangelo@bmtisd.com

Quote Summary

School Count: 21

Renaissance Products & Services Total	\$313,221.25
Applied Discounts	\$(43,327.29)
Shipping and Processing	\$0.00
Sales Tax	\$0.00
Grand Total	USD \$269,893.96

This quote includes: Renaissance Accelerated Reader 360 and Renaissance Star 360.

To receive applicable discounts, all orders included on this quote must be received at the same time.

By signing below, you

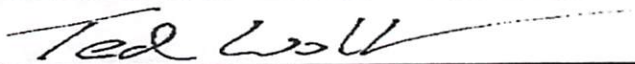
- agree that this Quote, any other quotes issued to you during the Subscription Period and your use of the Applications, the Hosting Services and Services are subject to the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R003981304GH3CB5.pdf> which are incorporated herein by reference;
- consent to the Terms of Service and License; and
- consent to the collection, use, and disclosure of the personal information of children under the age of 13 as discussed in the applicable Application Privacy Policy located at <https://www.renaissance.com/privacy-policy/>.

To accept this offer and place an order, [please sign and return this Quote.](#)

Renaissance will issue an invoice pursuant to this Quote on the Invoice Date you specify below. If no Invoice Date is listed, Renaissance will issue an invoice within 30 days from the date of this Quote. If your organization requires a purchase order prior to invoicing, please check the box below and issue your purchase order to the Renaissance address below no later than 15 days prior to the Invoice Date. Payment is due net 30 days from the Invoice Date.

If your billing address is different from the address at the top of this Quote, please add that billing address below.

Please check here if your organization requires a purchase order prior to invoicing: []

Renaissance Learning, Inc.	Beaumont Independent School District - 234989
	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
Date: 09/08/2020	Date:
	Invoice Date:

Mail: PO Box 8036, Wisconsin Rapids, WI 54495-8036
Fax: (877)280-7642
Email: electronicorders@renaissance.com
Phone: (877)444-3172

If changes are necessary, or additional information is required, please contact your account executive Alison Martinez at (715)424-3636, Thank You.

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This quote is valid until 10/08/2020. All quotes and orders are subject to availability of merchandise. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ("TPT"). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

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Quote Details

Beaumont Independent School District - 234989

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Data Integration Services					
Custom Data Integration Level 4 (1,501 - 15,000 Subscriptions) - Renewal	11/01/2020 - 10/31/2021	1	\$3,125.00	\$0.00	\$3,125.00
Beaumont Independent School District Total				\$0.00	\$3,125.00

Amelia Elementary School - 235010

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader 360 Subscription Renewal	11/01/2020 - 10/31/2021	590	\$10.10	\$(1,367.77)	\$4,591.23
Star 360 Subscription Renewal	11/01/2020 - 10/31/2021	590	\$14.25	\$(840.75)	\$7,566.75
Platform Services					
Annual All Product Renaissance Platform Renewal	11/01/2020 - 10/31/2021	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Amelia Elementary School Total				\$(2,208.52)	\$12,907.98

Beaumont ISD Westbrook Senior High - 235006

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Star 360 Subscription Renewal	11/01/2020 - 10/31/2021	1,150	\$14.25	\$(1,638.75)	\$14,748.75
Platform Services					
Annual All Product Renaissance Platform Renewal	11/01/2020 - 10/31/2021	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Beaumont ISD Westbrook Senior High Total				\$(1,638.75)	\$15,498.75

Beaumont United High School - 234973

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Star 360 Subscription Renewal	11/01/2020 - 10/31/2021	700	\$14.25	\$(997.50)	\$8,977.50

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Platform Services					
Annual All Product Renaissance Platform Renewal	11/01/2020 - 10/31/2021	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Beaumont United High School Total				\$(997.50)	\$9,727.50

Blanchette Elementary School - 234967					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader 360 Subscription Renewal	11/01/2020 - 10/31/2021	590	\$10.10	\$(1,367.71)	\$4,591.29
Star 360 Subscription Renewal	11/01/2020 - 10/31/2021	590	\$14.25	\$(840.75)	\$7,566.75
Platform Services					
Annual All Product Renaissance Platform Renewal	11/01/2020 - 10/31/2021	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Blanchette Elementary School Total				\$(2,208.46)	\$12,908.04

Caldwood Elementary School - 234990					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader 360 Subscription Renewal	11/01/2020 - 10/31/2021	540	\$10.10	\$(1,317.21)	\$4,136.79
Star 360 Subscription Renewal	11/01/2020 - 10/31/2021	540	\$14.25	\$(769.50)	\$6,925.50
Platform Services					
Annual All Product Renaissance Platform Renewal	11/01/2020 - 10/31/2021	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Caldwood Elementary School Total				\$(2,086.71)	\$11,812.29

Charlton-Pollard Elementary School - 234903					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader 360 Subscription Renewal	11/01/2020 - 10/31/2021	500	\$10.10	\$(1,276.81)	\$3,773.19
Star 360 Subscription Renewal	11/01/2020 - 10/31/2021	500	\$14.25	\$(712.50)	\$6,412.50

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Platform Services					
Annual All Product Renaissance Platform Renewal	11/01/2020 - 10/31/2021	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Charlton-Pollard Elementary School Total				\$(1,989.31)	\$10,935.69

Dishman Elementary School - 235007

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader 360 Subscription Renewal	11/01/2020 - 10/31/2021	515	\$10.10	\$(1,291.96)	\$3,909.54
Star 360 Subscription Renewal	11/01/2020 - 10/31/2021	515	\$14.25	\$(733.88)	\$6,604.87
Platform Services					
Annual All Product Renaissance Platform Renewal	11/01/2020 - 10/31/2021	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Dishman Elementary School Total				\$(2,025.84)	\$11,264.41

Dr Mae Jones Clark Elementary School - 234925

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader 360 Subscription Renewal	11/01/2020 - 10/31/2021	500	\$10.10	\$(1,276.81)	\$3,773.19
Platform Services					
Annual All Product Renaissance Platform Renewal	11/01/2020 - 10/31/2021	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Dr Mae Jones Clark Elementary School Total				\$(1,276.81)	\$4,523.19

Early College High School - 5999591

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Star 360 Subscription Renewal	11/01/2020 - 10/31/2021	215	\$14.25	\$(306.38)	\$2,757.37
Platform Services					
Annual All Product Renaissance Platform Renewal	11/01/2020 - 10/31/2021	1	\$750.00	\$0.00	\$750.00

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Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Early College High School Total				\$(306.38)	\$3,507.37

Fletcher Elementary School - 234891					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader 360 Subscription Renewal	11/01/2020 - 10/31/2021	435	\$10.10	\$(1,211.16)	\$3,182.34
Star 360 Subscription Renewal	11/01/2020 - 10/31/2021	435	\$14.25	\$(619.88)	\$5,578.87
Platform Services					
Annual All Product Renaissance Platform Renewal	11/01/2020 - 10/31/2021	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Fletcher Elementary School Total				\$(1,831.04)	\$9,511.21

Homer Drive Elementary School - 235018					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader 360 Subscription Renewal	11/01/2020 - 10/31/2021	570	\$10.10	\$(1,347.51)	\$4,409.49
Star 360 Subscription Renewal	11/01/2020 - 10/31/2021	570	\$14.25	\$(812.25)	\$7,310.25
Platform Services					
Annual All Product Renaissance Platform Renewal	11/01/2020 - 10/31/2021	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Homer Drive Elementary School Total				\$(2,159.76)	\$12,469.74

Marshall Middle School - 234987					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader 360 Subscription Renewal	11/01/2020 - 10/31/2021	890	\$10.10	\$(1,670.71)	\$7,318.29
Star 360 Subscription Renewal	11/01/2020 - 10/31/2021	890	\$14.25	\$(1,268.25)	\$11,414.25
Platform Services					
Annual All Product Renaissance Platform Renewal	11/01/2020 - 10/31/2021	1	\$750.00	\$0.00	\$750.00

RENAISSANCE®

Quote
2397741

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Marshall Middle School Total				\$(2,938.96)	\$19,482.54

Martin Elementary School - 234943

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader 360 Subscription Renewal	11/01/2020 - 10/31/2021	610	\$10.10	\$(1,387.91)	\$4,773.09
Star 360 Subscription Renewal	11/01/2020 - 10/31/2021	610	\$14.25	\$(869.25)	\$7,823.25
Platform Services					
Annual All Product Renaissance Platform Renewal	11/01/2020 - 10/31/2021	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Martin Elementary School Total				\$(2,257.16)	\$13,346.34

Martin Luther King Middle School - 234892

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader 360 Subscription Renewal	11/01/2020 - 10/31/2021	680	\$10.10	\$(1,458.61)	\$5,409.39
Star 360 Subscription Renewal	11/01/2020 - 10/31/2021	680	\$14.25	\$(969.00)	\$8,721.00
Platform Services					
Annual All Product Renaissance Platform Renewal	11/01/2020 - 10/31/2021	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Martin Luther King Middle School Total				\$(2,427.61)	\$14,880.39

Odom Academy - 234969

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader 360 Subscription Renewal	11/01/2020 - 10/31/2021	875	\$10.10	\$(1,655.56)	\$7,181.94
Star 360 Subscription Renewal	11/01/2020 - 10/31/2021	875	\$14.25	\$(1,246.88)	\$11,221.87
Platform Services					
Annual All Product Renaissance Platform Renewal	11/01/2020 - 10/31/2021	1	\$750.00	\$0.00	\$750.00

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Federal I.D. 39-1559474
www.renaissance.com

Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Odom Academy Total				\$(2,902.44)	\$19,153.81

Pietzsch-MacArthur Elementary School - 234976					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader 360 Subscription Renewal	11/01/2020 - 10/31/2021	900	\$10.10	\$(1,680.81)	\$7,409.19
Star 360 Subscription Renewal	11/01/2020 - 10/31/2021	900	\$14.25	\$(1,282.50)	\$11,542.50
Platform Services					
Annual All Product Renaissance Platform Renewal	11/01/2020 - 10/31/2021	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Pietzsch-MacArthur Elementary School Total				\$(2,963.31)	\$19,701.69

Regina-Howell Elementary School - 234998					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader 360 Subscription Renewal	11/01/2020 - 10/31/2021	730	\$10.10	\$(1,509.11)	\$5,863.89
Star 360 Subscription Renewal	11/01/2020 - 10/31/2021	730	\$14.25	\$(1,040.25)	\$9,362.25
Platform Services					
Annual All Product Renaissance Platform Renewal	11/01/2020 - 10/31/2021	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Regina-Howell Elementary School Total				\$(2,549.36)	\$15,976.14

Roy Guess Elementary School - 235015					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader 360 Subscription Renewal	11/01/2020 - 10/31/2021	560	\$10.10	\$(1,337.41)	\$4,318.59
Star 360 Subscription Renewal	11/01/2020 - 10/31/2021	560	\$14.25	\$(798.00)	\$7,182.00
Platform Services					
Annual All Product Renaissance Platform Renewal	11/01/2020 - 10/31/2021	1	\$750.00	\$0.00	\$750.00

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Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Roy Guess Elementary School Total				\$(2,135.41)	\$12,250.59

Sallie Curtis Elementary School - 235002

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader 360 Subscription Renewal	11/01/2020 - 10/31/2021	605	\$10.10	\$(1,382.86)	\$4,727.64
Star 360 Subscription Renewal	11/01/2020 - 10/31/2021	605	\$14.25	\$(862.13)	\$7,759.12
Platform Services					
Annual All Product Renaissance Platform Renewal	11/01/2020 - 10/31/2021	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Sallie Curtis Elementary School Total				\$(2,244.99)	\$13,236.76

Smith Middle School - 234945

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader 360 Subscription Renewal	11/01/2020 - 10/31/2021	560	\$10.10	\$(1,337.41)	\$4,318.59
Platform Services					
Annual All Product Renaissance Platform Renewal	11/01/2020 - 10/31/2021	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Smith Middle School Total				\$(1,337.41)	\$5,068.59

Vincent Middle School - 235009

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader 360 Subscription Renewal	11/01/2020 - 10/31/2021	850	\$10.10	\$(1,630.31)	\$6,954.69
Star 360 Subscription Renewal	11/01/2020 - 10/31/2021	850	\$14.25	\$(1,211.25)	\$10,901.25
Platform Services					
Annual All Product Renaissance Platform Renewal	11/01/2020 - 10/31/2021	1	\$750.00	\$0.00	\$750.00
Professional Services					

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Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Vincent Middle School Total				\$(2,841.56)	\$18,605.94

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Board Exhibit Cover Sheet

Meeting Date: September 17, 2020

Agenda Item/Exhibit Number: II.F.4.

Agenda Item Title: Consider and adopt Board Policy DBE (Local)

Cabinet Level Presenter(s): Dr. Shannon Allen

Additional Presenter(s): Derwin Samuels

Executive Summary: Currently, Texas law prohibits employment of a person that is related to board members or the superintendent by consanguinity within the third degree or by affinity within the second degree. Texas law does not address nepotism among employees. The proposed policy applies the nepotism provisions applicable to board members and the superintendent to BISD administrators. The policy prohibits BISD employees from supervising or evaluating a relative related by consanguinity within the third degree or by affinity within the second degree. Enclosed is a chart that reflects the level of relation. The policy will not impact employees hired or assigned prior to adoption the policy.

Recommendation: Adopt Board Policy DBE (Local)

Budget Impact* (if applicable): None.

Funding Source (if applicable):

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): N/A

Policy Reference (if applicable, list policy/regulation): DBE

Legal Review (if necessary, list attorney and firm): Sierra Fisher



Cabinet Level Presenter's Signature

9-1-2020

Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
NEPOTISM

DBE
(LOCAL)

EMPLOYING RELATED
EMPLOYEES

In all cases involving employment, fair and equitable hiring practices shall be observed. Persons responsible for employment decisions in the District shall avoid any act or practice that might be interpreted as preferential consideration shown a relative.

HIRING /
SUPERVISING FAMILY
MEMBERS

Administrators may not directly or indirectly supervise any employee who is related to them within the third degree of consanguinity or second degree of affinity. There should not be any circumstance where an administrator's relative is either hired to work or allowed to work in a program or division that falls underneath the said administrator's reporting authority. This provision does not apply to any employees hired or assigned prior to September 1, 2020.

ASSIGNMENT OF
RELATED EMPLOYEES

Members of the immediate family may teach and/or work in the same school, building, or worksite. However, because of the opportunity for conflicts to arise when members of the immediate family work on the same campus or at the same worksite, the District reserves the right to reassign an employee or restrict such employment. In all cases, one member of the immediate family shall not directly supervise and/or evaluate another immediate family member and/or be in the line of supervision to influence or affect the employment, promotion, salary administration, or other management or personnel transaction regarding the family member.

DEFINITION

For purposes of this policy, "immediate family" shall be defined as relation by the third degree of consanguinity or second degree of affinity consistent with interpretation of Texas Government Code section 573.002.

Parent or child (first degree)

Grandparent, grandchild, sibling (second degree)

Great grandparent, great grandchild, aunt, uncle, niece or nephew (third degree)

The provisions of the policy shall not apply to positions held by persons employed or assigned before the adoption date of this policy (September 2020) but will apply to all subsequent assignments or positions held by any such employee.

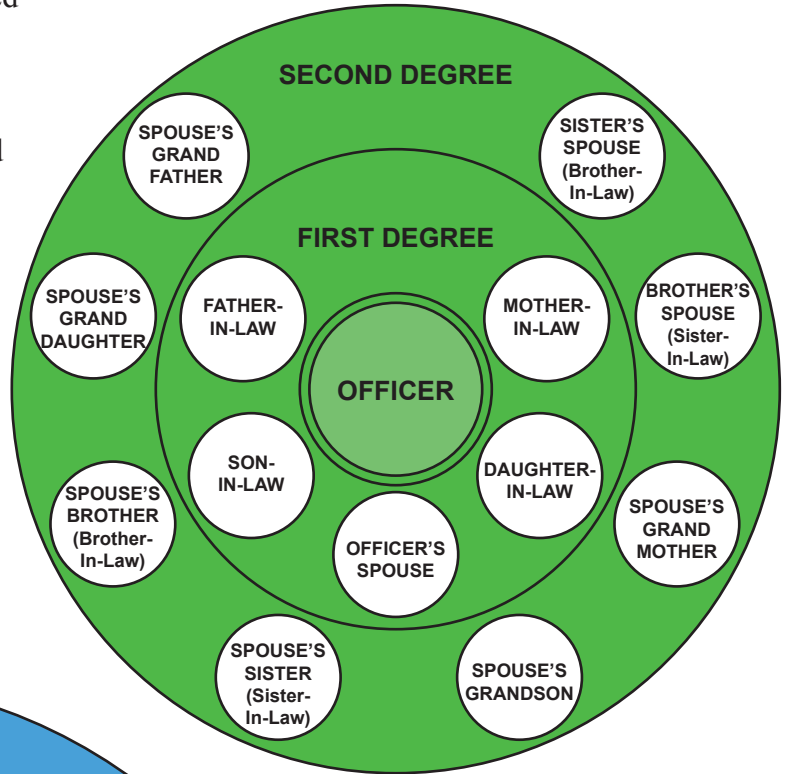
NEPOTISM CHART

The chart below shows:

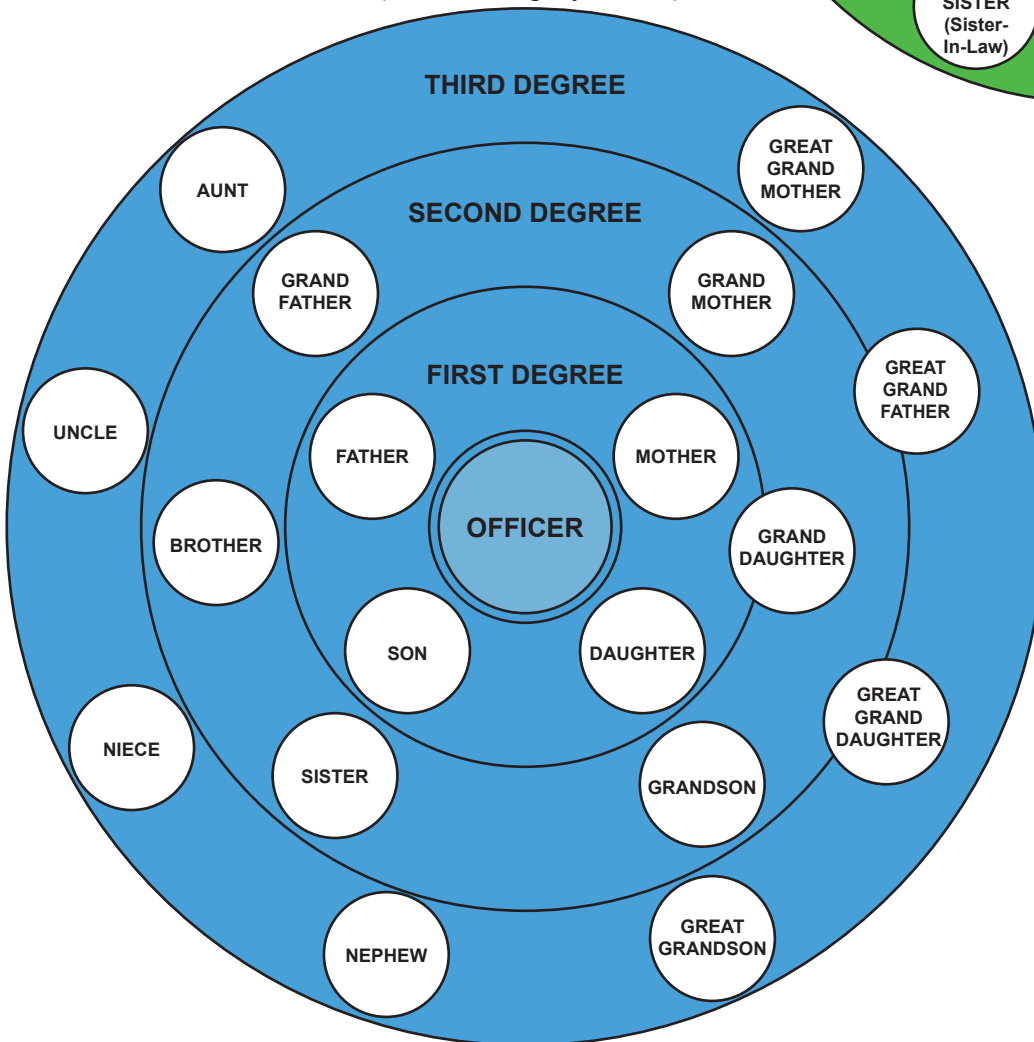
- **Affinity Kinship** (relationship by marriage)
- **Consanguinity Kinship** (relationship by blood)
for purposes of interpreting nepotism as defined in VTCA Government Code, Chapter 573, §§573.021 - .025

Also applicable to Conflict of Interest as outlined in Chapter 171 of the Local Government Code

Affinity Kinship
(Relationship by Marriage)



Consanguinity Kinship
(Relationship by Blood)





Board Exhibit Cover Sheet

Meeting Date: September 17, 2020

Agenda Item/Exhibit Number: **II.F.5.**

Agenda Item Title: District Instructional Material Adoption Committee

Cabinet Level Presenter(s): Dr. Anita Frank

Additional Presenter(s): Jenny Angelo & Dannette Menendez

Executive Summary: As mandated by the State Board of Education, BISD will participate this year in the adoption of instructional materials for English and Spanish prekindergarten systems. The adoption of materials under Proclamation 2021 is scheduled to occur in the fall of 2020. The adopted materials will be used in classrooms at the start of the 2021-2022 school year.

Recommendation: The Board approves the members of the District IMA Committee.

Budget Impact* (if applicable): Materials will be funded through IMA funds

Funding Source (if applicable): N/A

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): N/A

Policy Reference (if applicable, list policy/regulation): EFAA Local

Legal Review (if necessary, list attorney and firm): N/A

Anita Frank

_____	9/10/20
Cabinet Level Presenter's Signature	Date
_____	_____
*CFO Signature (required if there is a budget impact)	Date
_____	_____
General Counsel's Signature	Date



Office of Curriculum and Instruction
English/Language Arts & Reading Department

**Proclamation 2021: PK Textbook Adoption: Committee Member
 Recommendation**

Location	Committee Member	Position
Central Office	Dr. Anita Frank	Assistant Superintendent for Elementary Administration
Central Office	Randall Maxwell	Executive Director of Secondary Administration
Central Office	Dannette Menéndez	Instructional Materials District Coordinator
Admin. Annex	Jenny Angelo	Executive Director of Curriculum and Instruction
Admin. Annex	Denise Shaffer	Instructional Technology District Coordinator
Admin. Annex	Blanca Jones	Bilingual/ESL/Foreign Languages Director
Admin. Annex	María McClelland	Bilingual Coordinator
Admin. Annex	Kim Sleeper	Special Education Supervisor
Admin. Annex	Valerie Maclin	ECH Supervisor PK-2& District PK Primary Literacy Team Leader
Amelia	Stephanie Anderson	Lead Teacher-Veteran, Certified and HQ PK Teacher
Bingman	LaTonya Rigsby	Campus Literacy Leader-Curriculum Writer & District PK Primary Literacy Team
Charlton Pollard	Judy Pham	Reading Coach- District PK Primary Literacy Team
Dishman	Dana Dickerson	Lead Teacher-Veteran, Certified and HQ PK Teacher
Fletcher	Megan Griffin	Lead Teacher-PK 4 Curriculum Writer
Homer	Shanna Bolton	Lead Teacher-Veteran, Certified and HQ PK Teacher
Lucas	Crystal Gans	Lead Teacher-Curriculum Writer & District PK Primary Literacy Team
Lucas	Elimar Zamora	Bilingual Teacher
Lucas	Judith García	Bilingual Teacher
PMAC	Jasmine LeDay	Reading Coach-Curriculum Writer & District PK Primary Literacy Team
Regina Howell	Porcha Martin	Lead Teacher-Veteran, Certified and HQ PK Teacher



Board Exhibit Cover Sheet

Meeting Date: September 17, 2020

Agenda Item/Exhibit Number: **II.F.6.**

Agenda Item Title: Consider Disposal of Out of Adoption Instructional Materials

Cabinet Level Presenter(s): Dr. Anita Frank

Additional Presenter(s): Dannette Menendez

Executive Summary: According to TEA, districts can determine locally whether to recycle, sale, donate, or dispose of instructional materials that are no longer useful in the classroom. Specifically, the board shall determine how the district will dispose of discontinued printed instructional materials.

Recommendation: The Board approves the disposal of out of adoption instructional materials.

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): N/A

Policy Reference (if applicable, list policy/regulation): CMD Legal

Legal Review (if necessary, list attorney and firm):

Anita Frank

_____	_____
Cabinet Level Presenter's Signature	9/10/20 Date
_____	_____
*CFO Signature (required if there is a budget impact)	Date
_____	_____
General Counsel's Signature	Date



According to TEA, districts can determine locally whether to recycle, sell, donate, or dispose of instructional materials that are no longer useful in the classroom. Districts are not required to report the loss or sale of non-adopted materials (including out-of-adoption materials) or adopted or non-adopted materials purchased through the disbursement process to TEA.

Considering this portion of the Texas Education Code as explained below, the Instructional Materials Department requests permission from the board to dispose, sell, and recycle any surplus and/or out of adoption material assuring the best interest of the district. This petition shall be revisited by the board every new fiscal year to continue with this action.

Sec. 31.105. SALE OR DISPOSAL OF INSTRUCTIONAL MATERIALS AND TECHNOLOGICAL EQUIPMENT.

(a) The board of trustees of a school district or governing body of an open-enrollment charter school may sell printed instructional materials on the date the instructional material is discontinued for use in the public schools by the State Board of Education or the commissioner. The board of trustees or governing body may also sell electronic instructional materials and technological equipment owned by the district or school. Any funds received by a district or school from a sale authorized by this subsection must be used to purchase instructional materials and technological equipment allowed under Section 31.0211.

(b) The board of trustees of a school district or governing body of an open-enrollment charter school shall determine how the district or school will dispose of discontinued printed instructional materials, electronic instructional materials, and technological equipment.

(c) The board of trustees of a school district or governing body of an open-enrollment charter school may dispose of printed instructional material before the date the instructional material is discontinued for use in the public schools by the State Board of Education if the board of trustees or governing body determines that the instructional material is not needed by the district or school and the board of trustees or governing body does not reasonably expect that the instructional material will be needed. A district or school must notify the commissioner of any instructional material the district or school disposes of under this subsection.



Board Exhibit Cover Sheet

Meeting Date: September 17, 2020

Agenda Item/Exhibit Number: **II.F.7.**

Agenda Item Title: 2020-2021 T-TESS Certified Appraisers

Cabinet Level Presenter(s): Dr. Anita Frank

Additional Presenter(s): Randall Maxwell

Executive Summary: The District shall appraise teachers annually using the Texas Teacher Evaluation and Support System (T-TESS) in accordance with law and administrative regulations. Each year the Board shall approve a list of certified appraisers who can appraise a teacher in place of the teacher's supervisor.

Recommendation: The Board approves the 2020-2021 T-TESS Certified Appraisers

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): N/A

Policy Reference (if applicable, list policy/regulation): DNB Legal and Local

Legal Review (if necessary, list attorney and firm): N/A

Anita Frank

Cabinet Level Presenter's Signature

9/10/2020

Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date

**BEAUMONT INDEPENDENT SCHOOL DISTRICT
T-TESS CERTIFIED APPRAISERS
2020-2021**

Last Name	First Name	Role	Certification Status	Certification Year
Graham	Kristi	Assistant School Administrator	Certified	2020-2021
Marshall	Tara	Assistant School Administrator	Certified	2020-2021
Tripplett	Cheryl	School Administrator	Certified	2020-2021



Board Exhibit Cover Sheet

Meeting Date: September 17, 2020

Agenda Item/Exhibit Number: **II.F.8.**

Agenda Item Title: Approval to negotiate performance contracts

Cabinet Level Presenter(s): Anetra Cheatham

Additional Presenter(s):

Executive Summary: The district launched a Call for Quality Schools in May 2020 specifically for Dr. Martin Luther King, Jr. in response to the campuses school improvement status as a 4th year F rated campus. The Call for Quality Schools process includes the screening, interviewing and due diligence process for all applicants. The Application Review Committee has completed this phase of the process with the following actions:

- Application Review - July 2020
- Capacity Interviews & debrief - July 2020
- Due diligence phase – August 2020
- Formal committee recommendation to the Superintendent – September 2020

Recommendation: Review the Green Dot application and committee recommendation; approve moving forward with the negotiation of a performance contract for partnership with Beaumont ISD and Green Dot to operate Dr. Martin Luther King, Jr. Middle School in the 2021-2022 school year.

Budget Impact* (if applicable):

Funding Source (if applicable):

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): meets program assurances

Policy Reference (if applicable, list policy/regulation): N/A

Legal Review (if necessary, list attorney and firm):

Cabinet Level Presenter's Signature

9/10/20

Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date



Meeting Date: September 09, 2020
Presented by: Anetra Cheatham
Subject: Superintendent's Recommendation to Move Forward with Negotiations with Green Dot Public Schools

The Call for Quality Schools Application Review Committee presented recommendations to the Superintendent of all applicants for the 3rd Call for Quality Schools. The committee recommended that the Superintendent approve next steps and negotiations with Green Dot to operate the Dr. Martin Luther King, Jr. Middle School for the 2021-2022 school year. Superintendent Dr. Shannon Allen approved seeking Board approval to move forward with negotiations.

Shannon Allen

Superintendent

September 9 2020

Date

Anetra Cheatham,
Chief Innovation Officer
acheath@bmtisd.com
409-617-5280



Beaumont ISD

**2019-2020 Local Campus Partner
Application**

Applicant Information

Name of Applicant Organization	Green Dot Public Schools National (GDPSN)
Primary Contact Person	Chad Soleo
Mailing Address	1149 S. Hill Street, Ste #600 Los Angeles, CA 90015
Phone Number	323-565-1600
Email	csoleo@greendot.org

Names, current jobs and employers, and proposed roles of all persons on applicant team
(Add lines as needed)

Full Name	Current Job Title and Employer	Position with Proposed School
Chad Soleo	Chief Executive Officer, GDPSN	Chief Executive Officer, GDPSN
Megan Quaile	Chief Growth Officer, GDPSN	Chief Growth Officer, GDPSN
Ellen Lin	Chief Operating Officer, GDPSN	Chief Operating Officer, GDPSN
Sabrina Ayala	Chief Financial Officer Consultant, GDPSN	Chief Financial Officer Consultant, GDPSN
Abigail Pontzer Kamkar	Chief of Staff, GDPSN	Chief of Staff, GDPSN
Chrystie Edwards	Director of Academics, GDPSN	Director of Academics, GDPSN
Michael Garner	Director of Data Science & Analytics, GDPSN	Director of Data Science & Analytics, GDPSN
J. Omar Mahmud	General Counsel, GDPSN	General Counsel, GDPSN
Marina Grintsvayg	Associate Director of Strategic Planning, GDPSN	Associate Director of Strategic Planning, GDPSN

We plan to apply as a:

New Partner

Existing Partner

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?

Yes

No

If Yes, complete the table below (Add lines as needed)

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools or campuses scheduled to open in the United States in the next five years?

Yes

No

If Yes, complete the table below (*Add lines as needed*)

Planned School Name	City	State	Opening Date

School Information

NOTE: Complete this part for each school / campus included in this proposal. Duplicate as needed.

Proposed School / Campus Name	Opening Year	Grades: Year 1	Grades: At Capacity
King Middle School	2021	6, 7, 8	6, 7, 8
Proposed Location			
School District <i>Identify the school district in which the charter school will be located.</i>	Beaumont ISD		
Address of Identified Facility <i>If applicable.</i>	1400 Avenue A, Beaumont, Texas 77701		
Projected Student Enrollment Number			
			698
Projected Demographic Information	% FRL: 88%	% SpEd: 12.6%	% ELL: 34.5%
Model / Specialty <i>(Check all that apply)</i>			
<input type="checkbox"/> Alternative	<input type="checkbox"/> Career / Technical Ed.	<input type="checkbox"/> Military	<input type="checkbox"/> Montessori
<input type="checkbox"/> Arts	<input checked="" type="checkbox"/> College Prep	<input type="checkbox"/> Language Immersion	<input type="checkbox"/> STEM
<input type="checkbox"/> Blended Learning	<input type="checkbox"/> Other <i>(list):</i>	<input type="checkbox"/> Disability <i>(list):</i>	

Name of Proposed Principal	To be hired - see Attachment 8 for recruitment plan
Current Employment	N/A
Phone Number – Day	N/A
Phone Number – Evening	N/A
Email	N/A

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[1.c. History](#)

[ESP Management Plan and Legal Relationship](#)

[1. ESP Management Plan and Legal Relationship](#)

[Attachments](#)

[Attachment 3. Discipline policy](#)

[Attachment 4. Organizational charts](#)

[Attachment 5. Board documents](#)

[Attachment 7. Leadership team qualifications or role description](#)

[Attachment 8. School leader qualifications or role description](#)

[Attachment 9. Financial plan workbook](#)

[Attachment 10. Financial plan narrative](#)

[Attachment 11. Sample of instructional plans](#)

[Attachment 12. Video playlist](#)

[Supplemental Attachment 1. Experienced partner track record](#)

[Supplemental Attachment 2. Financial health](#)

Section 1 - School Overview

This section is not rated separately by the evaluators. It provides the evaluators with a reference for each of the other sections of the proposal, which will be assessed, in part, for the quality of alignment with the School Overview. Please reference page limit requirements on page 5 (Specifications).

Executive Summary (Limit: 4 Pages)

The Executive Summary should provide a concise overview of the proposed plan for the school; the outcomes you expect to achieve; the geographic and population considerations of the school environment; the challenges particular to those considerations; and the applicant team's capacity to successfully open and operate a high-quality school given the above considerations.

1. **Mission and Vision.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement describes how the school will operate and what success looks like for students. The mission and vision statement provide the foundation for the entire proposal, and taken together, should identify the students and community to be served and illustrate what success for students will look like.
2. **Educational Need and Anticipated Student Population.** Describe the anticipated student population, students anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and targeting this student population.
3. **Education Plan / Academic Model.** Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies, and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

1. Mission and Vision

Established 20 years ago, Green Dot Public Schools ("Green Dot") is a non-profit network of public charter schools, serving ~13,500 students in grades 6-12 across Los Angeles and Memphis, with an explicit mission to help transform public education so that ALL students graduate prepared for college, leadership, and life. The vision for each Green Dot school, including the proposed King Middle School (MS), is to prepare the college graduates needed to build and sustain pathways to prosperity in the community it serves. Green Dot schools are established on a collaborative and replicable model of strong and empowered leadership, highly effective teaching, a college-preparatory curriculum, meaningful community engagement, and the provision of comprehensive wraparound services to reduce non-academic barriers to learning. In Green Dot schools, where students typically enter in the lowest 10% of academic proficiency, advancing a student by a single grade level per year is not enough to ensure preparation for college, leadership, or life. We define highly effective teaching as the ability to accelerate student learning, thereby closing the gap in academic attainment outcomes between students in low-income communities and their more affluent peers. Green Dot works to ensure that those students who most need access to excellent teachers are consistently taught by the best in the profession. In placing high-quality responsive instruction at the heart of our model, we are committed to recruiting, training, and supporting the very best teachers to professional excellence. Green Dot empowers experienced and highly trained leaders to respond to the needs of students, teachers, and parents in creating collaborative learning environments and driving long-term improvement. Using a rigorous, state standards-aligned education program within a tight-knit school community where all stakeholders actively engage in the education process, Green Dot will provide a solid foundation for ALL King MS students to succeed.

The school will promote a college-going culture, modeling high expectations and creating growth opportunities that promote self-confidence and personal persistence while delivering a college-preparatory curriculum. In all classrooms, students will engage in thoughtful discussions, referencing evidence for persuasive argument, reading critically and

writing purposefully, and developing college readiness skills with appropriate individualized intervention and relevant differentiation. We will actively work to remove barriers to learning, and create a safe and welcoming campus in which all students and their families are respected and appreciated. We will provide a range of social and emotional learning tools, and health and wellness services in partnership with community-based organizations. We will seek out and build a network of diverse and positive adult mentors to broaden students' considerations for career pathways. We will actively engage parents as partners in their children's education, providing time and space for parent-teacher communication and conferencing, and facilitating monthly parent workshops. Green Dot provides adult education programming and self-advocacy training, equipping parents and community members to partner with public institutions to sustain policy and practices that meet neighborhood needs. All stakeholders play a role in the education process that supports students on the path to college.

2. Educational Needs and Anticipated Student Population

Based on data provided by Beaumont ISD (BISD), King Middle School serves a diverse student body that has demonstrated a need for academic and behavioral interventions.

Table 1.1: King MS, BISD, Green Dot Middle School (MS) California (CA), Green Dot MS Tennessee (TN) - Student Population

Group	Enrollment	% Economically Disadvantaged	% EL	% SPED	Black	Latino	White	Other
King MS	630	95%	22%	10%	59%	37%	3%	1%
BISD	18,360	84%	12%	8%	60%	25%	10%	5%
GD MS CA*	3,930	96%	21%	13%	16%	81%	1%	2%
GD MS TN*	980	100%	10%	10%	78%	19%	0%	3%

*GD serves students in the Los Angeles and Memphis areas. The network's data was disaggregated to highlight the different student populations in each region.

Table 1.2: King MS, BISD, Green Dot - Culture data, Proficiency data (18-19), Accountability ratings (18-19)

Group	Attendance	ISS	OSS	ELA	Math	Student Achievement	School Progress
King MS	91.7%	50%	37%	18%	23%	F	F
BISD	93.3%	23%	17%	31%	27%	D	C
GD CA	95.6%	1%	3%	**GD student achievement & accountability ratings differ based on state specific laws. Refer to Supplemental Attachment 1 (Experienced Partner Supplement)			
GD TN	93.3%	9%	12%				

Green Dot seeks to prove that it is possible to address pernicious discrepancies in access and opportunity between low-income students and their more affluent peers by purposefully locating schools in communities made up largely of low income families in need of high-quality educational partners and programs. The population of King MS is similar to Green Dot in California and Tennessee. As a result, we are well suited and experienced to provide the appropriate systems and support to substantially improve King MS in partnership with BISD, transforming it into the high-performing school the neighborhood deserves.

Based on King MS's student achievement data (see table 1.2), we anticipate a high need for additional intervention and support in both math and reading. While it is essential to address gaps in foundational content and critical skills, it must

not come at the expense of access to grade-level instruction. Accordingly, we plan to emphasize rigorous, state standards-aligned instruction, and curriculum implementation, while simultaneously utilizing iReady instructional resources, a research-based program which allows students to receive intentional and differentiated instruction in Reading and Math, rapidly closing gaps in learning. All students will use the LearnZillion curriculum in English Language Arts courses. This highly rated curriculum includes additional scaffolded supports for diverse learners, which is ideal given the English Learner and Special Education population. In Mathematics we plan to implement the Illustrative Mathematics curriculum, an inquiry-based approach to math that allows all students to access grade-level concepts without relying heavily on discrete prior knowledge. The curriculum allows students to engage in rigorous concepts through small groups, robust discussion, mathematical models, and ample opportunities for practice and application. This approach will support all learners, but especially those who have gaps in foundational mathematical concepts.

The non-academic challenges we anticipate are primarily related to school culture and change management. Developing a culture of high expectations - academically and behaviorally - begins with staff hiring and onboarding. Green Dot works diligently to recruit a diverse staff whose mindsets are aligned to our belief that ALL students can learn and succeed. Decisions and actions of the staff will reflect our Green Dot Core Values: *Unwavering belief in all students' potential; Passion for excellence; Personal responsibility; Respect for others in the community; Inclusion of all stakeholders in the education process.*

3. Education Plan / Academic Model

The school's education plan will emphasize the elements consistent across all Green Dot schools, while remaining responsive to King Middle School students to best meet their needs, making adjustments as necessary:

1. **Ensuring Quality Teaching and Instruction:** Teaching methods will focus on rigorous instruction, high school preparation, and intervention as needed.
2. **Cultivating a College-Going Culture:** The school will focus on building an early mindset of college-for-certain and developing an awareness of college as a future pathway. Students will be supported in ensuring they enroll in high school as a next step toward college.
3. **Eliminating Barriers to Instruction:** In addition to implementing the Response to Instruction and Intervention (RTI) process, the school will support students in overcoming academic barriers to learning through differentiation within the classroom and offering differentiated course options; social-emotional barriers to learning with wrap-around supports; and community-related barriers to learning with extensive family engagement opportunities and purposeful partnership with community-based organizations.
4. **Promoting Leadership and Life Skills:** The school will focus on development of character skills and will evolve to students taking on leadership roles including roles in afterschool and athletics programs, in student government, through the student ambassador program, through the School Advisory Council (SAC), and through external experiences for leadership development available through partnerships with community programs offering volunteer work and summer programs.

The school will operate on a block schedule, maximizing opportunities to build sustained learning and provide students with extended time for processing and applying knowledge. Based on formative and summative data, students requiring targeted intervention to address gaps in skill and content will receive individualized supports through a combination of individual and small group instruction. In the fall, students will take a diagnostic assessment in reading and math to determine grade level proficiencies. This will inform placement in intervention courses and be used to establish individual and schoolwide growth goals. In addition to the diagnostic assessment, students will take periodic content-based internal assessments (GDCAPs), as well as TEKS-based interim assessments to determine progress toward content mastery. Teachers and leaders will engage in a data collection, analysis, and action planning cycle to develop a professional development (PD) calendar in the early summer for the upcoming year and build coherent, consistent content for each session by pulling in relevant elements from the foundational resources. Teachers, administrators, and instructional leaders will review assessment data regularly to inform teacher coaching and

professional development needs. A non-negotiable of the school includes staff participation in professional development. Curriculum will be continuously adapted to ensure it meets the needs of the targeted student population through weekly collaboration by departments across schools led by a Curriculum Specialist. In this time, departments will review student work, discuss instructional adjustments that need to be made, conduct data-driven reflection and plan accordingly. Teachers in all grades will use the curriculum as a foundation for instruction and focus on using engaging pedagogical techniques to bring lessons to life.

Green Dot's academic model has proven to be successful in serving middle and high school students living in high need communities because it addresses the needs of the whole child, sets high expectations for all students, and emphasizes differentiation for every student regardless of where they are academically and social-emotionally.

Green Dot is an experienced partner in transformative educational environments. The U.S. Department of Education has featured Green Dot as a national leader in school turnarounds¹. Green Dot students are almost three times more likely to graduate than those attending traditional schools, achieving a level of success greater than state averages.

Green Dot transformation middle schools have achieved:

- Over 60% average reduction in school suspensions
- 75% of Green Dot Middle School students have reported feeling safe at school
- 70% of students and over 85% of parents recommending the school to a friend
- Over 20% percentile increase in reading and math on state assessments in CA
- Overall school rating from Level 1 (lowest) to Level 5 (highest) based on student growth in TN

4. Leadership and Governance

List the current members of the school's proposed leadership team and governing board, including their roles with the school and their current professional affiliations.

Add lines to the following table, as needed. Do not list members of the applicant team who will not have an official leadership role with the school going forward, such as consultants.

Full Name	Current Job Title and Employer	Position with Proposed School
To be recruited - see Section 3.10.A for recruitment plan		Executive Director
		Director of Human Capital
		Director of Advancement
To be recruited - see Attachment 8 for recruitment plan		Principal
If selected as Beaumont ISD's partner operator, GDPSN plans to file to form a new 501(c)(3) in Texas with a governing board that includes local stakeholders. See Section 3.8.e for recruitment plan		Governing Board

¹ United States, Department of Education. (2011). www.ed.gov/labor-management-collaboration/conference/green-dot-public-schools

Enrollment Summary (Limit: 2 Pages)

- Complete the table below, illustrating the growth plan for the school. Indicate the school year (e.g., for Year 1, change 20xx to 2020) for each column.

Note: Remove any rows for grades the school will not serve.

Grade Level	Number of Students					
	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026	At Capacity 2023
6	215	215	215	215	215	215
7	205	205	205	205	205	205
8	220	195	195	195	195	195
TOTAL	640	615	615	615	615	615

- Then, briefly describe the rationale for the number of students and grade levels served in Year 1 and the basis for the growth plan as outlined in the table.

The enrollment assumptions are based on information provided by BISD staff. In SY19-20, King MS had approximately 690 total students enrolled. The school expects to lose 25 students per year for 3 years (SY20-21, SY21-22, SY22-23) due to the expansion of Pietzsch-MacArthur ES to serve grades 6-8. King MS will reach steady-state enrollment in SY22-23 with approximately 615 total students.

Section 2 – Educational Program

A strong Educational Program is coherent overall and aligned internally with the school's mission and vision, Operations Plan, and Financial Plan.

Curriculum and Instructional Design

1. Provide evidence of the following:

- a. A guaranteed and viable curriculum aligned to state standards (when applicable) that includes a scope and sequence for each grade level and/or content area;
- b. A plan and calendar for providing ongoing professional development to all instructional staff at the campus related to implementation of curriculum and instructional materials;
- c. A framework for a rigorous, quality instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed the expectations of Texas state standards;
- d. Sound instructional strategies that incorporate rigorous, high-quality experiences that promote critical-thinking skills and an explanation of why they are well-suited for the targeted student population;
- e. Effective methods and systems for providing differentiated instruction to meet the needs of all students and plans to utilize an RTI model to identify and serve students with learning gaps;
- f. A plan to maximize instructional time through consistent, efficient, and visible structures; and
- g. A sound base for the proposed educational program in research, theory, and/or experience, including that it is likely to be rigorous, engaging, and effective for the anticipated student population.

1.a. Curriculum

Curriculum for King Middle School (MS) has been selected based on: Alignment to standards, quality and rigor, alignment to Green Dot's vision and reflects Beaumont ISD (BISD) values and needs.

Subject	Curriculum	Alignment to standards: TEKS	Quality & Rigor: Supports college readiness skills	Alignment to GD and BISD values: ALL children will learn
English	LearnZillion	Includes highly structured units with a balance of informational and literary texts, aligned to the newly implemented English language arts TEKS in SY20.	Received high scores on all EdReports criteria (text quality, building knowledge, alignment rating, and usability rating). Shown strong results for our current middle school students.	Includes a guide for diverse learners, which provides instructional scaffolds for students with gaps in skills, without reducing the rigor required by the standards.
Math	Illustrative Math	Network Curriculum Specialists will work with teachers to customize units to meet TEKS specific requirements (i.e. add supplemental content, remove misaligned units, etc.) to ensure student success on STAAR assessments.	Received high scores on all EdReports criteria (focus & coherence, rigor & mathematical practices, alignment rating, usability rating).	Particularly effective at providing all students access to rigorous math concepts without relying heavily on students' discrete pre-requisite knowledge. We have been using this curriculum in all of our middle schools and have seen increased student engagement and promising achievement results.
Intervention (Reading, Writing & Math)	iReady (Curriculum Associates)	Through <i>Ready Texas Mathematics</i> , <i>Ready Reading</i> , and <i>Ready Texas Writing</i> , learners of all levels become active participants in their own	Uses a problem solving-based approach that builds conceptual understanding through reasoning, practice, and productive discussion	Supports teachers in differentiating instruction for small groups and individuals, with strategic scaffolds that help all students to receive the instruction they need to

		learning, fortified by deep knowledge and reasoning skills that stay with them in their years ahead.	using real-world scenarios. The blended learning math curriculum has been top-rated by EdReports.	build their confidence and grow.
Science	Houghton Mifflin Harcourt (HMH): Science Fusion	We understand that the current science TEKS are under review (for anticipated implementation in SY24) and will continue to adapt our materials accordingly to align with any changes.	STEM opportunities include real-world challenges, hands-on activities, and people in science profiles inspire students to start thinking about pursuing their own STEM careers.	Multiple formats of accessing texts, including audio and digital lessons. Labs support every learner in print and online with three levels of scaffolded differentiation. Also includes text that is available in a range of Lexile levels.
Social Studies	Savvas (formerly known as Pearson K12) text resources	Pearson's new Social Studies programs cover 100% of the TEKS, ELPS and college and Career Readiness standards.	Network Curriculum Specialists will use resources from Active Classroom to enhance instructional units through the use of primary texts.	Motivating, hands-on activities and real-life stories and connections with flexible delivery options enhance learning and increase access for students at all levels.

Green Dot has adapted pacing guides, instructional materials, and assessments for each course/grade level. A sample of these instructional plans from our existing regions has been included as [Attachment 11](#) for reference. We would use the curriculum outlined above to create or adapt instructional guides aligning with TEKS.

1.b. Professional development

Planning units of instruction for students in a classroom helps build cohesion and deepens their thinking and learning. Similarly, planning professional development (PD) to cover a few strategic units throughout a school year establishes continuity in learning and allows more time for practice and refinement of new skills. Ultimately, this leads to increasing effective implementation of new learning. PD is held twice weekly for 45-60 minutes, depending on staff needs. Twice a month, teachers focus on content/department specific PD through purposeful collaboration. An outline of a quarterly PD calendar is listed below along with a table of session descriptions:

	PD Day 1	PD Day 2
Week 1	Introduction to PD Unit: to provide teachers with an overarching view of the unit, build investment and facilitate the initial "input" of this PD Unit cycle.	Content Collaboration - Looking forward (instructional planning): Grade level and content specific groups collaborate to share best practices, co-plan, and anticipate student needs.
Week 2	Deeper Input, Planning, Processing, & Implementation Planning: This session should add new 'layers' of learning onto the topic, pushing teacher's thinking.	Refinement Pt 1 (w/teacher leadership teams): Connect relevant aspects of the PD unit to the targeted areas of focus of the teacher leadership teams by sharing data with staff.
Week 3	Refinement Pt 2 (w/teacher leadership teams): Allows teachers to explore the nuances of the unit focus from the lens of various teacher leadership teams.	Content Collaboration - Looking back (instructional analysis & reflection). Grade level and content specific groups collaborate to analyze student work and/or assessment data.
Week 4	Refinement Pt 3 (w/teacher leadership teams)	Deeper input (w/teacher PLC groups) Practice new learning with colleagues
<i>At this point during the PD unit, teachers form PLC groups based on data and continue the learning cycle.</i>		
Week 5	Deeper input (w/teacher PLC groups)	Content Collaboration - Looking forward

		(instructional planning)
Week 6	Refinement (w/teacher PLC groups)	Refinement (w/teacher PLC groups)
Week 7	Refinement (w/teacher PLC groups)	Content Collaboration - Looking back
Week 8	Midterm preparation: Gradebook analysis, prep for parent conferences	Unit Closure - Showcase learning, show evidence of improved practice.
Week 9	Unit Closure - Teachers should walk away from this PD with increased confidence, and excitement for the upcoming PD unit	Content Collaboration - Looking forward (Unit launch to prepare curriculum internalization of next unit).

1.c. Instructional design

The school's academic model will emphasize the elements consistent across all Green Dot schools to ensure King MS students are prepared for college, leadership, and life:

- **Ensuring Quality Teaching and Instruction:** Dedicated, effective teachers with a passion for their work and their students are at the heart of the Green Dot model. PD is designed to reflect an emphasis on the elements of effective instruction, which are rooted in curriculum internalization and implementation. Adjustments to instruction are informed through frequent and multiple assessment of students. Teachers are supported in providing high quality instruction through heavy coaching and professional development based on the College-Ready Teaching Framework (CRTF) – a rubric that defines the core competencies that represent highly effective teaching.
- **Cultivating a College-Going Culture:** The school will focus on building an early mindset of college-for-certain and developing an awareness of college as a future pathway. College readiness skills are developed through instructional methods that explicitly model how to think through difficult problems, make inferences, pose thoughtful questions, and consider multiple points of view.
- **Eliminating Barriers to Learning:** In addition to implementing the Response to Instruction and Intervention (RTI) process, the school will support students in overcoming academic barriers to learning through differentiation; social-emotional barriers to learning with wrap-around supports; and community-related barriers to learning with extensive family engagement opportunities. Green Dot strives to break down the various barriers students face, academically, socially, and emotionally.
- **Promoting Leadership and Life Skills:** Advisory is a school-wide structure used to further enable, develop and foster the desired school culture as well as student character and academic traits as defined by the school's mission and vision.

1.d. Instructional strategies

To achieve the mission of preparing students with a strong academic foundation, Green Dot schools focus on creating safe, structured environments to maximize the conditions for learning. We use the CHAMPS strategy (from Safe & Civil Schools) to ensure equitable access to instruction through highly structured environments and explicit expectations to promote positive classroom management. Using concepts derived from Doug Lemov's *Practice Perfect*, we focus on the consistent, effective implementation of instructional strategies to build students' foundational critical thinking skills. Once these foundational strategies are mastered, teachers gradually scaffold toward higher-level skills. Based on the student population and academic achievement data at King MS, our targeted strategies are centered around improving critical thinking in reading; structured, organized, writing; and developing academic discourse across the curriculum:

Reading Strategies:

- Foundational strategy: Talking to the text is a research-based active reading strategy that helps support students as they grapple to make meaning from complex texts. **CATCH annotation** is one form of structured annotation that can be used by teachers across all content areas.
 - Circle - define unfamiliar words
 - Acknowledge confusion - ask questions

- Talk to the text - use marginalia/annotation
- Capture main ideas - assertion
- Highlight important information
- Advanced strategy - **Close Reading** refers to repetitive, sustained, or critical examination of a brief passage or text. This strategy is a high-leverage way to deepen student levels of cognitive engagement with complex texts.

Writing Strategies:

- Foundation Strategy: **Sentence frames** provide students with a mental model for constructing sentences to support their writing. Teachers in every classroom can use sentence frames to scaffold instruction, jump start student writing and formatively assess learning. Sentence frames are especially helpful in building the vocabulary and language skills of English Language Learners, as well as supporting students with disabilities in organizing and structuring their writing.
- Advanced Strategy: **R.A.D.D.** is a simple mnemonic used to remind students about the criteria for complete academic answers.
 - Restate the question: A response begins by restating the question as the beginning of the answer.
 - Answer the question: give a correct and complete answer to the question
 - Detail and Description: students must add at least two sentences with details and descriptions justifying or extending their answer. These sentences usually contain text evidence with a citation.

Discussion Strategies:

- Foundational Strategy: **Precision Partnering** is a method of using targeted instruction and accountable responses to allow for greater engagement and learning. Teachers may routinely provide a sentence frame or “starter” to ensure students are using complete sentences with appropriate syntax/grammar using newly learned terms, provide “Accountable Talk” stems, model usage, etc.
- Advanced Strategy: **Socratic Seminar** is a strategy for encouraging students to explore a question, topic, or text through student discussion, rather than teacher-led instruction. Students uncover new meaning about a concept through listening and challenging one another in an open and safe format.

1.e. Differentiated instruction to meet the needs of all students and plans to utilize an RTI model

Green Dot will identify the barriers that students are facing and match students with supports using the Response to Instruction and Intervention (RTI) process. The process is designed to provide both academic and behavioral interventions to meet student needs, while monitoring progress and responding to student’s response, or lack thereof, to interventions. Our approach to each level of the RTI process is listed in the table below and includes sample interventions.

Tier 1	Tier 1 school-wide interventions are provided to all students. 80% of students are expected to be successful here. All Green Dot students will take an iReady assessment at the beginning, middle and end of the school year. This assessment serves as a universal screener to target students which may be in need of differentiated academic support. The goal of behavior support at this level is to ensure the conditions for learning are maximized to ensure access to instruction.	
Focus	Academic	Behavior
Data Source	<ul style="list-style-type: none"> - iReady assessment (universal screener) trends - Student achievement data from state assessment (STAAR) - Student performance trends on internal interim (content-based) assessments 	<ul style="list-style-type: none"> - Student attendance data - Discipline data (ISS, OSS, etc.) - Classroom referral trends (analysis by infraction type) - Common area observation data - Teacher evaluation data (classroom culture domain)
Sample	<ul style="list-style-type: none"> - Classroom group structures - Instructional strategies (i.e. sentences 	<ul style="list-style-type: none"> - CHAMPS (Safe & Civil program which includes effective, research-based practices for classroom

Supports	frames, graphic organizers, reading annotation, think alouds, etc.) - Curriculum scaffolds and modifications (aligned to grade level standards)	management) - Grade level collaboration to align on uniform expectations for behavior (attention signals, white board organization, response to behavior, etc.)
Tier 2	Data will be used to assess which students require intervention beyond Tier 1. Roughly 20% of students are typically identified to receive Tier 2 interventions. Once a student reaches Tier 2, teacher leadership teams collaborate to build intervention plans based on students needs. A representative from the team and an administrator meet with a parent/guardian to review the plan. The teams will meet every 2-4 weeks to review progress and be in frequent communication with parents and students about progress.	
Focus	Academic	Behavior
Data Source	- Individual student results on iReady assessment (universal screener) - Student grades & progress reports - Interim assessment data	- Individual student discipline logs - Student attendance data - Teacher/student interviews - Classroom walkthroughs & observations
Sample Supports	- Placement into course specific interventions for math and reading to address learning gaps; Focused on blended learning for maximum differentiation and individualized supports - Targeted small group instruction - Teacher office hours, before/after school tutoring	- Re-teaching schoolwide and classroom expectations - Behavior incentives (classroom and/or common areas) - Check-in/Check-out system with adult mentor - Targeted social/emotional/behavior skills groups - Community agency programs - Parent academy training program

Tier 3	Moving to Tier 3, for the highest need group of students (i.e., the top 5%), teacher leadership teams evaluate 10-12 sources of data for students who progress to Tier 3 Interventions. The teams will conduct an in-depth assessment of academic data, obtain guardian permission to conduct a vision and hearing screening, and collaborate with the school psychologist to collect additional data and develop a Functional Behavior Assessment (FBA) over the course of 2-3 weeks of observation and analysis. Based on data, the teams will partner with the Behavioral Specialist and classroom teachers to implement the plan and will meet every two weeks to monitor progress and communicate with the family. If the team finds that the student is not making progress over the course of 20 weeks, then the team will consider an outside referral or an assessment of the student for an IEP. At Tier 3, if the student is referred to and provided an Individualized Education Plan (IEP), this does not mean a discontinuation of the Tier 3 interventions.	
Focus	Academic	Behavior
Data Source	- Academic progress (or lack thereof) in targeted intervention course - Student grades & progress reports - Interim academic assessment data - School psychologist data, vision & hearing results	- Individual student discipline logs - Student attendance data - Teacher/student interviews - Student observation in classrooms and common areas - Functional Behavior Assessment results
Sample Supports	- Individualized support within intervention courses - Individual pull out instruction - Summer school/summer enrichment	- Individual behavior support plan & goals - Individual attendance plan - Alternatives to suspension programs - Individual therapy/counseling - Family therapy/support groups

1.f. Plan to maximize instructional time

At Green Dot we understand that every minute spent in the classroom is critical to close learning gaps and accelerate student growth. Our middle school model utilizes block scheduling (70+ min classes) to extend classroom learning opportunities. Within a block period, teachers are better positioned to support student learning at all levels, by diving

deeper into the processing segments of an instructional cycle. Research finds having fewer transitions throughout the day creates a climate of care and connectedness. Having fewer transitions may also decrease the challenge of mentally pivoting from subject to subject for students.

We also use common visible structures to maximize instructional time, such as B.E.L.L.s (Board Expectations for Life-Long Learning). The whiteboard will contain the same information everyday and is visible to all students from any seat in the class. BELLs include: Greeting, Date, Do Now, Objective, Standards, Agenda, Homework. Students benefit from these common expectations by being able to quickly identify the purpose and expected outcomes for the day.

Through the use of the CHAMPS program, (Safe and Civil schools) teachers establish clear expectations with logical and fair responses to misbehavior. Students are explicitly taught how to behave responsibly. Teachers also learn tools to motivate students to do their best. As a result the amount of time spent engaging in instruction is increased and the amount of time spent on responding to classroom misbehavior is dramatically decreased.

1.g. Base for the proposed educational program

Green Dot's instructional guidance is informed by many sources to ensure it is research-based and data-driven. We engage in data collection, analysis and action planning cycles to identify high leverage strategies that support achievement of our goals. We plan with our students at the forefront of our decision-making, and we are driven to ensure equitable access to all school-wide instruction and resources. Green Dot's academic plan is derived from the following sources of research:

Curriculum and Teacher Preparation:

- *Instruction Partners* works with Green Dot schools to observe instructional practices and ensures that all core curriculum is aligned with state standards.
- Green Dot uses analysis from EdReports.org (an independent K-12 non-profit), to identify standards-aligned curriculum that is rigorous and implementable.
- Green Dot uses principles from the *"Together Teacher"* and *"Together Leader"* by Maia Heyck-Merlin to create practices that support teachers and instructional leaders in efficiently using their time.

Instructional Technique:

- *"Teach Like a Champion"* by Doug Lemov offers effective teaching techniques that have proven successful at Uncommon Schools. The techniques used at Green Dot schools include No Opt Out, Right Is Right, Stretch It, Format Matters, Cold Call, Wait Time, Everybody Writes, Do Now, and SLANT.
- Green Dot's College-Ready Teaching Framework (CRTF) was developed using *Charlotte Danielson's (2011) research-based Framework for Teaching*. The CRTF is a rubric that outlines instructional practices and drives coaching, PD and teacher evaluation.
- Green Dot is dedicated to improving educational outcomes for some of the most socioeconomically and educationally disadvantaged students in the country. As a result our teaching methods and instructional practices are also informed by:
 - *"Teaching with the Brain in Mind"* and *"Teaching with Poverty in Mind"* by Eric Jensen
 - *"Mindset: The New Psychology of Success"* by Carol Dweck
 - *"Practice Perfect"* by Doug Lemov

Classroom Environment:

- Green Dot uses practices outlined in the *"Safe and Civil Schools"* series led by Randy Sprick to help foster respect and responsibility in students in conflict resolution to improve overall school culture.

Assessment and Learning:

- Green Dot's emphasis on using assessment data to drive instruction is founded in *"Understanding by Design"* by Jay McTighe and Grant Wiggins, which emphasizes "backward design", the practice of identifying the desired outcomes in order to design curriculum units, performance assessments and classroom instruction that will enable students to achieve these outcomes.

High School Graduation Requirements (*High Schools Only*)

2. Provide evidence of the following:

- a. As **Attachment 1**, exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do and ensure student readiness for college or other post-secondary opportunities (e.g., trade school, military service, or entering the workforce); and
- b. Systems and structures the school will implement for students at risk of dropping out or not meeting exit standards.

2. High school graduation requirements

Not Applicable. King MS is not a high school.

Special Populations and At-Risk Students

3. Provide evidence of the following:

- a. A sound explanation of evidence from which the projection of anticipated special populations was derived;
- b. A comprehensive and compelling plan for appropriate identification of students with special needs and to ensure they are served in the least-restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in ways that support their development, receive required and appropriate support services as outlined in their Individualized Education Plans and 504 plans, and participate in standardized testing;
- c. A comprehensive and compelling plan for providing services to English Learners (ELs), including methods for appropriate identification of ELs, specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the general education curriculum and core academic program for these students, plans for monitoring and evaluating student progress and success of ELs and for exiting them from services, and plan for including ELs in standardized testing and schoolwide educational, extra-curricular, and culture-building activities;
- d. A comprehensive and compelling plan for providing services to students identified as intellectually gifted, including methods for appropriate identification of students, specific instructional programs, practices, and strategies the school will employ; and
- e. Demonstrated understanding of – and capacity to fulfill – state and federal obligations and requirements pertaining to students with disabilities, ELs, and students identified as intellectually gifted.

3.a. Explanation of projection of anticipated special populations

All data for King MS has been acquired directly from documents shared by BISD leadership, public database records, and through the course of several conversations with various BISD leaders.

3.b. Plan for identifying and serving students with special needs

Green Dot will use several processes to identify students with special needs:

- The school will follow child-find procedures.
- If a child enrolls at Green Dot and had an IEP at his/her previous school, Green Dot will submit a record request to the previous school to obtain a copy of the IEP.
- The Student Support Team (SST) will evaluate 10-12 sources of data for students who progress to RTI Tier 3 every 4 weeks. If the SST finds that the student is not making progress over a 20 week period, then the SST will consider an outside referral or an assessment of the student for an IEP. The RTI process will ensure that the school does comprehensive testing and everything it can before considering a SPED designation for a student to avoid over-identification.

These students will be assessed for special education needs, and the School Psychologist working with Green Dot will ensure the appropriate experts are included in assessing student cases to avoid misidentification.

Identifying the right supports:

- Once it has been determined that a student qualifies for SPED and/or related services, the IEP Team will collaborate to create an IEP for the student that includes strengths, weaknesses, measurable annual learning goals and behavioral goals that may include the development of a Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) for students with identified difficulties in behavior.
- Students who are ineligible for an IEP but still require some assistance to be able to participate fully in school may be candidates for a 504 plan. Green Dot will ensure that, in accordance with Section 504, the student has equal access to an education and there are no barriers to participation in the activities of school. The 504 assessment report will include the child's educational performance including instructional strengths and weaknesses. Other information may be used where appropriate, such as results of medical, psychological, speech/language, physical therapy (PT), occupational therapy (OT), developmental, and vision and hearing evaluations. Once a 504 Plan is determined necessary, the student may receive accommodations and modifications in the 504 Plan to ensure success in the general education.

Instructional Programs and Practices:

- In accordance with the child find requirements under IDEA, Green Dot will use a SST and the RTI model to ensure students receive high-quality instruction matched to their needs. Data collected by the SST including academic state test/interim tests results and behavior data through the RTI process will be used to push students' performance. Green Dot will provide all students, including students with disabilities, with access to the general academic curriculum as well as all other educational programs and services provided for other students. When students are included within the general education classroom environment, they are provided the accommodations, modifications, support and resources necessary to be educated in the least restrictive environment (LRE), unless the IEP requires otherwise.
- Green Dot will offer a full range of educational support services for students who require special education services. The service model will include students who receive their education in a full inclusion setting, modified setting (partial inclusion less than 50% of the school day), and functional skills (inclusion less than 75% of the school day) with these students participating in adaptive PE and electives.
- All students identified as receiving special education will receive accommodations/modifications identified in his/her IEP. Special Day Programs, moderate to severe, provide students with instruction on the Alternate Curriculum focusing on functional skills. Students will receive direct instruction in specialized self-contained classes focusing on functional skills and consultative support for elective classes in general education. Lesson plans will reflect modified instructional strategies to support students with learning functional skills and applying the skills in real life contexts. Transition services will be provided by special education teachers and integrated into all periods of instruction by focusing on functional skills instruction, transition planning and building on student interests and skills.
- Special education teachers will provide inclusion class services using the co-teaching service model. In the co-teaching model, the general and special educators share responsibility for planning, delivery and evaluation of instruction for a heterogeneous group of students. The special education teacher and general education teacher will jointly co-plan lessons, deliver instruction through a variety of co-teaching models.

Monitoring and Evaluating Progress of Special Education Students:

- In addition to using data from the RTI process, state test data, and interim test results to push student's academic performance and continually adapt instruction, each special education student's progress towards his/her IEP goals will be monitored regularly in accordance with IDEA, with the objective of placement in the LRE. Every three years, students will be re-evaluated to determine if they remain eligible to continue to receive special education services. Should the time come when a student is able to change designations, Green Dot will undertake the appropriate processes to communicate with all key stakeholders and ensure the student is prepared for a successful transition. Parents will also be provided reports of progress within the school quarterly progress reporting system (sent to all students including general education students), which will include progress toward special education goals, as well as within the annual IEP review.

3.c. Plan for identifying and serving English Learners

Green Dot will serve English Language Learners (ELLs) through an ELL program:

- **Identification:** The identification process for every student will include a Home Language Survey (included in the registration packet for all students) that will serve to identify all students' primary or home language as well as a family's potential need for interpretation or translation. The office staff will check all Home Language Surveys and provide the list of students requiring assessment to the ELL teacher.
- **Assessing Students' Language Proficiency:** The ELL teacher will assess students within the first 30 days of school using a state-approved language proficiency assessment and annually thereafter during the state-established TELPAS testing window. The ELL teacher will meet with guardians of all students identified as having a primary or home language other than English to discuss the results of the assessment and the educational plan the school will follow to support their child's educational needs.
- **Placement and Services:** Using the results of the language proficiency assessment, Green Dot will use a number of bilingual teaching strategies in addition to its core program, including Specially Designed Academic Instruction in English (SDAIE). On a bimonthly basis, the ELL Teacher will meet with both classroom teachers and grade level teams to assess the progress of ELL students. They will all discuss the student's progress on data collected through the RTI process, interim assessments and state tests and adjust instruction and support as needed. The ELL teacher will be responsible for monitoring the assessment of ELL students, reevaluating services and communicating with ELL students' families on a quarterly basis about their children's progress, in their preferred language.
- **Monitoring and Transition/Exiting ELL Support:** The progress of ELL students towards proficiency will be assessed annually using the TELPAS Assessment in the Spring. Results will be used to determine whether each ELL student has made progress in the acquisition of English language as well as determine which students are no longer considered ELLs. The TELPAS results will be used to regularly assess a student's ELL designation and ongoing need for any extra language support. Once a student gains sufficient proficiency in English, he/she will be re-classified and will no longer participate in extra language support programs. The ELL teacher and the classroom teachers will continue to monitor the student's progress for an additional two years.

3.d. Plan for identifying and serving intellectually gifted students

During the Fall semester of each year, universal gifted screening will be conducted. Students identified by the screener will be referred to the School Psychologist for a comprehensive assessment for gifted services, resulting in a learning plan outlining their needs as a gifted student. Students who qualify will be served by a certified teacher for the Gifted. Identified students will be served as outlined in the TEA state plan. Progress of gifted students towards their learning goals will be monitored regularly and every three years, students will be re-evaluated to ensure they continue receiving the support they need.

3.e. State and federal obligations and requirements pertaining to special populations

As a national organization, serving students in multiple states, Green Dot is experienced with meeting various compliance requirements as it pertains to special populations. In addition to maintaining federal obligations, we ensure that our instructional leaders are fully aware of their state's specific requirements for students with disabilities, ELs, and students identified as intellectually gifted. We use data to build upon our regional PDs, resources, and best practices, and adapt them to state specific compliance requirements.

Student Recruitment and Enrollment

4. Provide evidence of the following:

- a. A sound and thoughtful student recruitment and marketing plan and timeline that will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure; and
- b. As **Attachment 2**, an Enrollment Policy that complies with state law and that ensures the school will be open to all eligible students.

4.a. Recruitment and marketing Plan

Green Dot respects the history, traditions and identity of King MS and the surrounding community that has built it. We prioritize active listening and the inclusion of stakeholder voice to ensure that valued elements of the school’s culture continue to be honored.

Green Dot is experienced in engaging parents, students and the community in student recruitment efforts. We envision aligning our historical experience with the experience and local knowledge of BISD staff to develop a successful student recruitment process. Green Dot will work collaboratively with the district to launch a discovery process to ensure we understand what stakeholders are looking for in the way of preserving culture and making improvement, so that the school strategic plan and programs are carefully aligned with stakeholder needs.

Our approach includes launching a Transition Advisory Team, made up of parents, alumni, students, and community members. The committee will help make decisions regarding school uniforms, logo for the school, and approval of the bell schedule, and it will assist in canvassing the neighborhoods to help the community learn more about the transition. It is important to note that the school name and mascot will not change. The committee will help maintain all of the strong aspects of King MS’s rich Tiger history while helping drive improvements in student achievement.

An outreach timeline for the pre-opening year is described below:

<i>December or earlier</i>	<i>January - April</i>	<i>May - June</i>	<i>July- August</i>
<p>Planning and Preparation</p> <ul style="list-style-type: none"> ● Set a recurring meeting with recruitment team ● Analyze prior year’s events and recruitment data, if available from district ● Develop recruitment strategy ● Map key events, timelines, and sequencing to support the strategy ● Start building relationships with key stakeholders, including conducting initial visits with key feeder schools ● Create and print recruitment materials ● Train community canvassing team 	<p>Peak Recruitment Season</p> <ul style="list-style-type: none"> ● Continue meeting with recruitment team ● Begin implementing recruitment strategy ● Visit key stakeholders to drop off recruitment materials and participate in community events ● Reach out directly to families of students from 043 attendance zones ● Hold school-based recruitment events, including Open Houses ● Continuously track progress 	<p>Enrollment and Follow-through</p> <ul style="list-style-type: none"> ● Collect documents statutorily required for enrollment ● Reach out (newsletter, phone calls, and/or mailers) to interested and enrolled families during this time to maintain relationship and updates as the transition is implemented 	<p>Summer Retention</p> <ul style="list-style-type: none"> ● Outreach to enrolled families to promote 6th Grade Summer Bridge attendance ● Run Summer Bridge ● Host a social event at the school to keep families interested and excited about attending in the fall
<p>Promote individual student and school program success content 'stories' in all social media assets, continuing to build and amplify a positive school brand in partnership with BISD, including calls to action for seeking more information about the school, meeting counselors to discuss student programs, and enrolling</p>			

Beyond the early transition phase, Green Dot envisions implementing an annual multi-pronged outreach strategy for student recruitment, which will be adapted and implemented, to the extent desired, in collaboration with Beaumont ISD staff and the School Advisory Council (SAC) (see section 3.8.b for more information on the SAC). We will conduct extensive neighborhood analysis to understand the demographics of families in neighborhoods within the 043 attendance zones so that it can adapt these strategies to ensure all families are reached, including families with the most at-risk students.

- Prong #1 - Connect with elementary schools: As soon as possible after approval, the Green Dot team will meet with administrators, counselors and teachers at elementary schools with students living in the 043 attendance zones to promote the school and get word out to families with students entering 6th grade the next year. In Year 0, we would begin this step as soon as possible, likely in the late fall following the BISD Board vote to approve partnership with King MS.
- Prong #2 – Meet with Parents: Green Dot will directly reach out to parents of children in 5th-7th grades in the 043 attendance zones through a variety of mediums, including brochures, flyers, phone banking, door knocking, open houses, information sessions, newspaper ads, church announcements, and community meetings. The purpose of these communications will be to provide information about the partnership with BISD, identify and address concerns through direct and consistent messaging. We will highlight our experience

and honor the traditions and culture of the existing school community, while offering the promise of a safe and high quality education. In addition, the school will highlight the additional supports provided including wrap-around services, leadership opportunities, and programming.

- Prong #3 – Meet with Key Members of the Community: Green Dot will host one-on-one meetings with leaders at community based organizations (CBOs) such as Communities in Schools; church leaders; elected officials; non-profit/social service providers; neighborhood councils; civic and political leaders; alumni; the health department / social services and the media throughout the year. They will focus on meeting with a variety of groups representing all students, including at-risk students and academically underserved families. The purpose of these meetings will be to build relationships, learn about each group’s interests and understand how to earn their support. The Executive Director will also make an effort to meet with any opposition to clarify any misinformation and understand the potential sources of concern. Following the one-on-one meetings, we will continue to build support for the school by asking advocates to speak on our behalf and hosting large community gatherings.
- Prong #4 - Capitalize on social media presence: Green Dot will publicize the new school on our website, as well as through Facebook, LinkedIn and Twitter accounts. We hope to collaborate with BISD to leverage existing King MS and district social media accounts to ensure that critical messaging reaches stakeholders.
- Prong #5 (in Year 2 and beyond) - Focus on re-enrollment, summer engagement and word-of-mouth from current families: After Year 1, prior to the start of the summer, the school will focus on re-enrollment, host summer events to keep current students and families engaged, and encourage existing families to promote the school to new students through word of mouth in addition to the activities above. In our experience, by establishing a safe and engaging school environment, where strong relationships between students and adults are prioritized, and by actively engaging with families, we not only see positive student academic outcomes, but also strong student retention and recruitment through word-of-mouth.

Benchmarks that will be used to monitor suitable recruitment and enrollment practices over time will include number of school-based recruitment events held, number of enrollment packets collected (i.e. documents statutorily required for enrollment), and number of fully enrolled students. The school will set specific targets in each of these areas over time to monitor progress.

We will tailor our student recruitment efforts and student enrollment processes to attract ALL students. Green Dot does not handpick, screen, or seek out specific students. Specific outreach activities will include: extensive grassroots marketing; simple and easy to understand forms and brochures, and removal of any language/messaging that may traditionally deter underserved student populations. The school will also adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children.

All recruiting materials are translated into Spanish, the primary language other than English spoken by King MS families, to ensure access for English Learners. We will have someone available to translate to Spanish at recruiting events. In the case that a family speaks a language a different language, we will seek out translation services to engage them.

4.b. Enrollment Policy

Not applicable. Green Dot will follow BISD’s enrollment policy.

School Culture and Discipline

5. Provide evidence of the following:

- a. A vision for school culture or ethos that will promote high expectations, a positive and safe academic environment, and shared ownership of intellectual and social development for all students, including those with special needs, ELs, and students at risk of academic failure;
- b. A coherent plan for establishing and maintaining the intended culture for students, teachers, administrators, and

parents from the first day of school and throughout the school year and proposed mechanisms for monitoring campus climate;

c. A clear plan to create an inclusive and welcoming environment that will engage families in positive, constructive, and personalized ways that meaningfully contribute to the school culture;

d. A system of proactive and responsive student support services (e.g., counseling, mentoring, external service referrals) to meet student needs;

e. As **Attachment 3**, a student discipline policy that provides for appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals, promoting a strong school culture while respecting student rights;

f. Legally sound policies for student discipline, suspension, and expulsion that do not indicate students will be removed in an inappropriate manner, as well as appeals, including proper processes for students with disabilities; and

g. Systems and processes for tracking discipline referrals and interventions to identify trends and adapt activities accordingly.

5.a. Vision for school culture or ethos

Green Dot will emphasize a school culture that is: high care, high structure, sets high expectations promoting college for certain, and is focused on character building and values. The daily Advisory class period provides a structured time for students and teachers to explicitly build this culture.

In addition to the Advisory period, Green Dot will build culture in the following ways:

- **To build a high care environment** Green Dot will be a place where every adult on campus will know students not only by name but as individuals with unique feelings and personal traits.
- **To build a high structure environment**, teachers will support students in establishing foundational academic habits by setting clear, consistent expectations across all classes.
- **To set high expectations and promote college for certain**, college pennants will be posted on the walls throughout the school building. Students will be supported in joining summer programs and will discuss their options for high school, including early conversations about selecting a college.
- **To promote character building and values**, character building will be embedded into instruction in all classes. Students will participate in school assemblies, where students and adults making positive choices will be celebrated. Figures in history who serve as strong, positive role models, such as Nelson Mandela and Martin Luther King, Jr., will be displayed on posters across the school to reiterate the values and character traits that lead to success.

Green Dot's college-going culture is intended to instill in all students an unwavering belief that they can and will go to and through college and be successful in life. Green Dot believes that with the right support, high expectations and college-going attitude, all students can and will succeed in school and become life-long learners, including students with disabilities, SPED students, and ELL students. Caring teachers and culturally responsive classrooms will positively impact student achievement and help students develop the resilience and self-confidence to succeed in spite of pervasive risk factors.

5.b. Plan for establishing and maintaining the intended culture

Green Dot is intentional about providing opportunities to establish, monitor, and maintain a safe, positive, healthy school culture and climate for all stakeholders.

Establishing Student Culture:

- *Summer Bridge*: The purpose of Summer Bridge is to introduce students to 6th grade and how expectations and structure will be different from earlier grades. During Summer Bridge, students are introduced to the Green Dot culture of high expectations and personal accountability.
- *Advisory*: Advisory aims to create a community where students acquire and improve upon academic, social, and personal skills and attitudes necessary to navigate life, both in and beyond the classroom, to maximize their impact on the world around them.

- *Student ambassadors*: Over the course of the year, student ambassadors work closely with the school administrative team, counselors, teachers, and peers to build a positive school community.

Establishing Staff Culture:

- *New Leader Boot Camp (NLBC)*: The purpose of the NLBC is to help new leaders learn “the way of Green Dot”, as well as to become familiar with the different dimensions/responsibilities of a Green Dot administrator. During NLBC, time will be spent on the most impactful levers of school leadership: Instruction & School Culture with a set of objectives to achieve it.
- *New Teacher Onboarding + Summer PD*: The purpose of these trainings is to acclimate new staff to Green Dot culture and expectations, as well as introduce any new academic or cultural initiatives. During this training teachers have several opportunities to develop positive peer relationships, seeding future informal collaboration.
- *Staff Celebrations* - Staff will organize off-campus outside events to promote positive peer relationships.

Establishing Parent Culture:

- *Parent Engagement*: At the beginning of the year, cultural expectations will be covered in the portions of orientation where parents are in attendance. To support and enforce school cultural expectations throughout the year, teachers and administrators will engage with families through a variety of activities including: parent-teacher conferences, Coffee with the Principal, Family Reading Nights, Parent Academies, and Parent Workshops. The school will frequently communicate with parents using a variety of methods, e.g. personal calls, automated calls, email, social media.

Culture will be monitored by administrators through check-ins with the Leads from the Advisory and the Safe & Civil Leadership Teams to ensure that the programs are building and sustaining the desired culture. In addition, the administrators will review data related to culture (attendance, stakeholder survey data) to ensure that students and staff are not only meeting, but exceeding expectations. Re-setting of norms during assemblies, teacher PD, parent events, and in advisory will be executed as needed.

5.c. Plan to create an inclusive and welcoming environment for families

At Green Dot, engaging parents and the wider community is not an adjunct to our educational programming but an essential component of the Green Dot model. Our parent engagement involves the use of two main tools:

- *Popular education* - consists of systematic efforts to teach parents practical skills and tools to aid in developing their own families through programs like our Parent Academy.
- *Community organizing* - is the practice of teaching people to form public relationships and to act collectively in the public arena through programs such as the Green Dot Community Organizing Institute and Parent Leadership Teams.

The school leader is consistently customer-service oriented by responding to communication in a timely manner, creating a welcoming environment for visitors, and resolving school-level conflict effectively and efficiently. Families are full partners in the decisions that affect children and families, and are informed and encouraged to be advocates for students. Families and school staff should engage in regular and meaningful communication about student learning, working together to support student learning and development. Community, civic and business resources are made available to strengthen school programs, family practices and student learning.

5.d. System of student support services

A critical element of the Green Dot model includes addressing the specific needs of the student population it intends to serve. On top of a high quality, rigorous academic model, Green Dot is designed to address barriers that have often presented themselves among the low income, minority population our schools typically serve, such as

- **Transiency/mobility** that often requires students to switch schools frequently: the school will provide an extended orientation for new students at each grade level.
- Access to adequate **food, housing and healthcare** services: we intend to partner with several local

organizations who provide services to the Beaumont community and will provide services to the King MS community.

Green Dot strives to break down the various barriers students face, academically, socially, and emotionally.

1. To address emotional barriers, the school will provide a menu of wrap-around services: mental health supports and psychological services; counseling groups; mentoring programs; and links to community partners for health and wellness programs.
2. To address family and community barriers, the school will engage families in their child's education through Parent Academy workshops, parent-teacher conferences, etc.
3. To address academic and behavioral barriers, Green Dot uses the RTI process, which has mentoring built in as a support to students.

5.e. Student discipline policy

Please see [Attachment 3](#) for the student discipline policy.

5.f. Policies for student discipline, suspension, expulsion, and appeals

Please see [Attachment 3](#) for the school discipline policy, which includes a list and definition of offenses for which students may be suspended or expelled and due process controls for when a student is suspended or expelled. In the case of a student who has an IEP or a student who has a 504 Plan, Green Dot will ensure that it follows disciplinary procedures that comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Act of 1973.

5.g. Systems and processes for tracking discipline referrals and interventions

The Safe & Civil Leadership Team works alongside school administrators to monitor discipline data from the student, classroom, and school-wide levels. They determine trends and make adjustments to common area supervision, classroom structures and management techniques, and/or individual student-level interventions. Green Dot uses PowerSchool (student information system) and Kickboard to track student discipline data such as: behavior incidents, referrals, interventions, tardies, attendance, parent communication, etc.

Assessment and Evaluation

6. Provide evidence of the following:

- a. Annual student performance goals that include targets aligned with the state accountability system;
- b. An effective plan (including qualified personnel) and system to implement and interpret interim assessments that will measure academic progress – of individual students and student cohorts – throughout the school year and strategies to employ corrective actions when needed;
- c. A comprehensive, effective plan (including qualified personnel) and system for collecting and analyzing student academic achievement data, using the data to refine and improve instruction – including dedicated time for providing training and support to school leadership and teachers – and reporting the data to the school community. This should include identification of the student data system to be used, as well as qualified personnel who will be responsible for managing and interpreting the data for teachers and leading or coordinating data-driven professional development; and
- d. Thoughtful, appropriate corrective actions that the school and network (if applicable) will take if either falls short of the goals at any level, including explanation of what would trigger such actions and who would implement them.

6.a. Annual student performance goals

Green Dot will measure student performance, using goals aligned to its mission and vision.

Indicator	Metric
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Student Achievement	<ul style="list-style-type: none"> ● Increase of at least 25% (from baseline) in proficiency across all tested subjects ● 15% annual proficiency growth in subgroups ● At least 60% or more of students will meet annual growth goals
Reading Growth	<ul style="list-style-type: none"> ● 15% increase in # students scoring on or above grade level based on EOY iReady Reading assessment
Math Growth	<ul style="list-style-type: none"> ● 15% increase in # students scoring on or above grade level based on EOY iReady Math assessment

6.b. Plan and system for interim assessments and strategies to employ corrective actions when needed

At Green Dot we believe assessments are critical tools to monitor student progress, make necessary adjustments to instruction, and inform decision-making. All students will take the standardized tests mandated by the state of Texas (e.g. STAAR, TELPAS, or alternate assessments as needed).

- **iReady Diagnostic Assessments:** Students will take online iReady assessments to measure Reading and Math growth at the beginning and end of each school year. Individual annual student growth goals are generated by the system and represent the mean (or average) normative growth, which considers a student’s enrolled grade, initial achievement level, and the number of weeks of instruction received.
- **Content based assessments:** The school will use unit based assessments designed by the curriculum providers including LearnZillion, Illustrative Math, etc. These assessments will be modified to reflect student IEP/504 or other academic needs. GDCAP’s (Green Dot Common Assessment Program) are content specific standards-based exams developed internally by curriculum specialists. These summative assessments are timed and cover all standards addressed in a unit. They are generally administered through the online assessment platform (EADMS/iOS Assessment/Illuminate).

Throughout the school year, Green Dot will use the results of the various assessments above to help identify strengths and weaknesses at a school, grade, classroom, student and subgroup level. Data on all assessments will include comparisons over time to ensure the school can identify and address trends. At the end of every academic year, Green Dot will use state tests as an external assessment to gauge student growth and achievement in comparison to students across the state.

The Instructional Leadership Team (ILT) works alongside admin teams to review student formative and summative assessment data to determine instructional adjustments, PD needs, and individual student supports or differentiation. During PD, teachers collaborate to review student data twice a month and track progress towards yearly performance goals and benchmarks. They work together to identify which standards and skills need to be retaught or spiraled back into the unit. Data will be used to inform groupings, instructional strategies and scaffolds.

Students who are not achieving a satisfactory grade within a particular class and/or need more support in a subject will be able to attend tutoring, which will be offered every day after school through the after school program and will be run by a credentialed teacher.

6.c. Plan and system for collecting and analyzing student academic achievement data

Systems for collecting data:

Green Dot’s knowledge-sharing platform, Connect, enables all educators to access data systems, including PowerSchool (student information), EADMS (assessment results) and Whetstone (teacher coaching and evaluation). Green Dot’s data warehouse is managed by the GDPSN Information Technology and Knowledge Management Teams. Through the data warehouse, Green Dot is able to generate Tableau reports that provide comprehensive views of student enrollment, demographic and achievement data, enabling teachers and school leaders to spend more time garnering insight and developing action plans rather than searching for and aggregating the data on their own.

Managing and Interpreting data:

The Executive Director will meet with school leaders for a monthly deep dive into the data and prioritize next steps at the conclusion of each session. Data-dives start in July by setting priorities, goals and a strategic plan based on student performance goals and school culture priorities. Between August and November, they focus on attendance, iReady/interim assessment data across all subjects, or course grades. In December, they will do an end of semester review including reviewing results from site visits and discussing progress towards priorities and goals outlined in the strategic plan in July. Between January and May, they will once again deep-dive on iReady/interim assessment data across all subjects, attendance, grades or college matriculation for high schools. In June, they will do an end of year review, reflecting once again on priorities and goals set in July and revised in December to monitor progress and discuss adjustments as needed.

Training and Support:

School administrators:

- The **Executive Director** will help school leaders understand their school's data and share best practices and coaching for improvement during monthly data dive coaching sessions
- The **GDPSN Knowledge Management Team** will provide PD for school leaders regarding accessing and using data via Tableau and Connect
- Additional training on analyzing and interpreting data will be provided as needed at **Admin Collaboration** days held every two months and during the summer **Administrators' Retreat**

Teachers:

- During the school year, school leaders and the ILT will support teachers in learning to gather the appropriate data, interpret results and develop an action plan during some bi-weekly school-site PD sessions and in one-on-one coaching sessions as needed.

Reporting data to the school community:

Students will be informed of progress regularly in conversations with teachers, advisors and guidance counselors. Parents are able to access student grades via PowerSchool. In addition, all Green Dot schools hold parent-teacher conferences where parents are informed about their student's achievement and contributions to the school community. School Advisory Councils will also reflect on school-level data at multiple points in the year.

6.d. Corrective actions for falling short of the goals

If the school is unable to meet district, and/or state achievement expectations despite implementing these strategies, the first step would be to use data to identify which aspects of the school model are the root cause. The School Level Dashboard containing data tracking progress against the yearly goals would be used as the starting point to pinpoint the specific areas of challenge (e.g. student achievement, school culture, engaged parents, highly effective employees and/or effective school model). Additional data would then be gathered in the relevant areas through more detailed dashboards such as the Safe and Civil Dashboard or the Attendance Dashboard.

During a site visit the Executive Director and Principal would review data to align on the root cause issues. They would then observe professional development, attend a student focus group related to the root cause, attend a teacher focus group related to the root cause, and observe classrooms. At the conclusion, the Principal and the Executive Director would meet to review findings from the day and co-develop an intervention plan. The Principal will co-develop the plan and also be charged with implementing the plan, which will involve targeted teacher coaching and building individualized teacher corrective action plans as needed, so that the school shows improvement within the year.

If the Executive Director does not observe growth in the school over the course of the year, they may reassess staffing needed to shore up the school's strengths. Lastly, if the school is stagnant and the other interventions have not proven successful, the Executive Director may determine if a leadership change is needed based on the data sources provided above.

Section 3 – Governance, Operating Plan, and Capacity

A strong Operations Plan is coherent overall and aligned internally with the school's mission and vision, Educational Program, and Financial Plan.

Organizational Structure

7. Provide evidence of the following:

- a. As **Attachment 4**, an organizational chart that clearly indicates all positions and delineates appropriate lines of authority; and
- b. The proposed school's legal status (e.g., non-profit and federal tax exempt) and structure that are in compliance with state law.

7.a. Organizational Charts

Please see [Attachment 4](#) for the organizational charts.

7.b. Legal status

The proposed school would be a Local Campus Partner School. GDPSN is a tax-exempt 501(c)(3) non-profit organization. See Attachment 5 for Articles of Incorporation and Letter of Determination from the Internal Revenue Service. GDPSN will form a new 501(c)(3) in Texas with a governance board that includes local stakeholders.

Governing Board

8. Provide evidence of the following:

- a. The independence of the board as it relates to the authorizer;
- b. Clear, appropriate plans for the board(s) to evaluate the success of the school(s) and school leader(s), including planned frequency of meetings and standing committees;
- c. As **Attachment 5**, appropriate bylaws, proposed Code of Ethics and Conflict of Interest policy/procedures, and completed and signed statements of assurances that will minimize real or perceived conflicts;
- d. As **Attachment 6**, a Board Member Information Sheet, resume, and proof of U.S. citizenship for each proposed Board Member to demonstrate that the proposed governing board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school, including educational, financial, legal, and community experience and expertise;
- e. A sound plan and timeline for board recruitment, initial board training, expansion, orientation of new members, and ongoing training for members. Plan should include a thoughtful identification of desired experience and qualifications; and
- f. Sufficient capacity within and/or an appropriate relationship to any pre-existing non-profit board.

8.a. Board independence

Green Dot Public Schools National (GDPSN) will form a new 501(c)(3) in Texas with a governing board that includes local stakeholders who share its board philosophy: students-first decision-making, mission orientation, effective governance, transparency and collaborative relationships with key stakeholders. The newly formed board in Texas (the Board) will be responsible for major strategic and policy decisions related to King Middle School (MS) including ensuring financial sustainability. The Board will be composed of members who are business, non-profit, education and community leaders who are dedicated to preparing Green Dot students to be successful in college, leadership and life. Board members will be selected for their proven dedication to Green Dot's mission. The board will have a minimum of 3 and up to a maximum of 25 members. The GDPSN Board does not include any members of the Beaumont Independent School District's (BISD) Board of Trustees, the BISD Superintendent or BISD staff, and neither will the newly formed Green Dot Board in Texas. The Board's meetings will be held independent of BISD Board Meetings.

8.b. Board evaluation

To ensure the success of King MS, the Board will review academic, operational, cultural, and financial data on a regular basis. Each year the board will vote on a calendar of scheduled meetings. Green Dot boards usually meet on an approximately monthly basis. Members will receive robust pre-reads prior to board meetings to better understand the context of Green Dot's academic success, operational efficiency and financial sustainability and also get monthly newsletters addressed to all Green Dot boards to stay informed. Additionally, the Executive Director will periodically present updates against the organizational dashboard so that the Board can monitor King MS's progress over time and weigh in on strategic initiatives. Typically, each board meeting begins with public comment(s), transitions to a mission moment to hear from stakeholders, then a review of progress in various aspects of the organization (e.g. financials, student recruitment, human capital, academics). The Executive Director will coordinate communication, document distribution and overall Board organization through the Board on Track platform.

As the Board expands, it may choose to appoint a series of committees that will more closely monitor the school's performance in certain areas such as the following. It is also common for regional board members to participate in the GDPSN Committees when there is aligned strategic need and expertise.

- **Executive:** Empowered to make decisions on behalf of the full Board
- **Education:** Reviews annual performance goals; monitors school progress; advises on curriculum, educator effectiveness, assessment and accreditation
- **Audit and Budget:** Ensures organization is in good fiscal health and is compliant with laws; confirms strategic priorities are reflected in budget; oversees selection of auditor and reviews annual audit
- **Development:** Develops strategy for fundraising and development; builds financial support
- **Governance:** Develops policies and procedures around governance including Board expansion

The Board will evaluate the Executive Director according to a set of competencies, including achievement of annual performance goals, effectiveness of strategic planning, instructional leadership, financial management, board relations, relationship-building, communications and public relations, fundraising, leadership skills and interpersonal skills. The annual performance goals, including school-level priorities and allocation for financial development and grants, will be recommended to the Board by the Executive Director. The goals will be defined during an annual strategic planning process that evaluates school performance on academic, operational and financial goals. The Executive Director will also evaluate school leaders and inform the Board about evaluation results and significant personnel decisions.

King MS, like all existing Green Dot schools, will have a School Advisory Council (SAC) that meets on a monthly basis, composed of parents, teachers, school leaders, classified staff, students, and community members. The purpose of the SAC is to ensure fair representation of diverse thoughts and oversight of the school. Green Dot recognizes the SAC as a critical part of the decision-making process. The SAC acts as a regular touchpoint between the school administration and community, and has proven to be an effective resource for community input. The SAC meets the requirements of a Title I committee and of the state.

The SAC's perspectives and expertise will be sought in solving school-wide issues and developing policies and recommendations. It will have oversight primarily over three realms: academics, finance, and operations. In regards to academics, the SAC will provide input into the school's plan around curricula, instructional strategies, instructional services for high-needs students and professional development for teachers. It will also play a role in reviewing student grades, test results, and discipline data. For financial matters, the SAC will provide input into allocation of school stipends, monitor Title 1 funding, and monitor the school budget. SAC members are given training on school budgets annually. Operationally, the SAC will provide input into the school academic calendar and opportunities on campus. Recommendations or input from the SAC will be elevated to the Board via the Executive Director as needed.

8.c. Board documents

See [Attachment 5](#) for exemplar board documents primarily based on the GDPSN Board. Green Dot would work collaboratively with Beaumont ISD and its board to adjust where necessary in applying these processes and policies to

the newly formed Green Dot board in Texas.

8.d. Board member information

Not yet applicable. If selected as Beaumont ISD's partner operator, GDPSN plans to file to form a new 501(c)(3) in Texas with a governance board. As new members join the Board in Texas, Green Dot would request all required documents and share with the Beaumont ISD board and staff upon request. GDPSN Board member information can be made available upon request.

8.e. Board member recruitment plan

The Board will discuss additions to Board membership annually at scheduled meetings. One of the Board's responsibilities is to grow Board membership and ensure that Green Dot has access to relevant expertise. Once a candidate is nominated, the nominee's professional background, community involvement, and commitment to Green Dot's mission will be reviewed. Candidates will visit King MS. The Executive Director and Board Chair make a recommendation to move forward or hold on a candidate. To be confirmed, nominees have to receive a majority vote by the existing Board members. Whenever gaps based on challenges are identified or a board member transitions, the Board will undertake an active search. GDPSN will retain the ultimate power to remove Board Members.

As new Board members join, they will typically meet with the Board Chair, one other Board member and the Executive Director. They will receive an orientation to Green Dot, including training on understanding Green Dot's financials, academic model, and results. During these meetings, new members will have ample time to ask questions. Once members join the Board, they will receive a copy of the Board bylaws, information about compliance and disclosure requirements, a copy of the audited financials and budget, and a Board Roster so that they can begin contributing from their first meeting onwards.

On an annual basis, the Board will receive training on public / open meeting requirements. Throughout the year, the Board will receive refresher presentations and updates on key aspects of Green Dot's model and operations including academic results, financial position, and facilities status. Additionally, Green Dot seeks to keep board members informed regularly via an email highlighting developments in all regions and important news impacting Green Dot.

8.f. Relationship with pre-existing board

Within the Green Dot network, there are currently five entities: Green Dot Public Schools National (GDPSN), Green Dot Public Schools California (GDPSC), Green Dot Public Schools Tennessee (GDPST), United Parents and Students (UPaS), and Delta Properties. Each entity is separately incorporated and has a separate/local Board of Directors. Green Dot shifted to this model in order to appropriately separate funds across States, separate liability across States and ensure that the laws of one state do not apply to the other regions, while also creating links so that best practices are leveraged. GDPSN provides national oversight to ensure consistent implementation of Green Dot's model and provides centralized services to regions. GDPSC and GDPST operate and oversee schools in their respective regions. UPaS is an organization of parents, students, and community members dedicated to addressing the factors outside school boundaries that pose barriers to learning and inhibit local quality of life. Delta Properties is an entity that holds and manages GDPSC school properties that are not district co-location sites.

Green Dot's regional home office in Texas and GDPSN will have a regional services agreement that outlines the services provided by GDPSN and fees. The regional services agreement will be approved by both the GDPSN Boards of Directors and the Board of Directors of the new Green Dot nonprofit organization in Texas, once formed.

Application Team Capacity

9. Provide evidence of the following:

- a. As **Attachment 7**, the collective qualifications (documented by résumés and bios for all members) to implement the school design successfully, including capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement; and

- b. As **Attachment 8**, the proposed School Leader's experience in/ability to design, launch, and lead a school that effectively serves the target population, as well as evidence that the proposed leader is well-qualified to implement the specific educational program being proposed. Any identified leadership training is appropriate for and aligned with the educational program (*if the School Leader candidate(s) is identified*); or
- c. As **Attachment 8**, the board and/or network's (if applicable) preparation and plan to recruit and retain a leader with the ability to lead a school that effectively serves the target population (*If School Leader candidate(s) is not yet identified*); and
- d. Describe the plan to structure the work of the school leaders in the first year of operation and beyond, including how performance expectations will be clear, written, measurable, and aligned to the mission of the school.

9.a. Applicant team qualifications

See [Attachment 7](#) for the application team's resumes and for job descriptions of roles to be hired.

9.b. School leader qualifications

Not applicable. School leader candidate is not yet identified. See [Attachment 7](#) for the school leader job description.

9.c. School leader recruitment

See [Attachment 8](#) for the school leader recruitment overview and School Leader Evaluation (SLE) rubric, as well as the plan to structure and evaluate the leader's work.

9.d. Structuring and evaluating the school leader's work

School leaders will have a playbook (The Green Book) that offers them tools, recommended calendars, and other resources to ensure they know to execute the many duties required in the role. For example, recommended topics, model goals, and data tools will be provided for a principal's weekly meeting with school counselors. This will ensure that time is used wisely and conversations are data-driven.

Additionally, school leaders will receive initial and ongoing training to ensure success with teacher evaluation, school culture development, professional development planning and delivery, etc. The Executive Director and home office teams will provide training, coaching, co-planning, observation and support as needed. During the summer before school starts, teacher/counselor/staff professional development will be designed and co-facilitated with Green Dot. As the school leadership team demonstrates skill in designing and delivering sessions, responsibility for that work will shift more to campuses.

School leaders will receive intensive coaching and support during their tenure with Green Dot. The plan - which includes weekly coaching as well as summer and monthly professional development - centers on building skills defined in SLE. School leaders will have opportunities for co-planning, observation, and practice to explicitly build needed skills. Each semester, school leaders will review data, reflect on the rubric and identify specific areas for growth. In concert with the Executive Director, school leaders will set specific professional goals.

Please see [Attachment 8](#) for the Green Dot Tennessee version of the SLE and the detailed rubric. This tool will be adapted to align with Texas requirements. The rubric portion for the SLE illustrates four domains, with a total of 14 standards, specifically defined by 38 indicators. The rubric standards align to the Interstate Leaders Licensure Consortium Standards (ISLLC) and the Green Dot Mission and Core Values. The final evaluation of a school leader will consider multiple measures that include ratings on the rubric, stakeholder feedback, and student achievement. Future coaching and PD will be determined based on the leader's evaluation results.

Staffing Plans, Hiring, Management, and Evaluation

10. Provide evidence of the following:

- a. A recruitment and hiring strategy, including selection criteria, protocol, and timeline, that are likely to result in a

strong staff that is well-suited to the school;

b. A plan for providing targeted and personalized support and development to retain a high-performing staff;

c. Identification of evaluation tools and processes that will capture trends and track and promote teacher progress over time; and

d. Effective planning for unsatisfactory leadership/teacher performance and turnover.

10.a. Recruitment and hiring strategy

Green Dot uses the following strategies to recruit staff, and refines this process each year:

- Internal referrals
- Presenting at top graduate and education programs
- Advertising nationally and locally, including leveraging Facebook's "Apply Now" feature on social media, and utilizing the job-search application ZipRecruiter
- Partnering with Teach for America
- Utilizing a LinkedIn recruiter account, in efforts to cast a wider net to draw in both local and out-of-state talent
- Having a presence at local job fairs, distribute flyers and brochures at local community hubs, and host several open house networking events throughout the recruitment season
- Hiring for all staff will start once the school's Principal has been identified.

Recruiting Teachers

The new school will hire a diverse faculty comprised of the best teachers available. Green Dot specifically looks for candidates who demonstrate an unwavering belief in the potential of all students and are passionate about improving public education. Green Dot's teacher interview process includes five steps with the Principal being responsible for making the final hiring decision: online application, phone screen, group interview, school interview, and reference/background checks.

Recruiting and hiring classified staff

School Operations Staff at Green Dot include a School Operations Manager and an Office Coordinator who are responsible for managing day-to-day operations of the school when at full capacity. Green Dot recruits for School Operations Managers primarily through internal referrals and external postings. We require School Operations Managers to have a bachelor's degree, experience managing others and/or managing large-scale projects, and strong analytical and problem-solving skills. Green Dot looks for individuals who have excellent organizational skills, interpersonal skills, and at least 1 year of administrative support experience. Applicants are screened through a resume review, phone screen, skills-based assessment, in-person interview, reference checks and a school culture interview.

Recruiting and hiring counselors

Counselors are responsible for providing counseling and guidance services to all students, with a particular emphasis on preparing students for high school and subsequently college. This position also requires conducting individual and small group counseling for students in need. Green Dot recruits for counselors through traditional job postings, referrals, and posting on social media counselor network groups. Counselors are required to hold a valid Texas Counseling license, have a MA/MS degree in School Counseling, and have the ability to understand unique socio-emotional needs of our students. Counselors are selected as follows:

- Resume and application question screen
- 30 minute phone screen assessing background knowledge and experiences
- One-on-one interview with the Executive Director focused on behavioral-based questions to assess fit

Candidates deemed qualified for hire are invited to meet directly with the Principal who will make the final hiring decision.

10.b. Plan for supporting and developing a high-performing staff

At the heart of the Teacher Development and Evaluation System is the College-Ready Teaching Framework (CRTF). Each PD is linked to an indicator in the CRTF framework. In order to evaluate the effectiveness of learning and the

programming provided, data is collected in the form of exit slips. Attendees must complete exit slips providing feedback on the PD and their confidence in their ability to implement what they learned. Follow-up coaching is provided based on feedback and observation of PD implementation. Throughout the year, teacher effectiveness is tracked through observations that tie to the evaluation system.

Cultivating leadership capacity

Green Dot cultivates its leadership pipeline by growing teacher's capacity through formal Teacher Leadership positions, which are stipended, and informal leadership opportunities. As Green Dot fills upcoming school leader positions, it frequently looks to Teacher Leaders as well as the Curriculum Specialist team for potential candidates.

- Instructional Leadership Team (ILT): Provides input into the school instructional model; informs school wide PD; plans collaboration work with departments.
- Safe and Civil Leadership Team: Provides input into school policies around Code of Conduct and culture and monitors discipline data via the Safe and Civil Dashboard.
- Advisory Lead: The Advisory Lead plans the scope and sequence for Advisory classes and prepares curriculum that is distributed to teachers.
- Less formal opportunities would include serving on the School-site Hiring Team, School Advisory Council (SAC), or on the Student Support Team (SST).

10.c. Evaluation tools and processes to track and promote teacher progress

Teacher Evaluation

The evaluation process for Green Dot teachers is structured to provide support and coaching first and foremost that supports student achievement. Teachers' evaluation scores comprise of the following components:

- Qualitative Data: Classroom observations, Family Survey, Student Survey
- Quantitative Data: STAAR achievement results, iReady growth (internal growth metric)

Classroom observations

School leaders evaluate teachers during a combination of announced and unannounced observations that occur a minimum of 6 times during the year. Each observation is followed by a de-brief. School leaders use video evidence from the observations to align feedback to the indicators in the Teacher Evaluation rubric. They then use this evidence to debrief with the teacher on strengths and areas of growth in their practice and ultimately rate teacher performance on a 5-point model from Level I (Does not Meet Expectations) to Level V (Exceptional) on each of the CRTF indicators. All administrators must go through a training and certification process before being allowed to observe to maintain calibration across schools.

Family Survey

The Family Survey is completed by parents and/or guardians, who are asked to respond to statements such as "Teachers at this school contact me regularly about my student's academic progress" or "Teachers at this school have helped my student set high academic goals". Since the Family Survey obtains feedback about all teachers at a school site, all teachers at that school will receive the same Family Survey score in their Evaluation.

Student Survey

The Student Survey is administered annually to about 30 randomly selected students from all of a teacher's classes, and is designed to capture student perspectives of the classroom environment and instruction. The survey is used to ensure that it captures relevant and meaningful data about classroom instruction. Students rate their teachers based upon standardized statements such as "My teacher treats my classmates and me with respect" or "My teacher asks questions that make me think."

Achievement:

Texas accountability ratings are part of teachers evaluation scores. Student performance on STAAR scores (achievement and growth) are factored into individual teacher's score (based on content) or a schoolwide growth score (for teachers of

non tested subjects). In addition to the state assessment, student achievement data on iReady is also included. Final performance ratings are calculated based on the inputs above and impact compensation and/or supports provided the following year.

10.d. Plan for unsatisfactory leadership/teacher performance and turnover

Through the Teacher Evaluation System and the Leader Evaluation System, Green Dot identifies the scale and scope of an individual teacher's and school leader's weaknesses and works collaboratively to provide a comprehensive range of professional support. Teacher and School Leader Improvement Plans are created when a supervisor determines that a teacher or school leader does not meet, or only partially meets, the standards defined by the CRTF and Leader Evaluation Framework, respectively. The Improvement Plan calls for additional and intensified support.

In the event that a teacher/school leader continues to show no improvement in performance or fails to meet the CRTF or Leader Evaluation Framework standards, they may be terminated at the end of the plan's duration or let go at the end of the school year. The support that Green Dot provides teachers and school leaders who are performing below standards are personalized, in-depth and include one-on-one coaching. These supports make a measurable difference in teacher and school leader practice, and therefore the incidence of dismissal on the basis of poor performance is low.

In the event that school leadership or teacher changes occur mid-year, Green Dot will backfill the vacancy from quality sources. At the school site level, Principals will first look within their existing teaching staff to identify additional capacity to address mid-year teacher turnover.

Professional Development

11. Provide evidence of the following:

- a. Allocation of responsibilities for professional development, including demonstrated understanding of, and preparation for, professional development needs and adult learning facilitation; and
- b. Professional development methods, calendar, and staffing that effectively support the education program and are likely to maximize success in improving student achievement, including an induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program.

11.a. Responsibilities for professional development

Professional Development (PD) at Green Dot is anchored in six Guiding Principles to support adult learning theory:

RELEVANCE: Green Dot PD facilitators will use data to ensure that every PD experience addresses participants' pertinent professional learning needs.

CONTINUITY: Green Dot PD will be an interconnected series of activities aligned to a few large goals around increasing student achievement, school culture, and improving classroom instruction.

EDUCATOR VOICE: Green Dot PD will include the voice of its participants in planning, delivering and giving feedback on PD.

SESSION DESIGN: Green Dot PD sessions will be rooted in adult learning theory and will utilize the most appropriate structures to achieve the learning objectives.

DELIVERY: Green Dot PD facilitators will demonstrate humility, credibility, and positivity in presenting thoughtfully planned and prepared PD.

FOLLOW-UP: Green Dot PD will include support for the participants during the 'implementation stage' after the particular PD session.

11.b. Professional development methods, calendar, and staffing

A non-negotiable of the school includes staff participation in the school's PD community. PD at Green Dot includes all ways that educators are supported in improving their effectiveness.

PD category	Focus:	Structure & Format
Summer PD	<p>Purpose: onboarding new staff, culture building, communicating school goals, yearly initiatives, and strategic plan focus</p> <p>Topics: school culture and classroom management, technology and systems training, curriculum implementation and instructional strategies, differentiation for special populations, data-driven instruction and assessment cycles, compliance training, and GD policies</p>	<p>80-100 hours (beginning 3 weeks from the first day of school):</p> <ul style="list-style-type: none"> - 5 days: teachers new to the profession - 10 days: all staff, includes content specific sessions for both teachers and non-instructional staff
New Teacher Support & Induction	<p>Purpose: teachers new to the profession require additional training, instruction, and guidance; supports long term teacher retention goals; build confidence and reflection within new teachers; creates community of support and positivity</p> <p>Topics: <i>Together Teacher</i> book study, classroom management, lesson planning and preparation, work-life balance, instructional cycle, communication to parents, understanding teacher evaluation framework, teacher wellness and mental health supports</p>	<p>Monthly workshops (2 hours):</p> <ul style="list-style-type: none"> - Led by mentor teachers, admin, or district staff <p>Weekly coaching:</p> <ul style="list-style-type: none"> - Based on teacher needs, during prep period and/or classroom instruction - Menu of coaching services includes: real-time coaching, demo teaching, guided practice, video observation, role playing
Teacher Leadership Teams	<p>Purpose: to provide teacher leadership teams with structured opportunities to engage in data analysis, professional development facilitation skills, development of peer coaching skills, and overall growth within Green Dot's teacher leadership pipeline.</p> <ul style="list-style-type: none"> - Topics: there are 3 teacher leadership teams that exist on each campus. See Section 10b.skills. 	<p>Quarterly trainings (2 hours):</p> <ul style="list-style-type: none"> - Review data, receive training, reflect on improvement cycle, and make relevant adjustments to strategic plan based on data <p>Bi-weekly team meetings (60-80 minutes):</p> <ul style="list-style-type: none"> - Review data, assess teacher needs, and plan corresponding PD sessions aligned to teacher and student data
Admin coaching and collaboration	<p>Purpose: to provide continuous supports and training for administrators, designed to support their growth and development in leadership skills</p> <p>Topics: typically include - book study, strategic planning, teacher/staff coaching and evaluation, data analysis, and strategic planning</p> <ul style="list-style-type: none"> - Quarterly data dives: admin teams analyze student academic performance and progress toward growth goals - Monthly training: reflect on progress toward strategic priorities (college ready learners, highly effective team, engaged parents & community, high quality model) - Bi-weekly coaching: teacher observation and coaching, school culture, dashboard metrics, student achievement and growth 	<p>Quarterly Data Dives (half day)</p> <p>Monthly training</p> <p>Weekly coaching (60-90 min):</p> <ul style="list-style-type: none"> - Principals receive weekly 1-on-1 coaching and supports from Executive Director
Network PD	<p>Purpose: to ensure Green Dot district and school</p>	<p>Varies:</p>

from external partners	leaders remain up to date on the latest research and best practices to ensure student achievement, teacher effectiveness, and promote a positive school climate and culture.	<ul style="list-style-type: none"> - Full day in-person classroom observations (academic & behavioral) and/or common area observations led by consultants, accompanied with debriefs and action planning for next steps. - Our partners work with us through cycles of improvement to observe teaching and learning, make a practical plan for improvement, develop teacher and leader capacity to carry out the plan, and support follow-through.
	Content: Green Dot contracts with Instruction Partners and Safe & Civil Schools to support on-going growth and professional development for its leadership teams.	

Facilities

12. Provide evidence of the following:

- a. Identification of an appropriate proposed school facility; or
- b. A sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility that will meet the requirements of the educational program and anticipated student population.

12.a. Identification of an appropriate school facility

Green Dot will continue to operate King MS in its existing facility.

12.b. Plan and timeline

Not applicable. Green Dot assumes that the facility is owned by BISD, is code compliant, and will meet requirements to serve King MS students successfully.

Section 4 – Financial Plan

A strong Financial Plan is coherent overall and aligned internally with the school's mission and vision, Educational Program, and Organization Plan.

Financial Plan

13. Provide evidence of the following:

- a. Reasonable assurances that the partner will have sound systems, policies, and processes for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls, ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits;
- b. That the school's leadership has a strong understanding of the appropriate delineation of roles and responsibilities among the administration and governing board regarding school finance;
- c. That the school will ensure financial transparency, including plans for public adoption of the school's budget and public dissemination of its annual audit and an annual report;
- d. As **Attachment 9**, a complete, realistic, and viable operating budget within the Financial Plan Workbook provided;
- e. As **Attachment 10**, a detailed budget narrative that clearly explains reasonable, well- supported revenue and cost assumptions, including grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable); and
- f. Sound contingency planning to meet financial needs if anticipated revenues are not received or are lower than estimated.

13.a. Systems, policies, and processes

The Green Dot Public Schools National Finance & Accounting (F&A) department supports the financial management of all Green Dot Public Schools. Serving Green Dot schools for over 20 years, the F&A department has a successful track record in implementing and executing on the administrative/business operations listed below:

- Compliance with state and federal regulations for anticipated funding
- Preparation of the annual budget in alignment with the educational objectives
- Monthly meetings with Administrators and stakeholder to understand variances, update projections and make adjustments to ensure budget objectives are met
- Quarterly meetings with Budget and Audit Committees to ensure Board awareness of school site decisions and activities
- Cash flow management on a monthly, weekly or even daily basis, if needed
- Accrual based accounting to provide more timely and accurate financials
- Monthly close including grants reporting, balance sheet analysis, profit and loss variance analysis and cash flow projections
- Financial dashboards produced monthly which highlight areas of greatest risk and greatest success
- With our new ERP and EPM systems, there will be immediate and on demand access to financial data
- Set up and implementation of fiscal controls and separation of duties
- Set-up and assistance for administration of human resources including payroll process
- Interfacing with district, county & state in matters relating to fiscal affairs, reporting, audits & accountability
- Attendance accounting and reporting controls
- Preparation for the annual audit
- Compliance with applicable record keeping requirements
- Compliance with asset inventory policies

Systems: Green Dot uses Workday as its HRIS system, Enterprise Resource and Enterprise Management system. Green Dot will be the first organization in the country to fully utilize Workday from HRIS through to Enterprise Management. Green Dot will have one system, which will be an on demand, one log-in system avoiding the need for many systems which do not talk to each other, require various licenses, manual pushing of data from one system to the next and in many cases an over reliance on excel spreadsheets maintained outside of the system of record.

Grant Accounting: As part of its accounting services, Green Dot understands and highly values the importance of ensuring all restricted funds are accounted for according to donor restrictions, federal and state regulations. In addition to the General Ledger Accounting team, Green Dot has a Grant Accounting team that ensures the highest level of regard for restricted funds. The Grant Accounting team produces reports and meets with Program Managers on a predetermined schedule dependent on the size and complexity of the grant to determine the grant is on track from an accounting perspective. The Grant accountants work with the auditors and other stakeholders as needed to provide essential accounting data specific to restricted funds.

Compliance: GDPSN has a multi-person Special Programs and Compliance (SPAC) team that ensures compliance with Federal, State and private funding sources. Team members are cross-trained across multiple program areas. They develop a monthly calendar with all key compliance deliverables, deadlines, owners and interim steps which is provided to schools and relevant home office staff. The SPAC team sets up meetings with key program staff, including the Controller, to review key documentation prior to submission, working backwards from a timely submission. For staff that are covered by Federal Program reimbursement, the SPAC team ensures timesheets are completed on time and works closely with Payroll and Accounts Payable to ensure the appropriate documentation is gathered and submitted in a timely manner. Annually the SPAC team works with Green Dot's auditors to ensure appropriate management and controls on restricted funds.

Financial Controls: Green Dot has an extensive set of internal control policies outlined in Green Dot's Finance and Accounting Policies Manual including:

- Compliance with Laws
- Signing Authority
- Security of Financial Data
- Security of Documents
- Due Diligence and Periodic Internal Audits
- Use of Assets
- Use of Credit Cards
- Invoicing
- Password Protocol and File Access

Below is a sampling of these policies. The entire Finance and Accounting Policies manual is available upon request. Green Dot updates the manual annually and provides a copy to employees.

Signing Authority: Only specific employees are authorized to financially encumber and make representations on behalf of Green Dot. Those employees are responsible for making authorizations in accordance with policies applicable to the specific item being authorized. Categories of financial encumbrances include:

- Purchase Orders/Invoices/Requisitions
- Expense Reimbursements
- Green Dot Credit Card Transactions

- Service Contracts (require legal and procurement review prior to execution)
- Loans (require legal and finance department review prior to execution)
- Lease Agreements (require legal and finance department review prior to execution).

Other types of documents requiring a signature may indirectly encumber the organization financially and should be reviewed by the legal and finance departments if there is any uncertainty.

Purchasing: Purchasing refers to the process of acquiring goods and services best suited for the specific needs of GDPS. By creating purchase orders, schools can purchase items/services to support the needs of students, staff, and class instruction and ensure the appropriate approval chain is utilized.

Vendor Selection: To ensure Green Dot receives the best prices and quality of service, Green Dot adheres to state and federal procurement guidelines when applicable. In the absence of specific guidelines, Green Dot requires the following: 1) Value less than \$10,000: No quote nor proposal is necessary if Green Dot considers the price reasonable, although fair and equitable standards apply to the vendor selection process; 2) Value from \$10,000 - \$50,000: A minimum of two (2) quotes or proposals must be obtained from qualified sources; 3) Value greater than \$50,000 and less than \$150,000: A minimum of three (3) quotes or proposals must be obtained from qualified sources; 4) Value of \$150,000 or greater: Comprehensive requests for proposals that include clear, accurate descriptions of goods and/or services solicited and are publicized. A formal method for their evaluation and selection must be followed.

Deposits: School site School Operations Managers or Office Coordinators receive cash or checks from teachers, fundraising, parents, and other sources (i.e., cheerleading, soccer, class trips, uniforms, lunches, yearbooks, and donations). Checks collected must specify purpose, date, and amount of the payment. Payments must be evidenced by a receipt. A log of payments is acceptable under certain circumstances when giving an individual a receipt is not feasible (i.e., small dollar amounts for snack items). Verification as to the accuracy of funds received and recorded must be evidenced by the School Operations Manager and the person responsible for accepting the funds (i.e., program manager, teacher or office assistant) by making an entry in the Receipt Log. Funds must be kept in a secure location at the school site until the scheduled pick-up occurs. Deposit records must be emailed to the responsible Senior Accountant immediately after completion of the deposit. Unless there was no money collected, there should be at least one deposit per week. If a deposit does not occur during the week, then this fact should be communicated to a responsible Senior Accountant via email. Back-up documentation must be kept at the school site.

All money should be deposited weekly on regular pick up dates via armored transport service. Home Office and school sites must deposit all money before spring, summer and winter breaks. Requests to cancel or change regular deposit pick-ups should be communicated to a responsible Senior Accountant and approved by the Controller prior to the pickup being changed. Checks must be deposited within one week of the receipt of the check.

Petty Cash: Since the Principals at each school site have a credit card for school supplies, expenses, and unforeseen costs, petty cash funds are no longer necessary at the school sites.

Bank Accounts: All bank accounts will be established in strict accordance with Green Dot bylaws and the terms and conditions agreed to with the hosting financial institution. At a minimum, Green Dot will maintain the following:

- A Main Operational Checking Account into which all non-payroll related deposits and disbursements will be made. Note that fundraising derived by the Home Office Departments are deposited into this account.
- Individual School Deposit Zero Balance Accounts into which all Federal, State, and Local school earmarked funds will be deposited. Note that fundraising derived by the schools is deposited into its individual bank account.

Any balance in these accounts will be swept into the Main Operational Checking Account nightly.

- A single Payroll Zero Balance Account which will be used solely for making payroll and payroll tax related payments. Any balance in this account will be swept into the Main Operational Checking Account nightly. Separate holding accounts for advance funds provided under Federal, State or Local programs which require segregation of funds.
- In regions where private and Federal funds are commingled with State funds, funds would revert to the State in the event of a school closure, Green Dot management may decide to maintain separate bank accounts for State funds and non-State funds. Materiality and probability of school closure are examples of factors management will consider when determining whether or not to maintain separate accounts.
- Federal Grant Funds – Interest-Bearing Accounts: All advance payments of federal funds must be deposited and maintained in interest-bearing accounts, with the following exceptions (2 CFR §200.305):
 - The entity receives less than \$120,000 in federal awards per year.
 - The best reasonably available interest-bearing account would not be expected to earn interest in excess of \$500 per year on federal cash balance.
 - The bank would require an average or minimum balance so high that it would not be feasible within the expected cash resources.

Expense and Travel Reimbursement: Green Dot may authorize payment for actual and necessary expenses, including travel incurred by an employee performing pre-approved, authorized services. However, the majority of day-to-day purchases (e.g., supplies) should be done through the appropriate purchasing processes (see Purchasing Section of the Employee Handbook). Every effort should be made to obtain items from Green Dot-approved vendors using the requisition process. Purchases from vendors outside the home state are subject to that home state's tax and that tax will be added to the cost of the item and charged to the budget of the site that incurred the charge.

Expense reimbursements are submitted through Workday and routed through the system automatically according to the cost center manager for the requested reimbursement. Although the Policy guide discusses expenses eligible for reimbursement employees are strongly encouraged to seek approval for expenses before incurring expenses for which they will seek reimbursement.

In general:

- Expenses can be reimbursed up to 45 calendar days from the date of the transaction
- Itemized receipts and/or proof of payment must accompany all expenses
- All expenses must be pre-approved by the Cost Center Manager

Failure to comply with the above will result in non-reimbursement of the expense.

Mileage Reimbursement: Mileage for work required travel is eligible for reimbursement and uses the process as the employee reimbursement process discussed above. A mileage log must be submitted for all mileage reimbursement requests and must indicate the points of travel, dates of travel, odometer readings and the miles eligible for reimbursement. Per applicable state and federal law, normal commuting costs of traveling to and from work are not reimbursable and must be subtracted from the reimbursement request. Note: gas, oil or other vehicle maintenance items and insurance related to personal car use for business travel is not reimbursable since this is included in the IRS/government mileage rate.

Employees must acquire and maintain the minimum requirements, per applicable state and federal law, (e.g., ensure valid driver's license, minimum insurance, etc.), when driving is part of, or is incidental to, his/her job duties (e.g., traveling

between school sites).

Meals and Entertainment: Meals made necessary by travel are reimbursable. Every effort must be made to ensure that the cost of such meals is reasonable. For meals, Green Dot has set a maximum daily reimbursement, exclusive of tips, of, \$14 for breakfast, \$18 for lunch, and \$34 for dinner. Tips considered reasonable and necessary are eligible for reimbursement.

Meals and entertainment expenses require the following documentation for reimbursement to occur:

- Meals and entertainment expenses must be listed separately on the expense form (including those that were paid as part of a hotel bill).
- Itemized, detailed receipts must be included. Each employee must also include a form of payment such as a canceled check, credit card or bank statement.
- The description must include the number of individuals and the names of those attending (including self), their titles and business relationship, if applicable, and business purpose of meal and/or entertainment.
- Green Dot does not reimburse an employee for alcohol.

Travel: In the spirit of being a non-profit educational organization, employees are asked to spend prudently. Green Dot employs an online travel management system (Egencia) in which employees can book air, hotel, and car rental travel, requires supervisor approval prior to booking, and is billed directly to Green Dot. Unless otherwise approved by your supervisor, employees should use the Egencia system.

Hotels: Reasonable lodging costs incurred in the course of business travel will be covered by Green Dot whenever a day trip is not appropriate, if approved in advance. Green Dot may have negotiated rates at certain hotels and employees are expected to stay at those hotels, if available. All hotel bookings require approval by the department head in which the travel expense will be incurred. Additionally:

- Green Dot employees are expected to stay in standard business class lodgings that charge a reasonable rate.
- Green Dot will not pay for lodging costs when staying in a city longer than is justifiably necessary.

The itemized hotel bill showing the form of payment used (charge slip or zero balance) must be submitted with the expense form or credit card reconciliation as documentation. A charge slip alone is not acceptable. In the event of an express checkout, a hotel invoice along with a form of payment on the invoice (such as a credit card number) is acceptable.

Air Travel: Green Dot employees are expected to travel using the lowest available logical fare in Economy class. Air booking searches on Egencia will automatically find the lowest available logical fare. All air travel requires approval by the department head in which the travel expense will be incurred. Additionally:

- The only legitimate reason for flying any class other than Economy is if seats are not available in Coach or if an employee has a disability for which a reasonable accommodation is required. If this is the case, approval must be obtained from his/her manager before purchasing the ticket.
- Only actual costs will be reimbursed upon completion of travel. No reimbursement will be made for the value of premiums earned through frequent traveler programs applied to business travel. This includes free upgrades or free flights. Miles and points earned are the property of the employee.

Green Dot is not responsible for lost, stolen or damaged luggage. Please file a claim with the airlines and/or personal insurance company.

Car rentals: Car rentals should be used only when needed and alternate forms of road transportation (i.e., taxis, public

transit and personal vehicles) are not more feasible or available. Green Dot currently has a corporate contract with National Car Rental and employees are to use this preferred vendor when possible. Loss Damage Waiver (“LDW”) insurance is included in the corporate contract. If renting outside of the corporate contract, LDW should be accepted.

13.b. Roles and responsibilities

The GDPSN Chief Financial Officer Consultant, Director of Finance, and the Controller provide overall guidance in executing all financial and accounting controls and processes. Additionally, the GDPSN Director of Finance is assigned to King MS and the Regional Office and acts as a liaison between the GDPSN F&A department and the Director of Finance and Operations in Texas. On a weekly basis, the GDPSN Director of Finance and the Director of Finance and Operations in Texas will meet to discuss budget planning, budget to actuals, compliance and reporting deadlines, and any other relevant F&A topics. On a monthly basis, the Director of Finance and Operations in Texas will meet with the GDPSN Finance and Accounting team members to do a deep dive into the prior month’s close.

The Director of Finance and Operations in Texas will then meet with the King MS principal twice a month to review budget to actuals and prepare for School Advisory Council (SAC) meetings to share relevant financial information with key school stakeholders. Resumes for employees currently holding the above mentioned GDPSN positions are available upon request.

School-level and Home Office department-level budgeting is a collaborative effort between all Home Office departments and school sites across all regions. GDPSN will finalize an annual operating budget of revenues and expenses, five year projections, cash flow projections and capital expenditure and deferred maintenance budgets based on the needs of King MS and input from the Director of Finance and Operations in Texas. These budgets and projections will be reviewed and approved by the Board of Directors in Texas on an annual basis in June and modified in October after the first reporting cycle of the academic school year in order to adjust for actual student enrollment (see Contingency Plan below for more information).

The school administrative team and the SAC will play key roles in managing the school’s finances. School administrators will be responsible for working with the Director of Finance and Operations to develop a budget. School administrators will identify the strategic investment priorities for the school based on academic achievement and the school’s strategic plan. Administrators will revise attendance plans, since enrolled students are a critical source of revenue. School administrators will also be responsible for reviewing budgets on a monthly basis and understanding and managing variances. SACs are composed of a diverse set of school stakeholders (refer to the Governing Board section for additional details). SACs provide critical input into the budget of the school and the use of resources. If a school needs to make budget cuts, the SAC will be consulted for input into where those cuts should be made.

Consolidated school and Home Office department-level financial reports displaying budget versus actual results as well as full-year budget versus full-year forecast are prepared by Finance & Accounting and will be presented to the school sites and Home Office Department Heads on a monthly basis. The leadership team, the Finance Committee of The Board of Directors, and the Board of Directors will review and discuss the statements on a quarterly basis, typically within 45 days after the end of the quarter. The Director of Finance and Operations in Texas will present the material to the Board at each meeting.

13.c. Financial transparency

King MS will review and approve the budget, the annual audit and the annual financial report at an open meeting of the Board of Directors where stakeholders will be invited to attend and provide public comment. In addition, parents and other stakeholders are invited to give input into their school’s budget during SAC Meetings. Green Dot will provide Beaumont

ISD with copies of all annual financial reporting, and/or meet authorizer requirements regarding budget transparency outlined in agreements with the BISD. Further, required financial documents will be made accessible to the public via the school website.

Green Dot currently engages Eide Bailly LLP as its independent auditor. The firm began operations in 1917 and since that time has conducted audits of K-12 Local Education Agencies and charter school clients since 1985. As a result of this past experience, Eide Bailly LLP are experts in regards to the rules and regulations with respect to generally accepted auditing standards and generally accepted accounting principles.

Green Dot's fiscal year ends June 30th. The audit starts in March of each year with the four phases of the audit. During the school-site audit in March, Auditors test controls procedures related to cash deposit and attendance. In June, auditors test all state funding for reasonableness. In August, auditors test all federal funding in order to issue an A-133 audit opinion. Finally, in October, auditors test the financials for reasonableness. An audit opinion is issued for state funding, federal funding as well as the financials as a whole. Green Dot schedules the audit timeline based on submission deadlines to all charter authorizers and state entities, and plans accordingly for review with the Audit Committee and the Board of Directors well ahead of the deadlines.

The Green Dot Audit Committee is composed of the Green Dot Finance Leaders from all regions and representatives from all Green Dot boards. Members will review any audit exceptions or deficiencies and report recommendations to the applicable Green Dot Board of Directors as to how these have been, or will be, resolved. If a school were to have a finding, material weakness or audit exceptions, it would be addressed and corrected immediately. Audit exceptions would be addressed in collaboration with the GDPSN Finance and Accounting Department and the Audit Committee as soon as they were discovered. They would also be covered with the Board of Directors at the December Board meeting where the Audit is reviewed. If a change in procedures were required, it would be brought up to Green Dot management, the Budget Committee of the Board and if required, the Board of Directors for approval.

Annual audits will be completed within five and one-half months of the close of each fiscal year. Thereafter, a copy of the auditor's findings will be forwarded to applicable local and state agencies, as required by law. Finally, Green Dot will post the annual financial report and IRS Form 990 on its website. Green Dot has submitted an on-time audit each year in its 20 year history. Green Dot has had two findings in its 20 year history.

13.d. Operating budget

Please see [Attachment 9](#) for the operating budget.

13.e. Budget narrative

Please see [Attachment 10](#) for the budget narrative.

13.f. Contingency planning

Green Dot recognizes the need to implement contingency plans due to factors such as lower than expected enrollment, deferred or delayed cash payments, or unexpected expenses, such as enrollment of one or more high needs students with disabilities. All Green Dot schools have in place a contingency budget process so that schools can adjust their budget once enrollment numbers are finalized. Green Dot will use best practices developed through experiences in its 20 year history to determine contingency budgets for each school, including, but not limited to:

- Reducing the amount allocated to classroom materials and supplies
- Reducing the amount allocated to office materials and supplies
- Deferring technology upgrades or replacement
- Seeking additional philanthropy or local, state or federal funding sources for high needs students

- Delaying hiring of personnel until King MS has the enrollment to support the hires - the Director of Human Capital closely coordinates with the Director of Finance and Operations and the Principal if there are enrollment concerns
- Reducing personnel if needed - Green Dot works to avoid this situation as much as possible, but if the measures above are insufficient, we will work with the Principal to make the cuts needed in order to ensure that King MS is sustainable and viable

2019-2020 Local Campus Partnership Application

Existing Partner/Experienced Partner Supplement

Existing Partner/Experienced Partner Supplement

(Limit: 5 Pages)

A strong proposal from a partner that has previously operated schools, or a partner proposing to contract with an entity that has previously operated schools (often referred to as an Education Service Provider or ESP), is coherent overall and aligned internally with the school's mission and vision, Educational Program, Operational Plan, Financial Plan, and any other applicable attachments. Experienced Charter Partners should complete only Section 1, below. Any applicant proposing to contract with an Education Service Provider (ESP) should complete Sections 1 and 2.

Existing Charter Partner Track Record

1. Provide evidence of the following:
 - a. As **Supplemental Attachment 1**, the experienced partner applicant or ESP's success in serving populations similar to the population that the applicant intends to serve, including evidence of academic success and successful management of non- academic school functions (e.g., back- office services, school operations, extracurricular programs);
 - b. As **Supplemental Attachment 2**, the financial health of the experienced partner applicant or ESP as demonstrated through an independent financial audit report and its most recent annual report; and
 - c. A clear description of any history of charter revocations, non-renewals, withdrawals, or failures to open for the experienced partner applicant or ESP.

1.a. Academic success and successful management of non-academic functions

See [Supplemental Attachment 1](#) for evidence of Green Dot Public School's success serving similar student populations and successful management of non- academic school functions.

1.b. Financial health

See [Supplemental Attachment 2](#) for Green Dot Public School National's most recent independent financial audit report. We do not publish an annual report.

1.c. History

During its 20 year history, Green Dot Public Schools has not had any of its charters revoked, non-renewed, withdrawn, closed, or fail to open due to financial mismanagement or academic performance. Green Dot believes in accountability and scrutiny as keys to high performing schools and educators. While we have opened 35 schools, we have also led some initiatives to merge, transfer to another organization, or close schools. The ability to learn quickly from experience and adapt well is a core strength of successful organizations. Well-designed strategy, careful planning and execution needs good feedback loops to ensure that we reflect, learn and improve constantly. Our communities deserve nothing less.

At times, we have had to course correct. At every school within the Green Dot network, we have always sought to truly provide excellence for all students. Many of the below changes in our makeup have been governance shifts largely felt by the administration; others are transfers to other organizations, and there are a handful of outright closures. In each case, stakeholders in the community have guided our decision-making and outcomes.

Green Dot Public Schools California Network

Ánimo College Preparatory Academy

After reviewing declining enrollment trends for *Ánimo College Prep Academy*, we determined that our ability to provide students with the caliber of robust programs and support we provided from 2011-2020 was no longer viable. It is unfortunate that our program, which had delivered student growth percentiles in English and Math at 92 was not able to continue at this site. Students were offered spots at other nearby schools in our network.

Ánimo Film and Theater Arts Charter High (AFTA)

AFTA was established to provide a very small (160 students total) innovative project-oriented and creativity-focused program within Green Dot's broader college-prep curriculum. While the program delivered for students and families, enrollment never gained sufficient traction as students and families were better served and more attracted to the college preparatory programs. AFTA was a Big Picture model school - an adjacency to our core model and better supported by transferring it to the Big Picture organization directly.

Ánimo Justice Charter High

Ánimo Justice was founded as part of a cluster of high schools Green Dot opened in 2006-7. While the program delivered for students and families, enrollment never gained sufficient traction just as declining public funding during the 'Great Recession' meant changes in the program and model. Students were offered spots at other nearby schools in our network, including another high school on the same city block. Consolidating the two schools' enrollments proved prudent.

Ánimo Locke Technology High, Alain Leroy Locke 3 College Preparatory Academy, Ánimo Locke Charter High School #3, Ánimo Locke ACE Academy, Ánimo Locke II College Preparatory Academy

When Green Dot began leading Alain LeRoy Locke High School, it created separate Local Education Agencies (LEAs) to give the school a chance to build an evolutionary identity and incorporate innovative programs to the original school while advancing a turnaround effort on that campus. As the turnaround model evolved, Green Dot adapted constantly to ensure that student safety and success remained at the center of school policy and decision-making. It became clear that smaller corps within the large campus could maintain their efforts without being separate LEAs, which was adding additional administrative burdens. Alain Leroy Locke College Preparatory Academy continues to deliver a high quality education to the local community under Green Dot's leadership.

Ánimo Phillis Wheatley Charter Middle

Ánimo Phillis Wheatley was originally created as a separate LEA to give the school a chance to build a complementary but independent program while advancing a turnaround effort at the original Henry Clay Middle School. It became clear that smaller corps within the large campus could maintain their efforts without being a separate LEA, and Henry Clay has since been renamed *Ánimo Legacy Charter Middle School*, which continues to deliver a high quality education to the local community under Green Dot's leadership.

Green Dot Public Schools Washington State Network

Excel Public Charter School, Destiny Charter Middle School

Neither *Destiny* nor *Excel* recovered from early setbacks in enrollment due to legal uncertainty around charters in Washington state, despite opening their doors with a full class and a waitlist. Given waning enrollment in each school over its lifespan, there was no pathway forward for either school that was viable on public funding while delivering compelling outcomes for students and families, so long as charters remained shut out of 30% of revenue.

Rainier Valley Leadership Academy

Rainier Valley Leadership Academy originally opened as part of the Green Dot Public Schools Washington network. The school was and remains successful, but governance and management proved to be challenging

within the Seattle legal and political environment impacting enrollment and governance. The school has since transitioned to an independent board and continues to serve students and families in South Seattle.

Green Dot America

Green Dot Public Schools New York

Green Dot New York, now University Prep Public Schools, was opened in partnership with the United Federation of Teachers (the NYC affiliate of the national umbrella organization, the American Federation of Teachers – AFT). The school was and remains very successful; it modeled fruitful partnership between a CMO and a traditional teachers' union - the largest in the country, in fact. With no intention to scale in NYC, and therefore no intention to build any regional support staff, most back office functions were contracted to the UFT. Despite the success of the school, it made little sense to continue to license the Green Dot brand. The school was transitioned to an independent board, which remains chaired by Green Dot's founder, Steve Barr.

ESP Management Plan and Legal Relationship

1. Provide evidence of the following:

a. As **Supplemental Attachment 3**, a clear and appropriate Management Agreement that includes:

- ✓ A detailed description of the roles and responsibilities of the ESP;
- ✓ A detailed explanation of the scope of services and costs of all resources to be provided by the ESP;
- ✓ A detailed description of the oversight and evaluation methods that the board will use to oversee the ESP, including schoolwide and student achievement results which the management organization is responsible for achieving, and a description of how often, and in what ways, the board will review and evaluate the ESP's progress toward achieving agreed-upon goals;
- ✓ A detailed explanation of the conditions, standards, and procedures for board intervention if the management organization's performance is deemed unsatisfactory;
- ✓ A detailed explanation of the compensation structure, including clear identification of all fees to be paid to the ESP and the schedule on which the ESP will receive compensation;
- ✓ A detailed explanation of the financial responsibilities of the ESP, including the ownership of items purchased with public funds, including which operating and capital expenditures each party will be responsible for assuming, what types of spending decisions the ESP can make without obtaining board approval, and what reports ESP submit to the board on financial performance and on what schedule;
- ✓ A detailed description of the duration, renewal, and termination of the management agreement, including how often the management agreement may be renewed, the conditions that both the ESP and the school must satisfy for the management agreement to be renewed, and the procedures for determining whether the management agreement will be renewed;
- ✓ A detailed description of the grounds for which the ESP or the school can terminate the management agreement for cause, including provisions for notice to the other party and any conditions under which either party may terminate the management agreement without cause;
- ✓ An explanation and justification of any indemnification provisions in the event of default or breach by either party;

- b. A compelling plan for the operation of the school in the case that the management agreement is terminated;
- c. That the board is independent from the ESP and self-governing, including separate legal representation of each and arm's-length negotiating and no existing or potential conflicts of interest between the school's governing board and proposed ESP or any affiliated business entities;
- d. A clear and detailed explanation of the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the charter school board will oversee the ESP supervisory responsibilities;
- e. A detailed explanation and compelling justification of any lease, promissory notes, or other negotiable instruments, any lease-purchase agreements or other financing relationships with the ESP, including evidence that such agreements are separately documented and not part of or incorporated in the ESP agreement. Such agreements must be consistent with the school's authority to terminate the ESP agreement and continue operation of the school; and
- f. A detailed explanation and compelling justification of any loans, grants, or investments made between the ESP and the school, including an explanation and justification of how any such loans, grants, or investments may be initiated, repaid, and refused by the school.

1. ESP Management Plan and Legal Relationship

Not Applicable. Green Dot will not be contracting with an ESP.

Attachments

1. Graduation standards (high school applicants only)

Not Applicable. King MS is not a high school.

2. Enrollment policy

Not applicable. Green Dot will follow BISD's enrollment policy.

3. Discipline policy

Please see [Attachment 3](#).

4. Organizational charts

Please see [Attachment 4](#).

5. Board documents

Please see [Attachment 5](#) for exemplar board documents primarily based on the GDPSN Board. Green Dot would work collaboratively with Beaumont ISD and its board to adjust where necessary in applying these processes and policies to the newly formed Green Dot board in Texas.

6. Board Member Information Form Prov

Not yet applicable. If selected as Beaumont ISD's partner operator, GDPSN plans to file to form a new 501(c)(3) in Texas with a governance board. As new members join the Board in Texas, Green Dot would request all required documents and share with the Beaumont ISD board and staff upon request. GDPSN Board member information can be made available upon request.

7. Leadership team qualifications or role description

Please see [Attachment 7](#) for the application team's resumes and for job descriptions of roles to be hired.

8. School leader qualifications or role description

Please see [Attachment 8](#) for the school leader recruitment overview and School Leader Evaluation (SLE) rubric, as well as the plan to structure and evaluate the leader's work.

9. Financial Plan Workbook

Please see [Attachment 9](#).

10. Financial plan narrative

Please see [Attachment 10](#).

11. Sample of instructional plans

Green Dot would use the curriculum outlined in section 1.a. Curriculum to create or adapt instructional guides aligning with TEKS. A sample of instructional plans from our existing regions has been included as [Attachment 11](#) for reference.

13. Video playlist

Green Dot would like to share a few videos of our current schools to give BISD staff and community members a glimpse of what our model looks like in reality. We included clips of middle schools and transformation schools, as well as a chance to hear directly from our stakeholders: students, families, and staff. Given the global pandemic,

once it is safe again to do so, we would like to invite Beaumont stakeholders to visit our current schools. Please see [Attachment 12](#).

Supplemental Attachment 1. Experienced partner track record

Please see [Supplemental Attachment 1](#) for evidence of Green Dot Public School's success serving similar student populations and successful management of non- academic school functions.

Supplemental Attachment 2. Financial health

Please see [Supplemental Attachment 2](#) for Green Dot Public School National's most recent independent financial audit report. We do not publish an annual report.

Green Dot Public Schools Discipline Policy

Green Dot's approach to discipline is aligned to the broader Green Dot policy, as it seeks to serve the needs of all students. The discipline philosophy includes:

- Starting with promoting positive behavior.
- Providing behavior supports through the RTI process
- Engaging parents
- Focusing on restorative practices when behavior expectations are not met

In practice, this means:

1. Explicitly setting expectations for behavior and setting clear classroom routines (e.g. having routines on how to turn in work, hand out materials and make-up missed work; in all grades setting up CHAMPS adapted with age-appropriate language at each grade-level to guide students on expectations for conversation, help, activity, movement, participation and success)
2. Consistently reinforcing what good behavior looks like by encouraging teachers to have a 3:1 ratio of interactions with every student – i.e., 3 positive interactions for every correction and by encouraging active circulation of teachers in the classroom.
3. Recognizing positive behavior as much as possible.
 - a. In class: teachers will use a “merit” system for celebrating positive behavior in the classroom (e.g. showing respect, reading out loud to the class) that results in prizes (school supplies, healthy snacks) and special privileges (front of the lunch line pass, discounted tickets to school events)
 - b. School-wide: Positive behavior will be recognized during weekly assemblies. There will also be school wide incentives on a weekly basis for free dress days, gym time during Advisory and other spirit / culture events.
4. Identifying when behavior expectations are not met through a de-merit system to allow for reflection and self-correction

To ensure consistency in the implementation of these practices, the Safe & Civil Leadership Team provides trainings on the fundamentals that teachers should exhibit related to maintaining a strong classroom learning environment including keeping students on task, providing opportunities for students to respond, demonstrating a high ratio of positive to negative interactions, responding to disruptions, and communicating expectations clearly. The Safe & Civil team goes into classrooms to support with implementation. Principal and Assistant Principals will look for these behaviors during classroom observations and provide coaching to improve practices when necessary. These practices are aligned to Domain 2 of the College Ready Teaching Framework (CRTF) used to coach, develop and evaluate teachers.

When behavior expectations are not met, Green Dot's approach is based on the research and philosophy of Restorative Practice. Restorative Practice means that individuals who hurt the school community must make amends and give back to the community for their infraction. Therefore, students who violate Green Dot's Code of Conduct will often face a restorative consequence – an opportunity to give back to the community and repair relationships they have damaged. For example, if bullying is the infraction, facilitated conversations, a written apology note, and/or a behavior reflection assignment may result. The goal is that students always take responsibility and make amends.

The In School Suspension (ISS) team leads restorative circles. A restorative circle is different from a “meeting” or “mediation” in that its purpose is to create a safe place where individuals can listen, speak freely and honestly. Participants have the right to speak or observe, commit to confidentiality, and respect the person talking. The focus is not on the details of “what” happens, but rather the feelings and process of those involved, and a collaboration and commitment on how the person can make the situation right. Circles consist of a facilitator who assists the group in creating and maintaining a collective space of safety, honesty, and respect; a group of at least two people who are talking, understanding, healing, supporting, community-building, conflict resolving and reintegrating; and a talking piece, which must be held in order for someone to speak and should be circulated to give everyone an equal amount of uninterrupted time to speak. Teachers are also trained in these practices so they can lead circles in their classrooms when necessary.

The “giving back” does not necessarily replace punitive actions that may result from the infraction. In addition to restorative consequences, additional consequences are age appropriate and progressive in nature.

Policy: Progression of Disciplinary Procedures

Green Dot’s approach to discipline prioritizes creating an environment of safety and civility, and includes: starting with promoting positive behavior, providing behavior supports through the RTI process, using data to determine what Tier of supports students need, engaging parents, and focusing on restorative practices when behavior expectations are not met. Each student is expected to behave in a manner that exemplifies dedication, discipline, desire, honesty, loyalty and respect. Students will be held responsible and accountable for behavior that conveys these principles. Proper behavior is expected at all school-sponsored activities both during and after the regular school day. Green Dot believes it is the role of educators to teach students proper behavior and to work with students who make poor decisions so they can become equipped to be college and career-ready adults. Students who consistently or repeatedly fail to uphold the Green Dot standards of conduct and behavior, however, may be subject to age appropriate disciplinary action up to and including expulsion.

For the purposes of this handbook, “Suspension” shall be defined as dismissed from attendance at school for any reason for not more than ten (10) consecutive days. Multiple suspensions shall not run consecutively nor shall multiple suspensions be applied to avoid expulsion from school. “DAEP” shall be defined as assignment to an alternative school or program. “Expulsion” shall be defined as removal from attendance for more than ten (10) consecutive days or more than fifteen (15) days in a month of school attendance. Multiple suspensions that occur consecutively shall constitute expulsion.

PROGRESSION OF DISCIPLINARY PROCEDURES

Teachers are responsible for the day-to-day discipline in their classrooms with the understanding that teachers have many different roles beyond just disciplinarians. Teachers work with their students to meet their individual needs and work together to find a common ground in the classroom, to ensure that learning can take place. Disciplinary options available to the teachers include: warning, detention, parent-teacher communication, counseling referral, and discipline referral to the administration.

Policy: The Discipline Matrix

The matrix below outlines the three-tier system for responding to both major and minor infractions.

Violation	Description	Examples	Potential Consequences
Mild	A mild behavior infraction is a minor misbehavior that does not impede the learning of others or only does so to a minimal extent.	<ul style="list-style-type: none"> • Minor uniform infraction • Failure to complete work • Chewing gum • Food/drink violation • Calling out 	<ul style="list-style-type: none"> • Teacher intervention through any of the following techniques: non-verbal correction, gentle verbal reprimand, proximity correction or humor.
Moderate	Moderate behavior infractions are misbehaviors that more persistently impeded the learning of the student or their peers.	<ul style="list-style-type: none"> • Instigating a fight • Insubordination/defiance • Tagging • Inappropriate use of technology • Verbal altercation • Profanity/foul language not directed at an adult 	<ul style="list-style-type: none"> • Detention (lunch or after school) • Referrals • Parent conference • Parent shadowing • Loss of student privileges • Suspension (or ISS) • Student agreement • Other school service
Severe	Severe behavior infractions are misbehaviors and actions that are very serious violations of our Code of Conduct, and/or are criminal violations of Texas law.	<ul style="list-style-type: none"> • Bullying • Drug distribution • Leaving class without permission • Destruction of property • Fighting • Brandishing a weapon • Gang activity • Terrorist threats 	<ul style="list-style-type: none"> • Detention (lunch or after school) • Suspension (or ISS) • Discipline Review Board • Student agreement • Probation • Expulsion
Zero Tolerance	Zero Tolerance infractions are misbehaviors and actions that are very serious violations of our Code of Conduct, and/or are criminal violations of Texas and Federal law.	<ul style="list-style-type: none"> • Possession of a firearm or explosive • Possession of an illegal drug or unauthorized prescription drugs • Battery against school personnel 	<ul style="list-style-type: none"> • Expulsion for a minimum of one (1) year

ADMINISTRATIVE AFTER SCHOOL DETENTION: These detentions are up to 60-minute detentions that occur after

school five minutes after the dismissal bell. Students must report to detention on time and remain in detention for the entire time to clear the detention.

During the detention period, students are to sit quietly and complete assignments. No activity such as listening to music, sleeping, etc. is permitted. This detention may consist of writing an assignment, sitting quietly in a classroom or assisting with cleaning of the campus. School events, activities or athletics are not valid reasons for missing a detention.

After a student is given a school detention, the student’s parent/guardian may be notified by telephone by the Principal or designee.

ADMINISTRATIVE LUNCH DETENTION: Students will receive a detention reminder slip, which will have the date of your detention and the room lunch detention will be held. Students will have three minutes to report to the lunch detention room. The expectation for students is to serve their lunch detention the next time lunch detention is offered (Ex. Student receives lunch detention on Monday, student will serve lunch detention on Tuesday). Students who do not attend lunch detention will receive a school-wide detention, which may disqualify them from the next merit event (Exceptions will be made for students who were absent on the day of detention).

HOW TO EARN MERITS

Teachers should award merits anytime a student displays a “merit worthy” behavior. Merit worthy behaviors are observable actions that indicate or exemplify preparedness for college, leadership and life.

Buckets of “Merit Worthy” Behavior:

Preparing For College	Preparing for Leadership	Preparing For Life
Academic discourse High level questioning Persisting with difficult content (in class or out of class)	Taking Initiative Striving For Excellence	Showing Respect Acting Responsibly Interacting Positively and appropriately in all settings Nurturing Diversity and Collaboration

Policy: Serious Infractions

In order to assure a safe and secure learning environment free of drugs, violence, and dangerous weapons, any student who engages in the following behaviors may be subject to suspension for a period of not less than one (1) school year.

1. Unauthorized possession of a firearm, or any other items deemed prohibited according to BISD Code of Conduct
2. Committing aggravated assault of a "teacher, principal, administrator, or any other employee of an LEA or school resources officer"
3. Possession of illegal drugs

Expelled means removed from the student's regular school or removed from school attendance altogether.

DAEP (Disciplinary Alternative Education Program) means the student has been removed from school and placed in an alternative school. Green Dot Public School's Executive Director may modify this expulsion on a case-by-case basis.

The following behaviors are also considered serious infractions and may lead to immediate suspension and/or Disciplinary Alternative Education Program (DAEP) placement.

1. Violence or threatened violence against the person or property of any personnel or any student attending or assigned to any school;
2. Possession of a pistol, gun or firearm on school property;
3. Possession of a knife or other weapons, etc., on school property;
4. Willful or malicious damage to the theft of real or personal property of the school or the property of any person attending or assigned to the school;
5. Unlawful use or possession of barbitol or legend drugs;
6. Unlawful use or possession of alcohol;
7. The sale or distribution of drugs and alcohol;
8. Assault or battery on school employees; (this includes physical and explicit verbal assault)
9. Willful and persistent violation of the rules of the school or truancy (with prior unsuccessful interventions)
10. Anything not listed above, but meets the criteria of BISD mandatory DAEP placement.

Policy: Suspension

A student may be suspended or expelled/remanded for serious infractions. Misbehaviors in violation of the Student Code of Conduct not otherwise constituting an expellable offense may become a serious infraction subject to expulsion and/or suspension when the misbehavior is so persistent that, in cumulative effect, it is significantly disruptive of the educational process. The decision to expel shall be based on an assessment of the facts and circumstances of each case. Relevant factors, without prioritization, include, but are not limited to, the seriousness of the misconduct, the student's age, grade level, history of prior misconduct, health and safety issues, and disruptive effects upon the educational process.

SUSPENSION PROCESS

In addition to the above list of serious violations, the Principal or designee has the authority to suspend a student for a period of up to five (5) school days to further investigate an incident or because of an emergency constituting endangerment to health or safety of students or staff.

1. PREREQUISITES TO SUSPENSION

Prior to suspending a student, the Principal or designee must hold an informal conference with the student to:

- a) Notify the student of the accusations against him/her;
- b) Allow the student to relate his/her version of the incident; and
- c) Determine whether the student's conduct warrants suspension.

2. NOTIFICATION TO PARENTS/GUARDIANS

If the Principal or designee determines the student's conduct warrants suspension during the school day, the Principal or designee must notify the student's parents/guardians that the student has been suspended before the student is sent home on the day the suspension occurs. The Principal/School Director or designee will notify a suspended student's parents/guardians of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the Principal/School Director.

3. CREDIT DURING SUSPENSION

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

Policy: Expulsion & DAEP Process

EXPULSION PROCESS

This process applies to expulsions (removal from the regular program for more than ten (10) days). When Green Dot Public Schools finds the most serious disciplinary consequence – expulsion from school – to be required for a student, it should follow the steps below before applying an expulsion.

PREREQUISITES FOR EXPULSION

Prior to remanding a student, the Principal and/or designee must hold an informal conference with the student to:

- a. Notify the student of the accusations against him/her;
- b. Allow the student to relate his/her version of the incident;
- c. Suspend the student for five (5) days pending a decision on an expulsion.

NOTIFICATION OF PARENTS/GUARDIANS

If the remand/expulsion is applied, the principal or designee shall immediately give notice of the remand/expulsion to the parent or guardian. After providing notice, the school should obtain the parent's signature or, if the parent or guardian cannot be reached, mail a certified copy of the notice to the student's home address. The remand/expulsion notice shall include the effective date and length of the remand/expulsion, the reason for the remand/expulsion, and information about the parent's right to appeal the expulsion decision to the Green Dot Executive Director. The notice shall also state that failure to request an appeal in a timely manner constitutes a waiver of further rights in the matter. All remand/expulsion appeals must be filed at the charter network level, orally or in writing, within five (5) days after receipt of the notice and may be filed by the student, legal parent or guardian.

APPEAL TO A DISCIPLINARY HEARING AUTHORITY APPOINTED BY THE EXECUTIVE DIRECTOR

Appeals of remands/expulsions shall be heard by a disciplinary hearing authority, consisting of members appointed by the Executive Director. Each appeal shall be heard by a hearing authority with at least one licensed employee of Green Dot or one of its authorized schools. The hearing shall be audio recorded.

The Executive Director or designee shall give notice of the time and shall also notify the parties that:

- The notice shall include the reasons for the remand and state the same student rights as provided for suspension hearings, above.
- The hearing will be held within ten (10) days of the receipt of the request for appeal.
- The hearing authority may affirm the decision of the school or order adjustment or removal of the remand/expulsion upon such terms and conditions as it deems reasonable.

DECISION OF THE DISCIPLINARY HEARING AUTHORITY

Immediately following the appeal hearing, the hearing authority will notify the student and the student's parents or guardians in writing of his/her decision. The decision shall specify:

- The length of the expulsion, if any;
- Assignment to an alternative school, if applicable;
- When the expulsion is not permanent, the procedures for re-admittance at the end of the expulsion period; and
- The right to appeal the decision to the Executive Director or designee.

Policy: Discipline for Students with Disabilities

Schools may discipline students with disabilities using in-school suspension, or out-of-school suspension. During in-school suspension, the school must provide comparable services to the student's IEP and allow opportunities for the student to participate in his or her general curriculum.

A school may suspend a student with a disability for up to 10 days without a duty to provide continued services specified in the student's Individual Education Program (IEP), review his or her Behavior Intervention Plan (BIP), or reconsider the Functional Behavior Assessment (FBA).

If a student is remanded, removed from primary school longer than 10 days, a manifestation determination review (MDR) must be conducted within the first 10 days of the student's removal. Parents must be notified at least 24 hours prior to the MDR. The MDR shall be used to determine (1) whether the conduct in question was caused by, or had a direct or substantial relationship to the child's disability, or (2) whether the conduct in question was the direct result of the school's failure to implement the IEP. Regardless of the MDR determination, services shall recommence on the 11th day of the student being removed from their primary school.

If the MDR determines that the conduct for a non-zero tolerance offense was a manifestation of the student's disability, the school must do the following: (a) conduct or review the student's FBA, (b) develop or modify a BIP, and (c) return the student to placement from which he or she was removed unless parents and school agree to a change of placement as part of modifications to the IEP or BIP. If the conduct was a zero tolerance offense, the student can be placed in an alternative education setting for up to 45 days. If the MDR determines that the conduct was not a manifestation, the student shall be disciplined in the same manner as non-disabled students would be for similar violations. The school will remain responsible for service provision.

Parent or school appeals of the MDR determination must be conducted within 20 days of notice of the MDR decision by the school. Green Dot Public Schools has 10 days to render an appeal decision. During the appeal process, the student shall continue receiving disability services. Schools have the right to appeal to the special exceptions ruling if continuing IEP services is substantially likely to result in injury to the student or others.

Students suspected of a disability should receive IDEA discipline protections if the school has knowledge that the student may have a disability before the misconduct occurred. If the misconduct occurs and the parent then alleges the child has a disability, the child will not receive discipline protections for that misconduct.

Policy: Corporal Punishment

No employee of Green Dot shall engage in corporal punishment, condone its use, or seek permission from another (including a parent) to administer it. Some examples of corporal punishment include, but are not limited to:

- Shoving, striking, grabbing, shaking or hitting a student
- Throwing objects at a student
- Unreasonable restraint of a student
- Directing others to engage in any of the activities listed above

There may be times when a Green Dot employee may need to use physical contact with a student. This should only be done for reasons of self-defense or defense of another. Any action done for these reasons must be:

- Proportional to the student's conduct; and
- The most restrained means available to control the situation

Resorting to physical contact to protect oneself or another and/or regain/maintain order must be a last resort after all other reasonable means have been exhausted. Restraint and/or isolation of special education students are governed by relevant state law. Each situation will be reviewed by Green Dot Public Schools.

Policy: Safe Relocation of Students

Employees who are directly responsible for a student's education or who otherwise interact within the scope of their assigned duties may relocate a student from the student's present location to another location when such relocation is necessary for the student's safety or the safety of others, or intervene in a physical altercation between two (2) or more students, or between a student and a Green Dot employee, to end the altercation by relocating the student. Such employees may use reasonable force to physically relocate the student or intervene in a conflict if the student is unwilling to cooperate with the employee's instructions. This policy shall be in effect on school property, as well as at official school functions, including, by not limited to, sporting events and approved field trips, taking place away from the local school property.

Campus Aides will be specifically trained and coached in Safe & Civil procedures and on how to support the safety needs of students in grades 6-8. They will receive ongoing coaching and support from their school leaders and will attend three full days of training throughout the school year on All Green Dot Days (AGDD) to ensure they understand what "reasonable force" entails.

In addition, all staff will participate in mandatory trainings and refresher trainings led by Crisis Prevention Institution (CPI) certified trainers from the regional Home Office once per year to ensure they understand how to implement age-appropriate discipline and know what "reasonable force" entails.

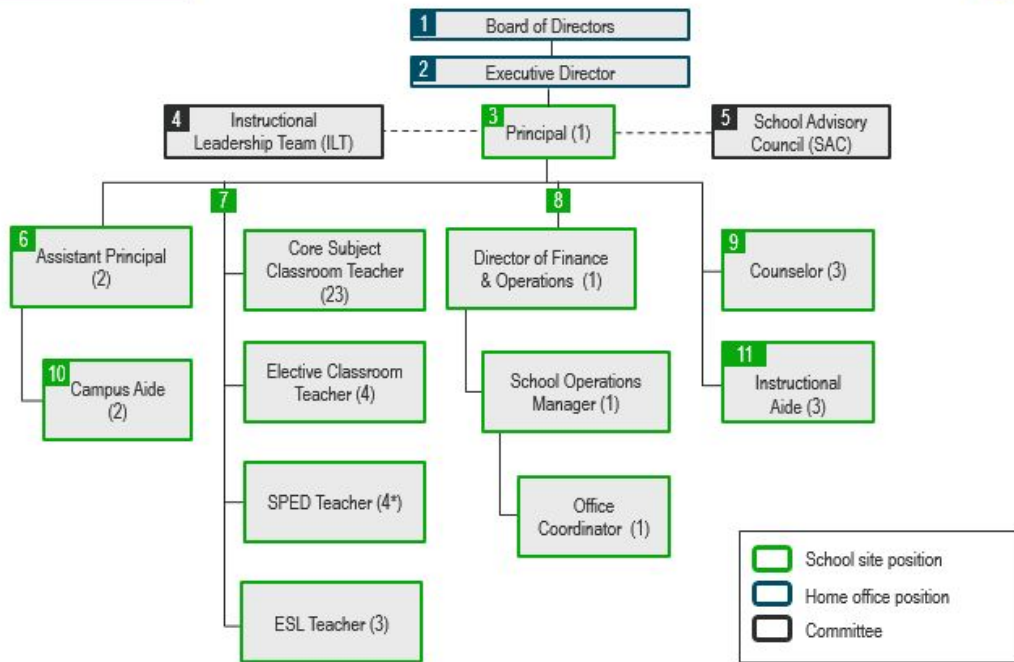
If an employee is unable to resolve the matter when the use of reasonable or justifiable force are required, the student shall be allowed to remain in place until such a time as local law enforcement officers or school resource officers can be summoned to relocate the student or take the student into custody until such a time as a parent or guardian can retrieve the student.

In the event that physical relocation becomes necessary, the teacher shall immediately file a report of the incident with the building principal. If the student's behavior constitutes a violation of the Green Dot Student Conduct Policy, then the report shall be placed in the student's permanent record. Otherwise, the report shall be kept in the student's discipline record, and not become a part of that student's permanent record.

Each building administrator shall fully support the authority of the employees under this policy, and fully implement the policy and procedures of the system.

Attachment 4. Organizational charts

Organizational Chart – King MS



*Includes 3 SPED teachers that work in tandem with core subject teachers, and 1 Functional Skills teacher that has their own classroom

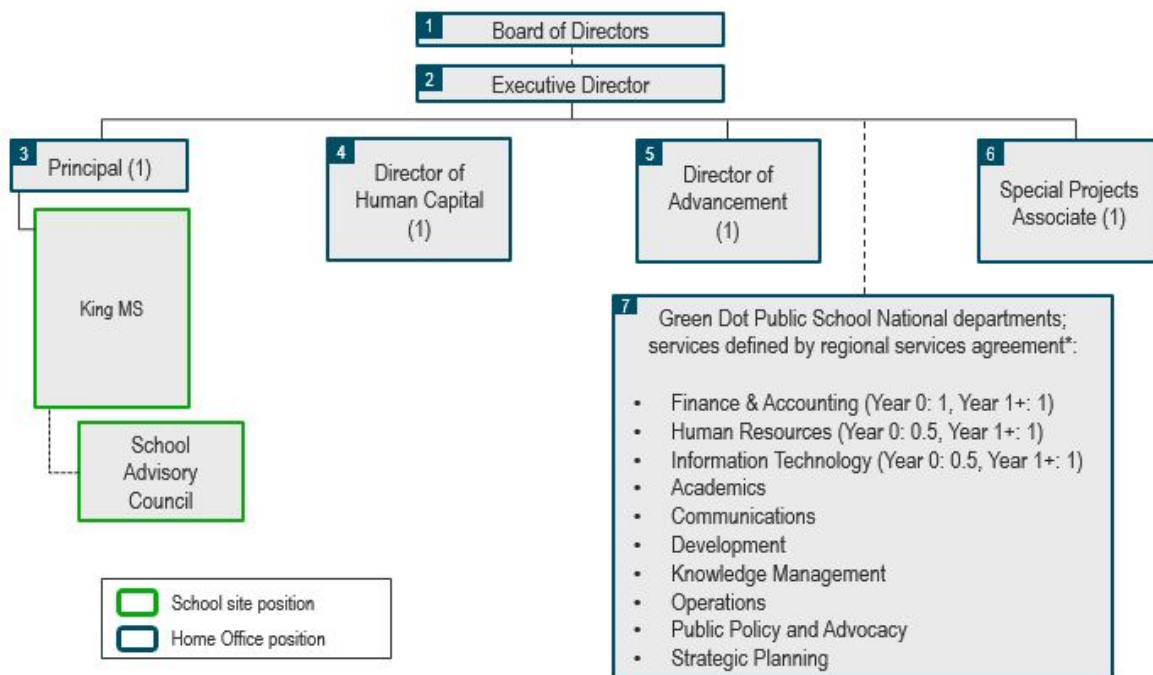
King MS role descriptions



1. **Board of Directors:** responsible for major strategic and policy decisions related to King MS including ensuring financial sustainability.
2. **Executive Director:** directly contributes to governance and management of the school (along with other regional schools, if and when they are added to the portfolio).
3. **Principal:** the primary leader of the school and is accountable for the school's academic performance and operations
4. **Instructional Leadership Team:** committee of lead teachers in each content area including SPED and ESL, which oversees the design and implementation of curriculum
5. **School Advisory Council:** governance committee for stakeholder input, which provides diverse perspectives and expertise representative of all stakeholders to solve school-wide issues and develop policies and recommendations
6. **Assistant Principal:** supports the Principal in instructional leadership, summer planning, academic interventions, special education, budget, school evaluation and oversight, parent and community outreach, testing, enrollment and attendance, extracurricular activities and other responsibilities
7. **Teacher:** responsible for classroom instruction, development and safety of our students
8. **School Operations staff:** responsible for managing day-to-day financial and operations of the school, including technology and facilities.
9. **Counselor:** responsible for providing counseling and guidance services to all students. This position also requires conducting individual and small group counseling for students in need.
10. **Campus Aide:** ensures the safety and well-being of all students and staff at each school site
11. **Instructional Aide:** supports SPED students in both Special Education and General Ed classrooms

Note: Please refer to Attachment 7 for the school leader job description

Organizational Chart – Home Office



*Except where noted, no additional FTEs are anticipated at Green Dot Public School National. Please refer to Attachment 9 for budget and Attachment 10 for budget narrative.

Home office role descriptions



- 1. Board of Directors:** Responsible for major strategic and policy decisions related to King MS including ensuring financial sustainability.
- 2. Executive Director:** Directly contributes to governance and management of the Home Office and school (along with other regional schools, if and when they are added to the portfolio).
- 3. Principal:** Primary leader of the school and is accountable for the school's academic performance and operations.
- 4. Director of Human Capital:** Manages sourcing, recruitment, selection, and hiring efforts of all staff, including teacher and administrator candidates.
- 5. Director of Advancement:** Manages development and external advocacy, including communications, advocacy, and community engagement including coordinating student recruitment.
- 6. Special Projects Associate:** Provides project management and operational support, coordinates IT support (with district or contracted group), and liaises with authorizer on operational and financial topics.
- 7. Services provides by Green Dot Public School National:**
 Services include accounting; accounts payable; compliance; finance; payroll; human resources; data management, monitoring, evaluation, and reporting; IT network and infrastructure; technology helpdesk; advocacy; communications strategy and collateral; digital community building; press relations; strategic planning; fundraising and grant writing.

Note: Please refer to Attachment 7 for additional details on Home Office roles and responsibilities.

Attachment 5. Board documents

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FILED
Secretary of State
State of California

MAY 22 2014

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ARTICLES OF INCORPORATION
OF
GREEN DOT PUBLIC SCHOOLS NATIONAL

ARTICLE I

CORPORATE NAME

The name of this corporation is Green Dot Public Schools National.

ARTICLE II

CORPORATE PURPOSE

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for public and charitable purposes.

B. The specific purpose of the corporation is to promote the advancement of education and to lessen the burdens of government by managing the development and operation of public charter schools by Green Dot Public Schools California, a California nonprofit public benefit corporation, and such other nonprofit organizations that hereafter (i) operate public charter schools, (ii) are organizations described in Section 170(b)(1)(A) (other than in clauses vii and viii) of the Internal Revenue Code (the "Code"), (iii) are organizations described in Section 501(c)(3) of the Code and (iv) are controlled by or are an integral part of the corporation, including by obtaining and distributing philanthropic support, providing charter school facilities, providing charter school financing, providing operational or other support, designing curriculum, training and developing charter school staff, and assisting the organizations in obtaining philanthropic support, charter school facilities and charter school financing. Additionally, the corporation may engage in any activities that are reasonably related to or in furtherance of its stated public and charitable and public purposes, or in any other charitable activities.

C. The corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("Code").

D. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except as otherwise provided in Section 501(h) of the Code), and the corporation shall not participate or intervene (including the publication or distribution of statements) in any political campaign on behalf of (or in opposition to) any candidate for public office.

E. All the property and assets of this corporation are irrevocably dedicated to charitable and educational purposes described in Section 501(c)(3) of the Code. No part of the net income or assets of the corporation shall inure to the benefit of any of its directors, officers or other private persons.

ARTICLE III

SERVICE OF PROCESS

The name and business address in this State of the corporation's initial agent for service of process is:

Marco Petruzzi
1149 South Hill Street, Suite 600
Los Angeles, CA 90015

ARTICLE IV

CORPORATE ADDRESSES

The initial street and mailing address of the corporation is:

1149 South Hill Street, Suite 600
Los Angeles, CA 90015

ARTICLE V

DISSOLUTION

All the property and assets of this corporation are irrevocably dedicated to charitable and educational purposes described in Section 501(c)(3) of the Code. Upon the dissolution, winding up or abandonment of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities shall be distributed to one or more organizations that are then described in, and have established their tax exempt status under, Section 501(c)(3) of the Code.

Notwithstanding the foregoing, assets, if any, which are not subject to attachment, execution or sale for the corporation's debts and liabilities may be distributed pursuant to the following provisions even though all debts and liabilities have not been paid or adequately provided for:

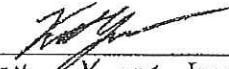
(a) Assets held upon a valid condition requiring return, transfer, or conveyance, which condition has occurred or will occur by reason of the dissolution, shall be returned, transferred, or conveyed in accordance with the condition.

(b) Except as provided in subparagraph (a), assets held under a trust shall be disposed of in compliance with the provisions of the trust.

ARTICLE VIPOWERS

This corporation shall have all the powers of a natural person, subject only to limitations imposed by these Articles, the Bylaws of this corporation and applicable laws. Notwithstanding any such powers or any other provision of these Articles, this corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation contributions to which are deductible under Section 170(c)(2) of the Code.

IN WITNESS WHEREOF, for the purpose of forming this nonprofit public benefit corporation under the laws of the State of California, the undersigned has executed these Articles of Incorporation this 14th day of May 2014.



KEITH YANOV, Incorporator



I hereby certify that the foregoing transcript of 3 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

MAY 23 2014

Date: _____ *CWK*

Debra Bowen
DEBRA BOWEN, Secretary of State

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **OCT 20 2015**

GREEN DOT PUBLIC SCHOOLS NATIONAL
1149 S HILL ST TE 600
LOS ANGELES, CA 90015-2218

Employer Identification Number:
46-5740783
DLN:
17053020328015
Contact Person:
DENISE L. TAMAYO ID# 95120
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
509(a)(2)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
May 22, 2014
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

GREEN DOT PUBLIC SCHOOLS NATIONAL

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffrey I. Cooper". The signature is stylized and cursive, with a prominent initial "J" and a long, sweeping underline.

Jeffrey I. Cooper
Director, Exempt Organizations
Rulings and Agreements

AMENDED AND RESTATED
BYLAWS
OF
GREEN DOT PUBLIC SCHOOLS NATIONAL

ARTICLE I

NAME

The name of this corporation is **GREEN DOT PUBLIC SCHOOLS NATIONAL**.

ARTICLE II

OFFICES AND SEAL

Section 1. OFFICES. The principal office for the transaction of the activities and affairs of the corporation shall be at such location within the State of California as the Board of Directors (“the Board”) shall from time to time designate. The corporation may also have such other offices within the State of California as the Board of Directors may from time to time establish.

Section 2. CORPORATE SEAL. The corporation may adopt and use a corporate seal.

ARTICLE III

NON-MEMBERSHIP CORPORATION

The corporation shall not have members. Any action that would otherwise require approval of members shall require only approval of the Board.

ARTICLE IV

BOARD OF DIRECTORS

Section 1. POWERS. The powers of the corporation shall be exercised, its property controlled and its activities and affairs conducted by or under the direction of the Board. The Board may delegate the management of the activities of the corporation to any person or persons, management company, or committee provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. The Board shall, by resolution at its first meeting or promptly thereafter, develop a mission statement to reflect the Board’s core values, goals, and philosophies, and establish governance procedures and controls over the Board and any other organization established by the Board.

Section 2. AUTHORIZED NUMBER AND QUALIFICATIONS. The authorized number of Directors shall be not less than three (3) and not more than twenty-five (25), until changed by amendment to these Bylaws. The exact number of authorized Directors shall be fixed within these limits from time to time by resolutions adopted by the Board.

No more than 49 percent of the persons serving on the Board may be interested persons. An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such a person. The provisions of this paragraph, however, shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 3. ELECTION AND TERM.

(a) The Board shall be a self-perpetuating board. Directors shall be elected or re-elected at an annual, regular or special meeting of the Board.

(b) Subject to the provisions of subsection (c), unless the Director dies, resigns or is removed from office by action of the Board, each Director shall hold office for a term expiring on the second 31st of December occurring after the date the Director takes office and, if the Director's office otherwise would become vacant, thereafter until the Director's successor is elected. A Director may be re-elected for an unlimited number of additional terms.

(c) The Board may provide that the initial term of a Director shall expire on the first 31st of December occurring after the date the Director takes office in order to provide for staggered expiration of the terms of Directors.

Section 4. RESIGNATION. A Director may resign effective upon giving written notice to the Chair, the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. No Director may resign if the corporation would be left without a duly elected Director in charge of its affairs.

Section 5. REMOVAL OF DIRECTORS. A Director may be removed at any time with or without cause by a majority vote of the Directors then in office.

Section 6. VACANCIES. A vacancy or vacancies on the Board shall be deemed to exist in the event of the death, resignation or removal of any Director, or, if the Board by resolution declares vacant the office of a Director who has been declared of unsound mind by an order of court, or who has been convicted of a felony, or who has been found by final order or judgment of any court to have breached a duty under Part 2, Chapter 2, Article 3 of the California Nonprofit Corporation Law, or if the authorized number of Directors is increased, or if the Directors fail, at any meeting at which any Director or Directors are elected, to elect the number of Directors to be elected at such meeting.

In the event of any vacancy on the Board, the remaining Directors may select a replacement to serve for the unexpired portion of the term of his or her predecessor in office.

Section 7. COMPENSATION. Except for persons employed by the corporation, the Directors shall serve without compensation from the corporation for their services as Directors; provided, however, that the Directors may receive reimbursement of expenses actually incurred in connection with attending Board of Directors meetings and in accordance with policies adopted by the Board.

Section 8. MEETINGS.

(a) Call of Meeting. Meetings of the Board may be called by the Chair, the President, the Secretary or any two (2) Directors.

(b) Place of Meetings. All meetings of the Board shall be held at the principal office of the corporation or at such other place as shall be determined from time to time by the Board Chair.

(c) Annual Meetings. The annual meeting of the Board shall be held, without call or notice, at the principal office of the corporation or at such other place as shall be determined by resolution of the Board, on such date and at such time as the Board may, from time to time, fix.

(d) Regular Meetings. Regular meetings of the Board may be held, without call or notice, at the principal office of the corporation or at such other place as shall be determined by resolution of the Board, on such date and at such time as the Board may, from time to time, fix.

(e) Special Meetings. Special meetings of the Board may be called by the Chair, the President or any two (2) Directors. Special meetings shall be held on twenty-four (24) hours notice delivered personally or by telephone, including a voice messaging system, or by electronic transmission by the corporation. Notice of the special meeting need not be given to any Director who signs a waiver of notice or a written consent to the holding of the meeting or approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of such notice to such Director. All such waivers and consents need not specify the purpose of the meeting but shall be filed with the corporate records or made a part of the minutes of the meetings.

(f) Quorum. A quorum of the Board for the transaction of business shall be the greater of a majority of the Directors then in office or one-fifth of the authorized Directors.

(g) Transactions of Board. An act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board, unless a different number, or the same number after disqualifying one or more Directors from voting, is required by law, by the Articles of Incorporation, or by these Bylaws, including but not limited to those provisions relating to (i) approval of contracts or transactions in which a Director has a direct or indirect material financial interest, (ii) appointment of committees, and (iii) indemnification of Directors; provided, however, that any meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors if any action taken is approved by at least a majority of the required quorum for such meeting.

(h) Conduct of Meetings. The Chair, or, in his or her absence, the Vice-Chair, if any, or, in his or her absence, any Director selected by the Directors present, shall preside at meetings of the Board. The Secretary of the corporation or, in the Secretary's absence, any person appointed by the presiding officer, shall act as Secretary and record the minutes of the meeting of the Board.

(i) Participation in Meeting. Directors may participate in a meeting through use of conference telephone or electronic video screen communication. Participation in a meeting through use of conference telephone or electronic video screen communication pursuant to this subsection constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another.

(j) Adjournment. A majority of the Directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than twenty-four (24) hours, notice of the adjournment to another time or place must be given prior to the time of the adjourned meeting to the Directors who were not present at the time of adjournment.

(k) Electronic Transmission by the Corporation. Electronic transmission by the corporation shall be valid only for communication:

(i) delivered by (a) facsimile telecommunication or electronic mail when directed to the facsimile number or electronic mail address, respectively, for that recipient on record with the corporation, (b) posting on an electronic message board or network that the corporation has designated for those communications, together with a separate notice to the recipient of the posting, which transmission shall be validly delivered upon the later of the posting or delivery of the separate notice thereof, or (c) other means of electronic communication,

(ii) to a recipient who has provided an unrevoked consent to the use of those means of transmission for communications, and

(iii) that creates a record that is capable of retention, retrieval, and review, and that may thereafter be rendered into clearly legible tangible form.

Section 9. ACTION WITHOUT MEETING. Any action required or permitted to be taken by the Board may be taken without a meeting if all Directors individually or collectively consent in writing to that action and if, subject to subdivision (a) of Section 5224 California Corporations Code, the number of directors then in office constitutes a quorum. The written consent or consents shall be filed with the minutes of the proceedings of the Board. The action by written consent shall have the same force and effect as a unanimous vote of the Directors. For purposes of this Section 9 only, "all Directors" does not include an "interested director" as defined in subdivision (a) of Section 5233 of the California Corporations Code or a "common director" as described in subdivision (b) of Section 5234 of the California Corporations Code who abstains in writing from providing consent, where (1) the facts described in paragraph (2) or (3) of subdivision (d) of such Section 5233 are established or the provisions of paragraph (1) or (2) of subdivision (a) of such Section 5234 are satisfied, as appropriate, at or prior to execution of the written consent or consents, (2) the establishment of those facts or satisfaction of those provisions, as applicable, is included in

the written consent or consents executed by the noninterested or noncommon Directors or in other records of the corporation, and (3) the noninterested or noncommon Directors, as applicable, approve the action by a vote that is sufficient without counting the votes of the interested Directors or common Directors.

ARTICLE V

COMMITTEES

Section 1. COMMITTEES GENERALLY. The Board may appoint standing or special committees for any purpose defined by these Bylaws or determined by the Board. When such committees are composed solely of two (2) or more Directors, the Board may delegate to such committees any of the power and authority of the Board, except the power and authority to (i) fill vacancies on the Board or in any committee which has the authority of the Board; (ii) fix compensation of the Directors for serving on the Board or on any committee; (iii) amend or repeal these Bylaws or adopt new Bylaws; (iv) amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable; (v) appoint committees of the Board or the members thereof; (vi) expend corporate funds to support a nominee or applicant for Director; (viii) approve of any self-dealing transaction except as provided by law; or (ix) take any actions that would have required approval of the members if the corporation had members regardless of the fact that it does not have members. Committees which are composed solely of Directors and to which the powers of the Board are delegated shall at all times be subject to the control of the Board.

Section 2. MEETINGS OF COMMITTEES. Unless otherwise provided in these Bylaws, the Board, or if the Board does not act, the committees, shall establish rules and regulations for meetings generally conforming to those set forth in Article III hereof and shall meet at such times as are deemed necessary. Committees shall keep regular minutes of proceedings and report the same to the Board from time to time as the Board may require.

Section 3. STANDING AND SPECIAL COMMITTEES. The standing committees of the Board shall consist of an Audit Committee and such other standing committees as the Board may authorize from time to time. Special committees may also be authorized by action of the Board. Any committee composed of persons one or more of whom are not Directors may act solely in an advisory capacity to the Board.

Section 4. AUDIT COMMITTEE. The Audit Committee may include persons who are not members of the Board, but the member or members of the Audit Committee shall not include any members of the staff of the corporation, including the President and the Treasurer. If the corporation has a Finance Committee, members of the Finance Committee shall constitute less than one-half of the Audit Committee, and the chair of the Audit Committee may not be a member of the Finance Committee. Members of the Audit Committee shall not receive any compensation from the corporation and shall not have a material financial interest in any entity doing business with the corporation. Subject to the supervision of the Board, the Audit Committee shall be responsible for recommending to the Board the retention and termination of the independent auditor and may negotiate the independent auditor's compensation, on behalf of the Board. The Audit Committee shall confer with the auditor to satisfy its members that the financial affairs of the corporation are in order, shall review and determine whether to accept the audit, shall assure that any nonaudit services

performed by the auditing firm conform with standards for auditor independence, and shall approve performance of nonaudit services by the auditing firm.

Section 5. APPOINTMENT. The members of a committee shall be appointed by a majority vote of the Directors then in office.

Section 6. TERM OF OFFICE. Each member of a standing committee shall serve until the next annual meeting of the Board and until his or her successor is appointed, or until such committee is sooner terminated, or until he or she is removed, resigns, or otherwise ceases to qualify as a member of the committee.

Section 7. VACANCIES. Vacancies on any committee may be filled for the unexpired portion of the term in accordance with Section 5 of this Article V.

Section 8. REMOVAL OF MEMBERS. The Board may remove, with or without cause, a member or members of any committee.

Section 9. QUORUM AND VOTING. A majority of the members of a committee shall constitute a quorum and any transaction of a committee shall require a majority vote of the members present at a meeting at which a quorum is present or be approved by the unanimous written consent of all members of the committee.

ARTICLE VI

OFFICERS

Section 1. NUMBER AND TITLE OF OFFICERS. The officers of the corporation shall be a Chair, Vice Chair, Secretary, President, Chief Financial Officer (the “Treasurer”), and such other officers, with such titles and duties as shall be determined by the Board. Any number of offices may be held by the same person, except that no person serving as the Secretary or the Treasurer may serve concurrently as the Chair, the Vice-Chair, if any, or the President.

Section 2. ELECTION AND TERM OF OFFICERS. The officers of the corporation shall be chosen by and serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment. Officers need not be members of the Board except that the Chair and the Vice-Chair, if any, each must be a Director. Officers shall be elected or re-elected at an annual, regular or special meeting of the Board. Unless the officer dies, resigns or is removed from office by action of the Board, each officer shall hold office for a term of three (3) years from the first 31st of December occurring after the date the officer is elected. An officer may be re-elected for one (1) additional term.

Section 3. SUBORDINATE OFFICERS. The Board may appoint, or authorize officers of the corporation to appoint, such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws, or the appointing officer, or as the Board may from time to time determine.

Section 4. REMOVAL AND RESIGNATION OF OFFICERS. Any officer may be removed at any time, either with or without cause, by the vote of the Board.

Any officer may resign (without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party) at any time by giving written notice to the corporation. Any resignation shall take effect on the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of any resignation shall not be necessary to make it effective.

Section 5. VACANCIES IN OFFICES. A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to that office.

Section 6. CHAIR. The Chair shall be selected from the Directors and shall, if present, preside at all meetings of the Board. The Chair shall exercise and perform such other powers and duties as may from time to time be assigned to him or her by the Board or prescribed by the Bylaws.

Section 7. VICE-CHAIR. The Board may appoint a Vice-Chair. The Vice-Chair, if any, shall be selected from the Directors and shall perform the duties and exercise the authority of the Chair in the event of the Chair's absence. The Vice-Chair, if any, shall also perform such other duties as are assigned by the Board.

Section 8. PRESIDENT. Subject to the control of the Board, the President shall be the chief executive officer of the corporation and shall have general supervision, direction and control of the business and officers of the corporation. He or she shall have the general power and duties of management usually vested in the office of chief executive officer of a corporation and shall have such other powers or duties as may be prescribed by the Board or these Bylaws. Subject to such limitations as may be imposed by the Board, any powers or duties vested in the President may be delegated by him or her to such subordinates as he or she may choose.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept at the principal executive office or at such other place as the Board may direct, a book of minutes of all meetings and actions of the Board and committees of Directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice given, the names of those present at Directors' meetings or committee meetings and the proceedings.

The Secretary shall give, or cause to be given, notice of all meetings of the Board required by these Bylaws or by law to be given, he or she shall keep the seal of the corporation, if the corporation shall adopt one, in safe custody, and he or she shall have such other powers and perform such other duties as may be prescribed by the Board or by these Bylaws.

Section 10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts or disbursements. The books of account shall at all reasonable times be open to inspection by any Director.

The Treasurer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation with such depositaries as may be designated by the Board and shall have the authority to execute and affix the endorsement of the corporation upon any negotiable instrument for the purpose of making any such deposit. He or she shall render to the Board, whenever it requests it, an account of all of his or her transactions as Treasurer and of the financial condition of the corporation and shall have such other powers and perform such other duties as may be prescribed by the Board or these Bylaws.

Section 11. APPROVAL OF COMPENSATION. The Board or an authorized committee of the Board shall review and approve the compensation, including benefits, of the President and the Treasurer to assure that it is just and reasonable. This review and approval shall occur initially upon the hiring of the officer, whenever the term of employment, if any, of the officer is renewed or extended, and whenever the officer's compensation is modified. Separate review and approval shall not be required if a modification of compensation extends to substantially all employees.

The Board may review and approve the compensation, including benefits, of all officers of the corporation and other persons to ensure that no taxes are imposed under Section 4958 of the Internal Revenue Code of 1986, as amended.

ARTICLE VII

INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES, AND OTHER AGENTS

Section 1. INDEMNIFICATION. The corporation shall, to the maximum extent permitted by the California Nonprofit Corporation Law, indemnify each of its agents against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with any proceeding arising by reason of the fact that any such person is or was an agent of the corporation. For purposes of this Article VII, an "agent" of the corporation means any person who is or was a Director, officer, or employee of the corporation, or any such person who is or was serving at the request of the corporation as a director, trustee, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise.

Section 2. INSURANCE. The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not this corporation would have the power to indemnify the agent against that liability under the provisions of this Article VII.

ARTICLE VIII

CORPORATE RECORDS AND REPORTS

Section 1. CORPORATE RECORDS. The corporation shall keep adequate and correct books and records of account and minutes of the proceedings of its Board and committees of the

Board. The minutes shall be kept in written form. Other books and records shall be kept in either written form or in any other form capable of being converted into written form.

Section 2. INSPECTION. Each Director shall have the absolute right to inspect at any reasonable time all books, records and documents of every kind and the physical properties of the corporation and each of its subsidiary corporations. Any inspection by a Director may be made in person or by an agent or attorney and the right of inspection includes the right to copy and makes extracts of documents.

Section 3. ANNUAL REPORT. The Board shall cause an annual report to be sent to each Director not later than one hundred twenty (120) days after the close of the corporation's fiscal year. That report shall contain in appropriate detail the following:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year;
- (d) The expenses or disbursements of the corporation for both general and restricted purposes, during the fiscal year; and
- (e) Any information required by Section 4 of this Article VIII.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation. The report shall be prepared, audited, and made available in the manner required by paragraph (1) of subdivision (e) of Section 12586 of the California Government Code, if applicable.

This requirement of an annual report shall not apply if the corporation receives less than \$25,000 in gross revenues or receipts during the fiscal year; provided, however, that a report with the information required above for inclusion in an annual report must be furnished annually to all Directors.

Section 4. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATION. The corporation shall furnish annually to each Director a statement of any transaction or indemnification described in California Corporations Code Section 6322, if such transaction or indemnification took place. Such annual statement shall be affixed to and sent with the annual report described in Section 3 of this Article VIII.

ARTICLE IX

GENERAL CORPORATE MATTERS

Section 1. VOTING SHARES. The corporation may vote any and all shares of stock held by it in any other corporation by such officer, agent, or proxy as the Board may appoint, or in default of any such appointment by the President or the Treasurer and, in such case, such officers, or any of them, may likewise appoint a proxy to vote such shares.

Section 2. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS. All checks, drafts or other orders for payment of money or notes or other evidences of indebtedness shall be issued or endorsed by such person or persons and in such manner as shall be determined from time to time by resolution of the Board.

Section 3. CORPORATE CONTRACTS, ETC., HOW EXECUTED. The Board, except as otherwise provided in these Bylaws, may authorize any officer or officers or agent or agents in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances, and, unless so authorized or ratified by the Board or within the agency power of an officer, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

ARTICLE X

AMENDMENTS

Section 1. AMENDMENT. These Bylaws may be altered, amended or repealed, and new Bylaws adopted, by the Board, provided that no amendment of these Bylaws may extend the term of a Director beyond that for which the Director was elected.

Certificate of Secretary

The undersigned Secretary of Green Dot Public Schools National (the "Corporation"), a California nonprofit public benefit corporation, certifies that the foregoing Amended and Restated Bylaws were duly approved and adopted by a majority vote of the members of the Board then in office at a meeting of the Corporation duly called and held on June 21, 2018.

Date: June 21, 2018



Board Secretary

CONFLICT OF INTEREST POLICY
OF
GREEN DOT PUBLIC SCHOOLS NATIONAL

ARTICLE I

PURPOSE

The purpose of this Conflict of Interest Policy is to protect the interests of Green Dot Public Schools National, a California nonprofit public benefit corporation (the "Corporation"), when the Corporation or any of its officials is making any decision that might benefit the private financial interest of one or more of the Corporation's directors, officers, employees, or other officials and/or relatives of such persons. This policy is intended to supplement but not replace any state and federal laws applicable to the Corporation or its officials.

Each official of the Corporation has the responsibility of performing his or her office in good faith, in a manner that the official reasonably believes to be in the best interests of the Corporation and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances. In his or her dealings with or on behalf of the Corporation, each official of the Corporation must be ever mindful of possible and actual conflicts of interest.

ARTICLE II

DEFINITIONS

For purposes of this Conflict of Interest Policy:

1. Board

"Board" means the board of directors of the Corporation.

2. Covered Persons

"Covered person" means any director or officer of the Corporation, any member of senior management of the Corporation and any other person designated in writing by the Board or the chief executive officer of the Corporation.

3. Compensation

"Compensation" includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

4. Conflict of Interest

An official of the Corporation has a “conflict of interest” when he or she knows or has reason to know that a decision to be made by or on behalf of the Corporation will have a reasonably foreseeable material financial effect, distinguishable from the effect on the public generally, directly on the official, or his or her immediate family, or on any financial interest.

5. Director

“Director” means a member of the board.

6. Financial Effect

“Financial effect” means an effect that provides a benefit of monetary value or provides, prevents, or avoids a detriment of monetary value.

7. Financial Interest

An official has a financial interest if the person, directly or indirectly, through business, investment, or a relative –

- (a) Is negotiating a transaction or arrangement with Corporation;
- (b) Has a present or contemplated ownership or investment interest in any entity with which the Corporation is negotiating a transaction or arrangement;
- (c) Has a present or contemplated compensation arrangement with any entity or individual with which the Corporation is negotiating a transaction or arrangement;
- (d) Has an interest in, or competes with the Corporation directly or indirectly for the acquisition of an interest in, any real estate, equipment, securities, or other real or personal property in which the Corporation has an interest or is contemplating acquiring an interest, including an interest as owner or lessee; or,
- (e) Serves as a member, officer, trustee, director, employee or consultant of, or participates in the management of, an entity with which the Corporation is negotiating a transaction or arrangement.

8. Indirectly

“Indirectly” means through an agent, estate, trust, partnership, corporation, limited liability company or other person or entity.

9. Official

Each director, officer, and employee of the Corporation and each consultant or member of any advisory body of the Corporation to whom the Corporation has delegated decision-making authority is deemed an “official” of the Corporation when acting in such capacity.

10. Relative

A "relative" of a person includes the spouse of the person and any ancestor, descendant, brother, sister, spouse/domestic partner, mother-in-law, father-in-law, brother-in-law, sister-in-law and spouse/domestic partner of such person.

ARTICLE III PROCEDURES

Subject to any contrary provisions of applicable state and federal laws governing conflicts of interest:

1. Duty to Disclose

(a) Officials Other than Directors. If an official of the Corporation other than a director has knowledge that the official has an actual or possible conflict of interest with respect to a decision to be made by the board, by a committee of the board, or by a different person, the official must disclose the existence of the actual or possible conflict of interest and must be given the opportunity to disclose all material facts to the decision-maker. After disclosure of the actual or possible conflict of interest, if the decision is to be made by the board or a committee of the board, the official may make a presentation at the board or committee meeting, but the official shall leave the room until after the discussion, vote, and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters.

If an official of the Corporation other than a director has knowledge that the official has an actual or possible conflict of interest with respect to a decision that otherwise would be made by the official, the official must submit a written disclosure of the actual or possible conflict of interest and all material facts to the official's supervisor, who shall immediately reassign the decision to a disinterested decision-maker and shall forward the disclosure notice to the chief executive officer of the Corporation, who shall record the official's disqualification. In the case of an official who reports directly to the board, the official shall submit the written disclosure to the board, and the board shall make the decision involving the actual or possible conflict of interest or assign the decision to a committee of the board or to a disinterested decision-maker. After disclosure of the actual or possible conflict of interest, the official shall recuse himself or herself from deciding the matter. If the decision is to be made by the board or a committee of the board, the official may make a presentation at the board or committee meeting, but the official shall leave the room until after the discussion, vote, and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters.

(b) Directors. If a director has knowledge that the director has an actual or possible conflict of interest with respect to a decision to be made by or on behalf of the Corporation, the director must disclose the existence of the actual or possible conflict of interest and must be given the opportunity to disclose all material facts to the board.

- (i) In the case of disclosure of a possible conflict of interest, the board may determine whether the possible conflict of interest gives rise to an actual conflict of interest. After disclosure of the possible conflict of interest, the director shall recuse himself or herself from voting on whether an actual conflict of interest exists. The director may make a presentation regarding the possible conflict of interest, but the director shall leave the room until after the discussion, vote, and any other disposition of the question whether an actual conflict of interest exists is concluded. If the board, by the vote of majority of the directors then in office without counting the vote of the potentially interested director, and with knowledge of the material facts concerning the decision and the director's interest in the decision, determines that no actual conflict of interest exists, then the director shall be deemed not to have a conflict of interest and, if otherwise appropriate, may fully participate in the making of the decision.
- (ii) Unless the board finds that no actual conflict of interest exists pursuant to clause (a) above, after disclosure of the actual or possible conflict of interest, the director shall recuse himself or herself from voting on the matter and the board shall make the decision involving the actual or possible conflict of interest. The director may make a presentation at the board meeting, but the director shall leave the room until after the discussion, vote, and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters.

(c) Disclosure by Other Officials. If an official of the Corporation does not self-disclose an actual or possible conflict of interest, it is the responsibility of other officials of the Corporation who become aware of an actual or possible conflict of interest to bring it to the attention of the responsible parties.

2. Procedures for Addressing a Conflict of Interest in a Transaction or Arrangement

After receiving disclosure of an actual or possible conflict of interest with respect to a proposed transaction or arrangement, the decision-maker, after reasonable investigation under the circumstances, shall determine whether the Corporation can obtain with reasonable efforts under the circumstances a more advantageous transaction or arrangement that would not give rise to a conflict of interest. If a more advantageous transaction or arrangement not giving rise to a conflict of interest is not reasonably possible under the circumstances, the decision-maker shall determine (in the case of a conflict of interest concerning a director, by the vote of majority of the directors then in office without counting the vote of the interested director, and with knowledge of the material facts concerning the transaction and the director's interest in the transaction) whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable as to the Corporation. In conformity with this determination, the decision-maker shall make the decision whether the Corporation should enter into the transaction or arrangement.

3. **Violations of the Conflicts of Interest Policy**

If there is reasonable cause to believe that an official of the Corporation has failed to disclose an actual or possible conflict or interest, the official's supervisor (which, in the case of a director or an official that reports directly to the board, is deemed to be the board) shall inform the official of the basis for such belief and afford the official an opportunity to explain the alleged failure to disclose.

If, after hearing an official's response and after making further investigation as warranted by the circumstances, the supervisor determines that an official has failed to disclose an actual or possible conflict of interest, the supervisor shall take such disciplinary and corrective action, if any, that the supervisor deems appropriate and that is within the supervisor's authority. The supervisor may report the circumstances of the non-disclosure and any action taken to more senior management for record or for further action. Subject to the terms of any employment contract, disciplinary action may include termination of employment.

ARTICLE IV

RECORDS OF PROCEEDINGS

The minutes of the board and of all committees of the board and any memo prepared by any individual to whom is delegated authority to make a decision involving a conflict of interest shall contain:

- (a) The names of the persons who disclosed or otherwise were found to have a conflict of interest in connection with a decision made by the board, committee or individual, the nature of the conflict of interest, and a description of any action taken to avoid the conflict of interest.
- (b) The names of persons who were present for discussions and their votes or abstentions relating to a decision involving a conflict of interest.

ARTICLE V

DECLARATIONS

Each covered person shall, upon commencing his or her position with the Corporation and thereafter annually and as may be requested by the Corporation, complete and execute a Declaration in the form attached as Form A or as that form may be modified by the Corporation from time to time which affirms that such person has received a copy of this Conflict of Interest Policy, has read and understands the Policy and has agreed to comply with the Policy.

Each other official of the Corporation shall, upon commencing his or her position with the Corporation and thereafter as may be requested by the Corporation, complete and execute a Declaration in the form attached as Form B or as that form may be modified by the Corporation from time to time which affirms that such person has received a copy of this Conflict of Interest Policy, has read and understands the Policy and has agreed to comply with the Policy.

Form A

ANNUAL CONFLICT OF INTEREST DECLARATION

FOR

GREEN DOT PUBLIC SCHOOLS NATIONAL

Pursuant to the Conflict of Interest Policy ("Policy") adopted by the Board of Directors of Green Dot Public Schools National ("Corporation"), a copy of which has been furnished to me, I hereby answer the following questions to the best of my knowledge and submit the following information to the Corporation's Board of Directors.

1. Have you or any relative (as defined in the Policy) received compensation from the Corporation for services rendered as a full or part-time employee, independent contractor, or otherwise during the period January 1, _____ through December 31, _____, or do you anticipate that you or any relative will have received such compensation subsequent to December 31, _____?

Yes No *If the answer is "yes", please state the compensation received or to be received by you or the relative and his or her relationship to you and describe the services rendered.*

2. Do you have a financial interest (as defined in the Policy) with respect to any transaction or arrangement to which the Corporation became a party during the period January 1, _____ through December 31, _____, or do you anticipate that you will have a financial interest (as defined in the Policy) in any transaction or arrangement to which the Corporation may become a party subsequent to December 31, _____? For this purpose, a "transaction" includes a contract, loan, deposit, lease, rental, transfer of assets, purchase of goods or services, gifts, or other business dealings whether or not money payment is involved.

Yes No *If "yes", describe the transaction, who was or will be involved, and your interest in any entity so involved.*

3. Identify your interest in or position with any entity that may compete with the Corporation.

4. List any other activities in which you are engaged that you believe might possibly be regarded as constituting a conflict of interest with the Corporation.

5. Do you have or did you have in the year ended December 31, _____, a family relationship or business relationship with any director, officer, or employee of the Corporation?

Yes No *If "yes", please describe the relationship.*

6. List the for-profit and nonprofit and other entities of which you are an officer, director, principal, trustee, influential employee, or consultant. (Use a separate sheet, if necessary.)

I have read and understand the Corporation's Conflict of Interest Policy and agree to comply with it. I also understand that the Corporation is organized for charitable purposes and that, in order to maintain its Federal and California tax-exempt status, it must engage primarily in activities which qualify it for tax exemption.

I hereby agree to report to the Board of Directors of the Corporation any other possible conflict of interest situation that might develop before completion of my next annual Declaration.

I execute this Declaration at _____, on this _____ day of _____, 20_____.

Signature

Type or Print Name

Position

Please mail to:

Form B
CONFLICT OF INTEREST DECLARATION
FOR
GREEN DOT PUBLIC SCHOOLS NATIONAL

Pursuant to the Conflict of Interest Policy ("Policy") adopted by the Board of Directors of Green Dot Public Schools National ("Corporation"), I affirm that:

1. I have received a copy of the Policy.
2. I have read and I understand the Policy.
3. I agree to comply with the Policy.
4. I understand that the Corporation is charitable and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

I execute this Declaration at _____, on this _____
day of _____, 20_____.

Signature

Type or Print Name

Position

Please mail to:

**Green Dot Public School
CODE OF ETHICS
FOR SCHOOL DIRECTORS, OFFICERS, AND EMPLOYEES**

The Board of Directors recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school Board of Directors and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals.

Therefore, every officer and employee of the school, whether paid or unpaid, including the Board of Directors, shall adhere to the following code of conduct:

1. **Gifts:** An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. **Confidential information:** An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

3. **Representation before the Board:** An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.

4. **Representation before the Board for a contingent fee:** An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. **Disclosure of interest in matters before the Board:** A member of the Board of Directors and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term "interest" means a pecuniary or material benefit accruing to an officer or employee.

6. **Investments in conflict with official duties:** An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.

7. **Private employment:** An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

8. **Future employment:** An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

The Executive Director shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office of employment.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

Attachment 7. Leadership team qualifications or role description

7. Leadership team qualifications or role description

Applicant team biographies

GDPSN Chief Executive Officer - Chad Soleo

Chad Soleo is the Chief Executive Officer of Green Dot Public Schools National (GDPSN). He began his career in education in 2001 as a high school English teacher at Alain Leroy Locke Senior High School with the Los Angeles Unified School District (LAUSD), and became an assistant principal there before leaving LAUSD to found one of Green Dot's most successful high schools, *Ánimo Pat Brown*, in 2006. *Ánimo Pat Brown Charter High School* was named one of the best performing high schools nationwide by U.S. News & World Report. He then became an area superintendent and supported many of Green Dot's schools in LA. He subsequently led the establishment of Green Dot's successful, and spun off, school in New York City, led the GDPSN Advancement department, and served as GDPSN's Chief Operations Officer.

GDPSN Chief Growth Officer - Megan Quaile

Megan Quaile, currently the Executive Director of Green Dot Public Schools Tennessee (GDPST) and Chief Growth Officer for GDPSN, has proven her ability to execute to drive student achievement. She has managed GDPST since its founding. Prior to Green Dot's expansion to Tennessee, Megan was the Vice President of Education for Green Dot Public Schools in California (before regional expansion) for four years. Green Dot's network of schools grew and thrived under her leadership. She oversaw the growth of the network from 8,000 to over 10,000 students at a time when it added its first middle school to the portfolio and took on its first transformation schools. Megan served as CEO of Civitas Schools in Chicago from 2003-2007 and during that time she opened two K-8 campuses and developed a K-12 curricular program. Megan was last in a school-based role in 2003 as the Director of Northtown Academy Campus where over 80% of her students went to college and the school ranked 3rd and 5th in the nation in 2005 and 2006. The school also had the highest growth of EPAS scores among any school in Chicago and the highest ACT scores of any non-selective enrollment school in the city.

GDPSN Chief Operating Officer - Ellen Lin

Ellen Lin is the Chief Operating Officer for GDPSN, responsible for delivering high quality and cost efficient Human Resources, Technology, and Data services to all Green Dot regions and schools. Prior to her current role, Ellen served as the Vice President of Operational Excellence at GDPSN where she facilitated best practice and knowledge sharing of operations across Green Dot regions and identified organizational wide opportunities for process improvements and cost savings. Ellen has also served as the Director of Finance and Operations for Green Dot's National Expansion team, researching and developing policies and procedures to govern all operational aspects of Green Dot schools and offices in the new regions, ultimately to ensure compliance with federal, state and local regulations. Additionally, she was responsible for codifying systems, processes and procedures related to the set-up of the new regional offices, including the hiring and training of regional operational staff, and supported the preparation of new turnaround and independent campuses across various operational departments including Human Resources, Human Capital, Security, Facilities and Maintenance, Information Technology, Procurement, Insurance, and Knowledge/Data Management. Ellen received her MBA from the UCLA Anderson School of Business and her BA from Pomona College in Claremont, California.

GDPSN Chief Financial Officer Consultant - Sabrina Ayala

Sabrina Ayala is the Chief Financial Officer Consultant for GDPSN and is responsible for managing all financial aspects, including financial strategy, budgets, cash management, accounts receivables, accounts payable, facility financing and purchasing. She brings ten years of Wall Street experience to Green Dot. Prior to joining Green Dot in 2006, Sabrina was an Institutional Equity Trader with Merrill Lynch, a Valuation and Compensation Consultant with Stern Stewart & Co. and an Investment Banker with Kidder, Peabody & Co. All were based in New York City. Her areas of expertise include natural resources, cyclical chemical industries, consumer products, REITS and arbitrage. Sabrina, an Eli Lilly Scholar, received her MBA from the Kellogg School of Management in 2002 with majors in Finance and Entrepreneurship. Her Bachelor of Science degree in Finance, with minors in Accounting and Sports Management, is from Northern Illinois University, where she graduated with honors, cum laude and Outstanding Woman Graduate of the Year.

GDPSN Chief of Staff - Abigail Pontzer Kamkar

Abby Pontzer Kamkar is Chief of Staff of GDPSN. Prior to Green Dot, she was the Director of Strategy and Communications for Pacific Charter School Development (PCSD), a non-profit real estate organization specializing in charter school facilities solutions. Before PCSD, she was a Project Manager in the Los Angeles Unified School District. At LAUSD, Abby led a \$30M technology pilot with 21 high schools, giving 17,000 students access to a personal laptop. She has also worked as a Teach for America high school teacher, a financial analyst, and a market researcher. Abby received her MBA from the University of North Carolina Kenan-Flagler Business School, a Masters in Educational Leadership through the Broad Residency, and a BA from the University of Minnesota.

GDPSN Director of Academics - Chrystie Edwards

Chrystie Edwards is Director of Academics of GDPSN. She joined Green Dot in 2008 as a science teacher at Animo Watts High School. As a MESA (Mathematics, Engineering, Science, Achievement) teacher she led students to the finals of a Southern California Regional STEM competition sponsored by USC. During her time at Animo Watts, Chrystie served in several school site leadership positions, including Science Department Chair, Safe & Civil Lead Teacher and Grade Level Lead. In 2011, she became an Assistant Principal at Animo Watts. Her passion for nerding out about the teaching practice led her to a role at the Green Dot Home Office as a Teacher Effectiveness Supports Specialist. In 2015 she moved to Memphis with Green Dot as the Director of Academics where she has worked to: refine the instructional coaching model; transform teacher collaboration and professional development; and facilitate the implementation of a rigorous curriculum.

GDPSN Director of Data Science and Analytics - Michael Garner

Michael Garner is the Director of Data Science & Analytics of GDPSN. Prior to joining Green Dot in 2008, Michael taught math and science at Alliance for College Ready Public Schools in South Los Angeles as a founding teacher. He started at Green Dot as the sole data analyst and, since then, has grown to lead the department with its robust team of seven analysts and managers, helping Green Dot stand out as a leading data-driven organization within the education sector. He received his Bachelor's degree from the University of California, Los Angeles.

GDPSN General Counsel - J. Omar Mahmud


J. Omar Mahmud is the General Counsel for GDPSN, responsible for providing legal counsel and managing the legal affairs of the organization. Prior to joining GDPSN in March 2020, Omar served as Deputy General Counsel for District of Columbia Public Schools. Prior to that, he worked in private practice for law firms in Washington, DC and the San Francisco Bay Area, as well as in investment banking in San Francisco. While living in Washington, DC, Omar also served his local community by serving two terms as an elected Advisory Neighborhood Commissioner. Omar received his Bachelor of Science degree in Business Administration from the University of California, Riverside and his Juris Doctor degree from the University of California, Berkeley School of Law. He is a member of the bar in California and Washington, DC.


GDPSN Associate Director of Strategic Planning - Marina Grintsvayg

Marina Grintsvayg is the Associate Director of Strategic Planning of GDPSN and is responsible for leading the execution of high impact, cross-functional priorities aligned to Green Dot entities' strategic plans. Before joining Green Dot in 2016, she was a consultant in the natural resource sector, helping to maximize community benefits resulting from large-scale development projects. While there, she coordinated the design and delivery of 4 university-accredited courses for community relations practitioners in Africa – the first of its kind on the continent – which served over 100 students from more than 20 countries. Prior to that, she led the international exchange program for AIESEC South Africa, a national division of the world's largest youth-run nonprofit. Marina's Bachelor's degree is from CUNY Baruch College, where she graduated with honors.

Chad Soleo

Educational Leadership

 1149 South Hill Street, Suite 600
Los Angeles, CA 90015

 (310) 995-5625

 chad.soleo@greendot.org



Experience

Oct 2018 - present

President and CEO

Green Dot Public Schools National

- Build and lead a goals-driven Green Dot Public Schools National leadership team focused on sustainability and continuous improvement relative to every aspect of our service model supporting 14,000 students in 30 schools across three regions: CA, TN, and WA
- Communicate coherent vision for organizational future
- Motivate and lead the Green Dot Public Schools National organization to design, deliver, and assess our programmatic initiatives in collaboration with the regional organizations
- Foster productive collaboration both within Green Dot Public Schools network and with external partners, foundations and agencies
- Advocate for policy solutions that will benefit students from low-income communities
- Lead the strategic process to identify the next phase of growth and impact for the Green Dot National organization and the students it serves
- Ensure alignment and support by National Board, as well as other Green Dot Public Schools boards and regional leaders, with the mission and direction of the overall organization

Jul 2013 - Oct 2018

Vice President of Advancement, Chief Operating Officer

Green Dot Public Schools

- Established goals, co-developed strategy, and monitored progress for meeting benchmarks in each of the advancement departments: development, communications, public affairs, and community engagement
- Co-led the launch of United Parents and Students, a 501(c)3 dedicated to organizing and empowering parents to address factors outside school boundaries that not only create barriers to learning for children in our public school system but inhibit local quality of life in the greater communities served by our schools
- Partnered with and coached Area Superintendent to design and implement school leadership residency program that qualified as a tier I and II school administrator credentialing program with the California Commission on Teacher Credentialing

Jul 2009 - Jul 2013

Area Superintendent

Green Dot Public Schools California

- Coached principals routinely in the establishment and ongoing operation of public charter middle and high schools - in both independent start-up and comprehensive school turnaround environments, serving students in East and South Los Angeles - including hiring faculty, developing curriculum, designing professional development, and using data to inform instructional and operational improvement
- Evaluated school principals routinely in the areas of instructional leadership, people management, resource management, problem-solving and community leadership
- Created and delivered professional development for school leaders
- Developed and supervised the school leadership residency program
- Negotiated on behalf of charter management organization in collective bargaining process with Asociación de Maestros Unidos, a CTA affiliated teachers' union

Jan 2007 - Aug 2012

Principal Coach

Green Dot New York Charter High School

- Coached principal routinely in the opening and first years of operation of a new high school serving students in South Bronx, including hiring faculty, developing curriculum, designing professional development, and implementing and supervising summer transitional bridge program

Jan 2007 - Jun 2011

Lecturer, Visiting Professor, University Supervisor

Loyola Marymount University

- Mentored candidates over the course of their studies within the program, specifically serving as liaison between the candidate's school site supervisor and the LMU program, and offering guidance related to clinical practice fieldwork projects
- Taught within the Institute of School Leadership and Administration Charter School Leaders Fellowship Program, comprised of masters degree candidates, and students pursuing a tier 1 school administration certificate:
 - Vision of Learning for Diverse Students, Families, Staff, & Community
 - Student Learning & Professional Growth for Diverse Students, Families, Staff & Community

Jul 2006 - Jul 2009

Principal

Ánimo Pat Brown Charter High School (GDPS)

- Led stake-holders in the opening of a new high school, serving students in Jefferson High School (LAUSD) attendance

area, including hiring faculty and staff, implementing curriculum, establishing operational protocols, managing local budget, and establishing a permanent location over three years

- In a study published in February 2008, conducted by Just for the Kids- California (JFTK-CA), an affiliate of the National Center for Educational Accountability, Ánimo Pat Brown (ÁPB) ranked 1st in California among schools with more than 50% Latino and FRL student enrollment
- In 2008, ÁPB was awarded a Charter School Excellence Award by the Siart Foundation
- In 2009, ÁPB was designated a California Distinguished School, and recognized as an EPIC Silver Gains School
- Today, ÁPB is a California Gold Ribbon School achieving student growth in both math and English language arts beyond the 99th percentile relative to their peers across the California CORE Districts

Aug 2005 - Jun 2006

● **Assistant Principal and Interim AP, Student Counseling Services**

Alain Leroy Locke Senior High School (LAUSD)

- Facilitated school-wide conversion from traditional comprehensive high school model to high school complex housing seven semi-autonomous small learning communities
- Built a master schedule that accommodates the unique visions and stages of implementation for seven small learning communities following two different bell schedules, allowing access to common programs and shared services
- Constructed and adjusted the school master schedule to meet the needs of all students, including those requiring special education, English language development, honors and advanced placement, reading and/or mathematics intervention programs or classes
- Coordinated all personal, social, academic, college and career counseling services
- Coordinated school-wide crisis counseling
- Advised and evaluated the English language arts department in curricular development, instruction and assessment
- Regularly supervised, coached and evaluated teachers at the 9th-12th grade levels in various content areas

Aug 2004 - Aug 2005

● **Small Schools Coordinator**

Alain Leroy Locke Senior High School (LAUSD)

- Proposed and implemented a new and distinct small learning community, The School of Social Empowerment, serving over 400 students and staffed by sixteen teachers and a school counselor
- Canvassed the South Los Angeles community, recruiting students and families to participate in the new small school development
- Recruited community organizations to sponsor grants and establish service partnerships with students and faculty
- Facilitated regular shared-decision making discussions and focus groups around prioritized areas of targeted improvement including student attendance, discipline, intervention curricula, parent involvement, college counseling and mentoring

Aug 2002 - Aug 2005

● **AVID Coordinator**

Alain Leroy Locke Senior High School (LAUSD)

- Implemented the national college preparatory program, AVID, as a successful small learning community within a larger school environment of low achievement
- Administered multiple facets of a successful AVID implementation, including the development of a parental advisory board, a new life skills curriculum infused with AVID methodologies, an articulation arrangement with the middle schools in our feeder-pattern, a college mentor and tutoring program, and a series of parent awareness and education workshops
- Coordinated the efforts of a team of teachers to deliver a college preparatory curriculum designed around the tenets of reading, writing, inquiry and collaboration
- Counseled students to build college pathway programs, meeting the UC and CSU a-g requirements by graduation
- Planned and presented professional development for faculty on standards-based planning, incorporating literacy strategies in content area lessons, and utilizing AVID methodologies and strategies in content area classrooms
- Chaired the School Site Council, charged with the development of the School Single Plan and coordination of the Shared-Decision Making, Title I, School Improvement, and Bilingual advisory councils

Sep 2001 - Jun 2005

● **English Language Arts Teacher**

Alain Leroy Locke Senior High School (LAUSD)

- Developed and delivered English, AVID (Advancement Via Individual Determination), and Journalism curriculum utilizing current educational theory and strategies to provide differentiated instruction for learners with various needs

Jun 2001 - Aug 2006

● **Corps Member and Secondary ELA Professional Learning Community Facilitator**

Teach for America

- Served in national corps of outstanding college graduates who commit to two years teaching in an under-resourced public school, challenged to realize dramatic gains in student achievement and become life-long advocates for equity in educational opportunity
- Mentored and coached first and second-year secondary English language arts teachers from various schools in Los Angeles Unified, Compton Unified and Lynwood Unified School Districts



Education

Aug 2001 - May 2003

● **Loyola Marymount University**

M.A., Secondary Education
English Language Arts California Teaching Credential

Aug 1998 - May 2001

● **University of Arizona**

B.A., English Literature

MEGAN ANN QUAIL, Ed.D.

112 Harbor Village Drive • Memphis, TN 38013
Phone 213.220.1429 • Email meganaquail@yahoo.com

EDUCATION

Ed.D., Educational Leadership, 2013
University of Southern California Los Angeles, CA
M.Ed., Teaching and Learning, 2000
DePaul University Chicago, IL
B.A., English, 1993
University of Notre Dame Notre Dame, IN

EXPERIENCE

GREEN DOT PUBLIC SCHOOLS 2007-PRESENT
Chief Growth Officer & Interim Tennessee Executive Director 2014- present

- Responsible for oversight of Tennessee and Washington Regions
- Responsible for day to day operations of the Tennessee region, including supervising the regional office and campus principals
- Supervise national team members and regional executive directors

Vice President of National Expansion 2013-20-14

- Responsible for leading Green Dot's efforts to expand to new regions
- Work with strategic planning team to research, investigate and apply to new regions
- Oversee the ramp-up phases of each region, including: hiring, community engagement, setting up regional offices, and designing and implementing the appropriate school model
- Supervise national team members (finance, operations, and education team) and regional executive directors

Vice President of Education 2009-2013

- Supervise and evaluate Cluster Directors and Directors of New Teacher Support, Literacy and Math.
- Work with the Green Dot Education Team to interpret, develop, and recommend policies and regulations that govern the overall operation of Green Dot schools.
- Ensure school compliance with local policies and regulations, state requirements, and Green Dot Core Values.
- Plan and provide monthly professional development to principals and assistant principals.
- Collaborate with the Education Team on Green Dot-wide staff development.
- Led contract negotiations with teacher and classified unions.

Cluster Director (Area Superintendent) 2007-2009

- Supervise and evaluate principals on six Green Dot campuses.
- Plan and provide monthly professional development to principals and assistant principals.
- Collaborate with the Education Team on Green Dot-wide staff development.
- Provide bi-monthly coaching to principals and assistant principals.
- Serve as a liaison between home office and school principals.
- Work with the schools in the cluster to develop community partnerships, formulate a student admissions process including: including recruitment, admissions and registration.
- Recommend budget expenditures and manage fiscal resources.

CIVITAS SCHOOLS 2003-2007
Chief Executive Officer 2004-2007

- Created a non-profit management organization responsible for serving 4 charter campuses with 2100 students in Chicago with a \$15 million budget.
- Duties include the creation and execution of the following: k-12 curricular program, school policies, campus budgeting and financial procedures, organizational structures, accountability systems, personnel hiring and evaluation processes, external relations protocols, student recruitment plans, and student support services.
- Recruited and developed a 6 member Board of Directors.
- Supervised education and operations of CICS Northtown Academy, Basil, and Wrightwood Campuses, specifically focusing on strategic planning, curriculum development, student achievement, budgeting, development, marketing and mission articulation
- Supervise and evaluate campus directors and the executive management team.
- Took over management of CICS Basil Campus in late 2004. Increased the number of students meeting/exceeding state standards by 31% in two years.
- In 2005, opened CICS Wrightwood Campus to 485 Kindergarten through 5th Grade students on 6 weeks notice. Wrightwood has exceeded national growth expectations on the NWEA assessment this spring.
- Partners with Chicago Charter School Foundation to open two high schools and two elementary (pre-Kindergarten through 8th grade) campuses

Director (Principal), Northtown Academy Campus 2003-2004

- Created the highest achieving non-selective enrollment school in Chicago. Northtown Academy sends over 80% of its students to college – ranked 3rd and 5th in the city in years 2005 and 2006 – only selective enrollment magnet schools achieve higher college placement.
- Highest growth of EPAS scores among any school in Chicago. Highest ACT score of any non-selective enrollment school in Chicago.
- Responsible for facilitating all operations involved with opening a new charter high school, including: hiring faculty and staff; creating and implementing admissions and recruitment processes; implementing a professional development and supervision plan; crafting school policy; monitoring budget processes; implementing a school organizational structure that meets the needs of the community
- Directs the daily operation of a 450 student school while supporting a 60+ member staff

GOOD COUNSEL HIGH SCHOOL Chicago, IL 1996-2003

Principal 2000-2003

- Directs the daily operation of a 350-student school while supporting a 60+ member faculty and staff to deliver a rigorous college preparatory program
- Led multiple strategic initiatives to restructure the philosophy, infrastructure and academic program to address the needs of a culturally and ethnically diverse learning community
- Provides direction to and facilitates meetings of the Curriculum Committee to assess the effectiveness and chart student outcomes of the curriculum enhancement initiative
- Developed and implements a comprehensive program to supervise and evaluate faculty members resulting in improved student satisfaction ratings as noted in an independent research study
- Manages the development, procurement process, and monitoring of the educational budget.
- Authors grants and seeks federal and state funding where appropriate
- Oversees accreditation process with the NCA and ISBE
- Elected by peers to assume a leadership position on an Archdiocesan wide High School Leadership Committee

Assistant Principal 1998-2000

- Revamped administrative processes consistent with the new mission, policies, and strategic direction
- Partnered with the Curriculum Committee on the development of an articulated scope and sequence
- Guided a school improvement process that involved moving to block scheduling; replacing tracking in the freshman and sophomore divisions with an honors distinction program; creating a comprehensive advisory program focused on social and academic growth; developing a comprehensive counseling program aligned with national standards; and implementing programs to encourage a culture of respectful challenge like the GC Forum and peer mediation
- Managed facilities; supervised maintenance staff; procured all contracts pertaining to plant and operations
- Restructured all extra-curricular activities and supervised faculty moderators in student activities; co-moderated Student Council; Supervised school events; Created the school calendar

Teacher, English Department 1996-1998

- Developed and implemented a program to assist at risk learners in reading and language
- Partnered with a fellow teacher to provide tutorial support to all students

Varsity Soccer Coach 1996-1998

WOMEN'S SCHOOLS TOGETHER Chicago, IL 1999-2003

President 2002-2003

- Led the 100 member organization in the development of a regional consortium, a national website, and a collaborative marketing program to brand the concept of women schools
- Managed a \$190,000 budget to implement the activities highlighted above

Vice-President 1999-2001

- Organized a local consortium featuring 50 speakers and 650 participants within budget parameters
- Developed an electronic database to track membership and communications and track payments

ANDERSEN CONSULTING Chicago, IL 1995

Assistant to the Director of Marketing

- Responsible for coordination of worldwide marketing initiatives for Project Eagle
- Edited and wrote marketing documents intended for publication as well as an on-line, internal newsletter

FEDERAL EMERGENCY MANAGEMENT AGENCY Chicago, IL 1993-1994

Disaster Assistance Employee

- Liaison responsible for the coordination and allocation of federal and state relief funds; investigated potential fraudulent claims and identified duplicate applications and rewards
- Trained locally hired staff in all aspects of disaster relief field office operation

RELATED EXPERIENCES

- Trinity High School North Central Association (NCA) External Committee Member 2001-2003
- Archdiocesan Leadership Council Member 2002-2003
- DePaul University Professional Education Council Member (NCATE) 2003-2006
- Josephinum High School NCA External Committee member 2007

Ellen Lin

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213-200-0458 | ellen.lin@greendot.org

EDUCATION

UCLA ANDERSON SCHOOL OF MANAGEMENT

Los Angeles, CA

M.B.A., Non-profit Management & Entrepreneurship

June 2007

- *Leadership:* Net Impact Club President, Ultimate Frisbee Club President, Riordan Scholar Mentor
- *Membership:* Women's Business Connection, Strategic Operations Management Association
- *Research:* Conducted a 20 week applied research project with the goal of setting a sustainable foundation for a newly formed artisan cooperative in rural Nicaragua, including extensive primary research in Nicaragua and the US

POMONA COLLEGE

Claremont, CA

B.A., Politics

May 2001

EXPERIENCE

GREEN DOT PUBLIC SCHOOLS NATIONAL

Los Angeles, CA

Chief Operating Officer

Summer 2019 – Current

- Coach and manage Human Resources, Information Technology, Operations, Data Science and Information Systems department leads to set short-term and long-term priorities that result in providing excellent customer service to Green Dot regions and schools, increasing efficiencies and lowering the cost of services per student ratio year-over-year
- Establish an A-Player culture that hires and retains high performing employees who meet or exceed 85% or more individual and departmental outcomes annually
- Optimize and standardize Green Dot National's organizational structure and support services to be replicated in new regions through establishing clear outcomes and accountabilities for all roles

Vice President of Operational Excellence

Fall 2017 – Summer 2019

- Supervised a Human Resources department of 8 team members responsible for administering human resources functions, health and welfare benefits, and policies to 1,300 employees across three states. Improved customer satisfaction levels by decreasing response time and establishing an employee wellness program
- Optimized a newly adopted HRIS and payroll system, Workday, to align with business needs, including efficiencies in existing business process transactions, automation of previously manual functions, added integrations, and improved user experience, resulting in faster processing and more accurate data

National Expansion – Director of Finance and Operations

Fall 2013 – Fall 2017

- Evaluated non-academic functions in new states and with new authorizers; facilitated roles and responsibilities amongst internal Green Dot national and regional home office departments including operations, finance, accounting, human resources, human capital, technology, facilities, security, knowledge management, marketing, and development departments
- Diagnosed Green Dot's national organizational structure and support services; initiated separation of roles and responsibilities between Green Dot California and National services, and decentralized national services to regions resulting in greater employee and customer satisfaction
- Developed long-term budget models for charter applications, funders, and overall Green Dot sustainability; achieved an \$11M commitment in Tennessee and \$16.4M commitment in Washington State from funders, and approval of 3 charter applications outside of the California region
- Hired, trained, and provided ongoing support to Green Dot Home Office staff outside of California in best practices and culture
- Completed the full facilities transformation of turnaround schools in Tennessee in less than 8 weeks; delivered four schools on or ahead of budget with a combined total of over 410,000 square feet over two summers
- Maintained all responsibilities of the Director of Business Affairs role through Summer 2014

GREEN DOT PUBLIC SCHOOLS

Los Angeles, CA

Director of Business Affairs

Fall 2012 – Fall 2013

- Supervised 3 direct reports in facilities maintenance, procurement and school services (National School Lunch Program food services, transportation, copier services, and TDAP compliance) across all of Green Dot while directly supporting 6 Green Dot schools in operations and finance
- Restructured operations maintenance team and implemented best practices to increase communication and customer service levels increasing stakeholder satisfaction scores by over 25% in less than a year
- Oversaw the issuance of 3 Requests for Proposals for lunch vendors, security firms, and gym floors and obtained best prices and quality of service putting more money into school budgets for classroom materials and supplies
- Ensured 100% annual free and reduced lunch application collection and rising 7th grade TDAP compliance across all schools

Cluster Business Senior Manager

Spring 2010 – Fall 2012

- Coordinated the business operations of a portfolio of 6 Green Dot middle schools and high schools, including facilities, finance, technology, security/plant, and human resources
- Led the Cluster Business team comprised of 2 business managers and 1 analyst in providing superior customer service to all schools; consistently obtained the highest stakeholder satisfaction scores in the operations department
- Coached school site leadership to manage \$4-5 million budgets comprised of public and private funding; 100% of 2011-2012 schools met or exceeded budget targets
- Identified and implemented organization-wide areas for process improvement, including student attendance, principal budget variance reports, and annual school budgeting tools

Senior Manager, New School Development

Fall 2007 – Spring 2010

- Project-managed the Locke Transformation Project, a chronically failing 2,600 student comprehensive high school, into 6 successful small, autonomous academies
- Set a precedent by developing methodology for calculating conversion charter funding in California; negotiated an agreement with LAUSD to certify a per student funding rate of \$500 above a typical charter school funding rate
- Directly managed a 4-person team to assist in the outreach and education of the Locke High School student recruitment campaign which ranged from grassroots marketing to the development of a \$50K cable television advertising campaign; yielded 12.5% greater enrollment post-charter conversion
- Established the Locke Planning Advisory Committee comprised of community members, parents, and students; gained stakeholder buy-in and led committee to create a mission statement and vision for the *new* Locke High School
- Managed Locke Cluster staff to successfully support the Locke Family of Schools, including textbook clerk, enrollment center, office manager and Athletics Director

EDUCATION PIONEERS/SUMMER SEARCH

San Francisco, CA

Summer Fellow/Consultant

Summer 2006

- Redesigned Summer Search's organizational structure and redefined roles and responsibilities of staff by shifting training implementation from the National office to local offices in preparation for further growth and expansion
- Developed framework for performance benchmarking and created staff training and evaluation tools to ensure quality of staff performance in mentoring low-income students; decreased time to competency of mentors by twofold

KAPLAN INC., SCORE! EDUCATIONAL CENTERS

Redondo Beach, CA

Center Director/Advantage Program Director/Assistant Director

2001 – 2005

- Operated an education and tutoring center with 350 clients and 15 staff, with \$550K of revenues on a \$250K operating contribution; exceeded region and company sales by an average of 15% over 30 months
- Chaired the region wide professional development program. Coordinated 21 mentor-director relationships and mentored five directors in the Los Angeles area
- Trained new hires at 14 centers throughout Los Angeles in service, operations, sales and marketing; developed and implemented skill seminars for regional staff of 20 at monthly training meetings
- Collaborated with regional manager to define growth and retention strategies for Los Angeles centers; led weekly LA Center Director meetings to communicate goals and empower directors

ADDITIONAL

- *Leadership:* Southern California Leadership LA Fellow (2012), Project Echo Board Member (2008-2010)
- *Interests:* Crossfit, ultimate Frisbee, violin and cello, cooking

SABRINA M. AYALA

sabrinaayala@deltafinancial.org, 310-402-3576

SUMMARY

Investment Management Professional with 25 years of experience in corporate finance, investment banking, consulting, trading, non-profit finance and real estate finance.

Industry Leader – First to market with New Markets Tax Credit by a California Charter Management Organization, First to do a full-school takeover in Los Angeles, First Charters in Washington State, First to market in Tennessee.

Financial Leadership– financial responsibility for growing an organization from 5 schools and 3,000 students to a national organization with six corporations, 31 schools and nearly 15,000 students including a real estate holding firm and a parent advocacy organization.

Non-profit Real Estate Financing Expertise– Issued approximately \$100MM in tax exempt and non-tax exempt bond financings to ensure stability and permanent sites for 10 schools in California.

PROFESSIONAL EXPERIENCE

DELTA FINANCIAL ASSOCIATES, Los Angeles, CA

2018 - Present

President

Created an organization to help non-profits in the education sector solve complex problems, enter new markets, achieve sustainability and use various financial instruments to fund real estate facility projects. Within twelve months of starting the organization have helped:

- A California charter management organization issue a nearly \$60MM tax exempt bond issuance to fund six school projects
- An early stage, Tennessee charter school borrow \$6MM to build a high school in a non-charter friendly environment
- A Washington charter determine an optimal path to sustainability
- A California, new concept, school determine early stage funding needs
- An early stage, California, non-classroom based school determine sustainability and grant management
- Help a California, CMO implement \$1MM ERP and EPM system which will be the first CMO in the country to have one continuous system from HRIS through Financials.

GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA

2006 - 2018

Chief Financial Officer

Responsible for over \$200 million in revenue for Los Angeles' fastest growing charter management organization

- Recently managed our National Expansion into Washington and Tennessee by creating two new companies and breaking one company into two, one of which will be a national service provider to the other companies
- Named by the Los Angeles Business Journal, CFO of the Year, Finalist, 2014 and 2016
- Determining and managing finance and accounting process improvements essential to achieving scalable growth in organization with CAGR of 55%
- Responsible for obtaining facility financing totaling nearly \$100 Million, yielding \$40 Million in debt forgiveness and weighted average cost of capital of 5.8%
- Bringing to market the first New Market Tax credit deals by a California Charter Management Organization
- Managed Accounting, Accounts Payable, Compliance, Finance, Payroll and Treasury during the largest decline in education funding in recent history. Decreased error rates by over 20%, while increasing cash flow by 20 times

LOW INCOME INVESTMENT FUND, Los Angeles, CA

2005 - 2006

Senior Program Officer, Education

Structured and managed flexible financing products for charter schools in low-income communities throughout California in the \$1 - \$6 million range.

- Developed, presented, and implemented business plan for the Education sector, demonstrating \$2 billion in market potential, aligned company resources to accomplish goals and developed pipeline of deals.
- Managed \$15 million cash flow program representing 60% growth over prior year.
- Within 3 months of employment in new industry presented at various national and statewide conferences.

MERRILL LYNCH & CO., New York, NY

2002 - 2004

Sales and Trading Associate

Demonstrated excellent judgment and impeccable communication skills when recommending immediate trade actions on the NYSE based on current market conditions. Utmost integrity used when executing trades for the arbitrage desk, consumer products, oils, and REITs stocks typically in excess of \$30 million.

- Created tool improving information flow between Equity Sales, Research Sales, and Trading for zero cost.
- Constantly exceeded performance metrics. Only hire to Equity Trading from Summer Associate Class of 100.
- Stocks traded: Bank of America, Anthem, General Mills, Best Buy, Anadarko, Baker Hughes, Valero, Vornado

STERN STEWART & CO., New York, NY

1995 - 2000

Associate (1998-2000), Senior Analyst (1997-1998), Analyst (1995-1997)

Helped start-ups to Fortune 500 companies tackle challenging business problems and drive strategic goals by re-working GAAP to uncover true economic worth using patented process, Economic Value Added®.

- Analyzed business units, identified most valuable divisions and opportunities, devised and negotiated incentive plans to maximize shareholder value.
- Proactively developed training program for new employees, created and sold educational materials for \$500,000, uncovered and negotiated deals with partner firms during 300% growth at Stern Stewart & Co.
- Major clients include: Burger King, Pillsbury, Olin, ADC Telecommunications, MT&T Telecommunications

KIDDER, PEABODY & CO., INC., New York, NY

1994-1995

Analyst

- Analyzed, supported, and structured all stages of a lead managed IPO and high yield debt offering.
- Performed valuation analysis, conducted due diligence, wrote and presented investment committee memoranda.

EDUCATION

KELLOGG SCHOOL OF MANAGEMENT, NORTHWESTERN UNIVERSITY, Evanston, IL

2002

MBA, Majors in Finance and Economics, June 2002

- Eli Lilly Scholar
- Member, Sales and Trading, Finance, and Business with a Heart Clubs

NORTHERN ILLINOIS UNIVERSITY, DeKalb, IL

1994

BS with Honors, Magna Cum Laude, Majored in Finance, Minored in Accounting, Graduate Studies Sports Management

- President, Finance Student Advisory Board; Scholarship, Corresponding Secretary, Delta Gamma Sorority
- Outstanding NIU Woman Graduate, NIU Tuition Waiver, Dean's List, Delta Gamma National Scholarship, Golden Key, Beta Gamma Sigma

LANGUAGES AND INTERESTS

- Fluent in Spanish, knowledgeable in French
- Triathlons, Marathons, Ultra-Marathon, Skiing, Hiking, Traveling

ABBY PONTZER KAMKAR
1149 South Hill Street, Suite 600 Los Angeles, CA 90015
213.200.5581 abby.pontzer@greendot.org

EXPERIENCE

GREEN DOT PUBLIC SCHOOLS NATIONAL, Los Angeles, CA

Chief of Staff. June 2020 to present.

- Facilitate strategic planning in collaboration with organizational executive leadership.
- Lead organizational project management.
- Lead and support the “Office of the CEO.”
- Prepare and facilitate key operating mechanisms in collaboration with the National CEO.
- Engage Critical External Stakeholders.

PACIFIC CHARTER SCHOOL DEVELOPMENT, Los Angeles, CA

Director of Strategy and Communications. November 2015 to May 2020.

Supported the PCSD mission of providing affordable facilities for high-performing schools serving low-income students, through growth strategy, partnerships, development, and communications.

- Developed and implemented an internal greenlighting process for the deployment of PCSD philanthropic funding. Created and tracked metrics for the most strategic and effective use of funds, and reported regularly, in coordination with the CFO, on portfolio performance.
- Developed strategy, fundraising, and implementation plan for entering new markets, including coordinating market research amongst several external partners and collaborating to understand market context.
- Led five year strategic planning process during period of immense political uncertainty for charter schools. Built consensus around goals and metrics for the upcoming five years as well as thresholds for reevaluating staffing levels.
- Planned and created materials for quarterly board meetings, with a focus on using the board’s expertise for broader organizational strategic issues rather than tactical matters. Coordinated across regions and departments to get timely project and funding approval.
- Produced organizational newsletter, videos, and other marketing materials for use with potential and current clients, funders, lenders, and community members.
- Managed grant applications and reporting for over \$70M of philanthropic loan and grant funds. Fundraise \$50,000-125,000 yearly in operating support from local foundations. Reported accurately and on-time for grants and loans, and manage current and potential funder relationships.

LOS ANGELES UNIFIED SCHOOL DISTRICT, Instructional Technology Initiative

Administrative Project Coordinator. November 2014-November 2015.

Program and Policy Development Specialist. July 2013-November 2014.

Lead 1:1 laptop pilot for the Instructional Technology Initiative, working directly with leadership from 21 high schools to equip and train roughly 900 teachers and 17,000 students with

Windows laptops and Chromebooks to transform the classroom. Budget: \$30M

- Developed outreach and communication plan with LAUSD School Board members to choose schools to participate, based on infrastructure, selection criteria, and known best practices.
- Facilitated procurement process with contracts team by gathering and incorporating user and stakeholder feedback, developing guiding principles and processes for school device choice, and navigating bureaucracy to ensure positive outcomes for schools.
- Managed three vendors and their respective subcontractors for hardware, curriculum software, peripherals, and integration services, and tracking pilot issues and risks.
- Engaged stakeholders directly, managing communications and expectations with regards to the phase through all levels of the organization from principals, teachers and students, to the Superintendent and his senior staff.
- Coordinated across departments to troubleshoot and improve hardware and software performance.

CBS CORPORATION, Interactive Division, San Francisco, CA

Research Manager. Provided market and consumer insights to CBSi properties, including CNET, Last.fm, and Chow. 2011-2013

INTEL CORPORATION, Santa Clara, CA

Senior Strategic Analyst, Corporate Marketing Group, Finance. Strategic projects to influence and optimize \$800M partner marketing budget. 2008-2011.

Finance Intern, Integrated Marketing. Created sustainable metrics for measuring and impacting marketing efficiency. 2007.

TEACH FOR AMERICA, PHILLIP O. BERRY ACADEMY, Charlotte, NC

English Teacher. Member of national corps of outstanding recent college graduates who commit two years to teach in public schools in low-income communities. 2004-2006

AVID Site Coordinator. Supervised national college prep program. 2005-2006

EDUCATION

THE BROAD CENTER FOR THE MANAGEMENT OF SCHOOL SYSTEMS

Masters in Educational Leadership, 2015. Broad Resident.

THE UNIVERSITY OF NORTH CAROLINA: KENAN-FLAGLER BUSINESS SCHOOL

- Master of Business Administration, 2008. Kenan-Flagler Business School Fellow.
- Director, KFBS Habitat for Humanity.

THE UNIVERSITY OF MINNESOTA

- Political Science and Public Relations, B.A, 2004. Magna Cum Laude.

CHRYSIE EDWARDS

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734 Gable Lane • Collierville, TN • 38017

mrs.c.edwards@gmail.com

Summary

Teacher Nerd. Urban educator. Professional Development enthusiast. Together Leader. Project Manager. Data Driven. Innovative. Team Leader. Spanish Speaker. Relentless believer in ALL students' potential. Life-long Learner.

Work Experience

GREEN DOT PUBLIC SCHOOLS

2008-PRESENT

National Director of Academics

2019- present

- Responsible for codification of National Academic Model and development of the main elements of the Green Dot Academic Handbook: Curricular Programs, School Culture, Instructional Coaching and Professional Development (PD)
- Collaborate with Chief Growth Officer to create monitoring systems that ensure schools are successfully implementing the Green Dot Model across regions
- Create Strategic Planning tools for Principals across regions to develop, track, and monitor academic and school culture goals
- Interpret regional and state-specific requirements to adapt academic programs in new regions.
- Facilitate Green Dot National Education Committee through rapid improvement cycle, to surface relevant academic topics forward in discussion to the GDSPSN board and in collaboration with regional boards
- Serve as liaison between the Green Dot Home Office, Green Dot regions and other high-quality peer organizations to ensure collaboration and implementation of best practices in academics

Interim Principal, Fairley High School, TN

Feb 2019 – Jun 2019

- Served concurrent roles of Interim Principal and TN Director of Academics in response to mid-year vacancy
- Developed and implemented a comprehensive plan to sustain operations until the end of the school year for: professional development, student supervision, staff evaluation, testing administration, staff hiring, and preliminary planning for SY20
- Evaluated the performance of teachers and coached them on individual development
- Coached Assistant Principals in: professional development, student discipline, and facilitation of teacher leadership teams

Director of Academics, TN Region

2015 – 2019

- Hired, coached, & evaluated team of 7 Curriculum Specialists (English, ESL, Math, Science, Social Studies, Literacy, Intervention)
- Trained and led certification for principals, assistant principals, and curriculum specialists in Teacher Evaluation and Coaching
- Worked with Executive Director and Area Superintendent to facilitate professional development for administrators
- Oversaw first network-wide curriculum pilots (ELA and Math) in anticipation of curriculum adoption
- Created curriculum implementation and internalization protocols for teachers, coaches, and administrators
- Developed strategic academic initiatives and monitoring tools aligned to accountability metrics
- Networked with peers (internal & external) and outside organizations (Instruction Partners, The Together Group, etc.) to ensure innovation and implementation of best practices
- Directly managed Professional Development for TN region: Summer PD, All Green Dot Day, Bi-weekly Teacher Collaboration
 - Created project management tools for GDPST Leadership Team to track, plan, and support Summer PD sessions
 - Collaborated with Executive Director and Area Superintendent to facilitate admin trainings and onboarding
 - Guided Curriculum Specialists to create PD sessions reflecting strong instructional design and adult learning theory
 - Facilitated network-wide PD to all staff (team building, strategic initiatives, and instructional practices)
 - Led codification of teacher leadership pipeline through refinement of roles, leader training, and evaluation

Assistant Principal, *Ánimo Watts College Preparatory Academy, CA*

2011-2013, 2014-2015

- Managed day-to-day administrative responsibilities, including certificated and classified evaluations, school-wide discipline, student leadership, athletics, SART/attendance processes, testing, school operations, enrollment, and design/implementation of professional development
- Led Safe & Civil (PBIS school culture) Team to implement improvement cycle resulting in a reduction of suspensions and moderate level behavior incidents across all grades and student subgroups
- Created tools for monitoring and tracking student behavior and discipline processes (referral forms, discipline review board documents, restorative reflection templates) that were codified as a best practice within the Locke Cluster of schools.

Teacher Effectiveness Supports Specialist, *Green Dot Home Office, CA*

2013-2014

- Created online and face-to-face teacher & administrator professional development resources based on College Ready Teaching Framework (CRTF) – *Green Dot's Teacher Coaching and Evaluation Rubric*
- Oversaw revision of CRTF through analysis of stakeholder feedback & facilitation of revision sessions with instructional leaders
- Managed video capturing of Green Dot's most successful teachers – this included: aligning video clips to each indicator of the College Ready Teaching Framework, narrative analysis, post-production, distribution for professional development and storage
- Created PD modules around best practices revealed through study and observation of Green Dot's most effective teachers
- Pioneered Demonstration Classroom Teacher Program: Established a protocol for using demonstration lab classrooms to elucidate what highly effective teachers do on a daily basis; Created and implemented instructional rounds protocols; Organized appropriate demonstration teacher visits and facilitated debrief sessions with host and visiting teachers.

HIGH SCHOOL SCIENCE TEACHER

2005-2011

Biology, Anatomy Teacher, *Ánimo Watts College Preparatory Academy, CA*

2008-2011

- Served as Science Department Chair: Designed goals and provide 4-year vertical skill map for science department; Created annual department budget; Secured funding for labs/projects via grants (DonorsChoose.org, Amgen); Provided professional development to coach department members informally; Admin consult for hiring additional department members as needed
- Instructional Leadership Team member: Consulted with administrators to build and facilitate professional development
- 9th grade level team lead: Led grade level team meetings; Initiated student success team interventions; scheduled & facilitated parent conferences; organized monthly grade-level team building activities for students
- Discipline Review Board Member: Created, implemented & monitored school-wide discipline matrix; Served on committee for discipline review – to recommend contract, transfer, or expulsion for students; Participated in quarterly Network PD & disseminated relevant information to staff
- Administrative: Led day-to-day operations of school when administrative staff was off campus
- Collaborated with faculty from USC to prepare educationally and socio-economically disadvantaged students to succeed at annual engineering competition (MESA day)
- Authored grant for funds to initiate the Pre-Med Club (whose accomplishments include serving the community, providing access to healthcare resources for families in need, training students as First-Aid Certified, and in May 2009 hosting a community health fair)
- Promoted school-wide college going culture by organizing field trips to local universities (USC, UCLA), developing student success plans and teaching students about A-G requirements

Earth Science/Biology Teacher, *Riverside Poly High School, CA*

2007-2008

- Taught inquiry based, culturally relevant lessons to students in grades 9-12, for Earth Science and Biology
- Led students in a multi-cultural SDAIE 'Sheltered' Biology class to gain English Language fluency and subject matter proficiency
- Utilized Kagan-style structures to build an equitable classroom culture

Biology Teacher, *Leuzinger High School, CA*

2005-2006

- Pioneered of Small Learning Community model for Leuzinger High School through networking with colleagues as science component of 10th grade cohort
- Selected as team leader on WASC reform/Leuzinger Restructuring Committee: Network with peers to author blueprint for Professional Development protocol

UCLA EARLY ACADEMIC OUTREACH PROGRAMS (EAOP)

2002-2005

Summer Program Counselor, *Los Angeles*

2002, 2003, 2005

- Developed lesson plans, conducted study sessions, and monitored progress of students in advanced placement readiness academic residential camp
- Conducted presentations and workshops for college fairs and other events for students in grades K-12, parents, and families
- Facilitated workshops to encourage urban student participation in science fields

Bruin Advisor, *Los Angeles*

2000-2002

- Selected and recruited EAOP high school participants based upon review of student academic records
- Developed and monitored individualized 4-year academic plan for program participants in grades 9-12; informed students of required entrance exams; initiated extra-curricular activity plan, including a plan to maintain academic achievement
- Conducted various workshops for program participants and their families; Workshops included: Four Systems of Higher Education, UC Eligibility, Personal Statement and Study Skills

NSF – NATIONAL SCIENCE FOUNDATION, *UCLA GK-12 Fellow*

2003-2004

- Recipient of distinguished GK-12 \$10,000 fellowship in partner with National Science Foundation/UCLA
- Developed inquiry-based lessons in accordance with the California Science Standards, designed for use by urban high school teachers within LAUSD
- Collaborated and networked with Ph.D/Graduate students to incorporate social justice curricula into inquiry lessons, designed to inspire underrepresented students to pursue science-based careers
- Researched constructivism learning theory to generate inquiry lessons



Education

Bachelor of Science, Biology 2005

University of California Los Angeles / Los Angeles, CA

Coursework highlights: *Social Psychology of Education, Social Justice Science Teaching Methods, Educational Theory and Practice, Advanced Spanish Composition, and Education Cultural Identity and Diversity*

M. Ed, Teaching and Learning, 2006

Single Subject Teaching Credential, 2006

Azusa Pacific University / Azusa, CA

SUMMARY

- Data analysis expert using MS Excel, Tableau, SQL
 - Proven track-record of growing and managing high-performing technical teams with a positive culture
 - Collaborative self-starter with excellent judgment
 - Demonstrated ability to run operations, create processes and learn and support technical systems
-

WORK EXPERIENCE

Jan '17 - Present **Green Dot Public Schools** - Los Angeles, CA

Feb '08 - Aug '13 **Director of Data Science & Analytics**, Apr '19 - present

- Manage Data Science & Analytics department of seven employees, supporting a multi-region, national public charter school network consisting of 25 middle and high schools in historically underserved communities
- Implement organization-wide data management processes and cross-departmental systems and strategy for internal and external reporting and compliance
- Develop compelling presentations and storytelling to present insights, recommendations, and strategies
- Lead in-depth rigorous end-to-end analytics projects using SQL and Excel
- Create automated tools in Tableau and DataWarehouse to enhance data communication for teachers, administrators, home office employees, and executive staff

Knowledge Manager, Jan '17 - Apr '19

- Coached and managed Knowledge Management Analysts
- Ensured Data Science & Analytics Department is providing efficient, cost effective, and high quality services to regions and schools, and national departments
- Effectively set and executed short and long-term strategic goals in the Data Science & Analytics Department
- Ensured regional and national stakeholders have access to accurate, timely data, either through ad hoc data requests or self-service data reports
- Ensured all KM-related compliance responsibilities are upheld

Knowledge Management Analyst, Feb '08 - Aug '13

- Ensured Data Science & Analytics Department is providing efficient, cost effective, and high quality services to regions and schools, and national departments
- Ensured regional and national stakeholders have access to accurate, timely data, either through ad hoc data requests or self-service data reports
- Ensured all KM-related compliance responsibilities are upheld

Jan '07 - Jan '08 **Alliance for College Ready Public Schools** - Los Angeles, CA
High School Math and Science Teacher

EDUCATION & EXTRA CURRICULARS

2002 - 2006 **University of California Los Angeles** – Los Angeles, CA, USA

Bachelor of Arts: Sociology, Political Science International Relations

- Director, Environmental Coalition
- Director, Social Justice Alliance
- External Vice President, UC Sudan Divestment Taskforce
- RA (Resident Assistant), UCLA Residence Halls
- UCLA Awaken A Cappella

J. OMAR MAHMUD

EXPERIENCE

GREEN DOT PUBLIC SCHOOLS NATIONAL, Los Angeles, CA

General Counsel

Mar. 2020 – Present

- Manage the organization's legal matters and advise organization personnel regarding key legal responsibilities.
- Represent the organization in negotiations with vendors and other parties, and negotiate, revise and draft agreements with such parties.
- Advise and help prepare for expanding the Green Dot network to new regions, including advising on compliance with local laws and initial board member selection, and preparing incorporation materials, state filings, the charter petition and operating agreement, and represent the organization in its other dealings with authorizers.
- Provide legal research for Human Resources (HR) matters, student policies, corporate governance, and school operations.
- Review and advise on personnel action notices prepared by HR associates.
- Ensure legal compliance in the Employee Handbook and the Student Policy Manual, and review annual updates prepared by other associates or outside legal counsel.
- Provide advice regarding risk management analysis and discuss such matters with relevant stakeholders.
- Track state legislation regarding education bills that impact charter schools, and assist with implementing new laws and drafting related policies.
- Advise organizational network leadership on open meetings laws compliance in those regions where the Green Dot network operates.
- Prepare and finalize board resolutions for Green Dot network organizations and attend board meetings.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS, Washington, DC

Deputy General Counsel

Mar. 2011 – Feb. 2020

- Advised the Chancellor, senior management team members and other school officials regarding compliance with local and federal laws that impact agency operations, such as the Individuals with Disabilities Education Act (IDEA), the Family Educational Rights and Privacy Act (FERPA), Title IX of the Education Amendments Act of 1972 and the District of Columbia Human Rights Act.
- Informed senior management decisions concerning special programs and projects that are of critical importance to the Chancellor.
- Negotiated and drafted various contracts, licensing agreements and memorandums of agreement/understanding that outline agency collaborations with outside organizations.
- Provided counsel and representation during investigations and other inquiries originating at the Department of Education – Office of Civil Rights, the Office of the State Superintendent for Education and the Office of the Inspector General. Served as a member of the Head Start Advisory Board, the Chancellor's Test Integrity Council, the Chancellor's Discretionary Transfer Advisory Committee and the LGBTQ Policy Steering Committee.
- Reviewed all agency ethics inquiries and provide guidance based on local and federal ethics rules.
- Provided advice and counsel regarding procurement matters and represent the agency at various administrative hearings.

DISTRICT OF COLUMBIA OFFICE OF THE ATTORNEY GENERAL, Washington, DC

Assistant Attorney General

Oct. 2008 – Mar. 2011



Board Exhibit Cover Sheet

Meeting Date: September 17, 2020

Agenda Item/Exhibit Number: **II.F.9.**

Agenda Item Title: Approval of contract with Leadership Partners

Cabinet Level Presenter(s): Anetra Cheatham

Additional Presenter(s):

Executive Summary: The System of Great Schools Implementation Roadmap approved by TEA outlines in Lever 2 that the district develops a strong talent pipeline across the organization--strong teachers, strong entrepreneurial leaders to design and lead new schools, and strong systems leaders to champion large-scale transformation. To accomplish this stated goal, the Office of Innovation and School Administration has identified leaders to engage in a professional development and coaching program for the 2020-2021 school year.

Recommendation: Approve the contract with Leadership Partners to provide leadership coaching and professional development for school leaders.

Budget Impact* (if applicable): \$53,400 from the 2019-2021 School Action Fund Planning grants

Funding Source (if applicable): \$53,400 from the 2019-2021 School Action Fund Planning grants

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): N/A

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm): N/A

Cabinet Level Presenter's Signature

9/10/2020

Date

*CFO Signature (required if there is a budget impact)

9/10/2020

Date

Sierra Fisher ISI

General Counsel's Signature

9/11/2020

Date



**PROFESSIONAL DEVELOPMENT AGREEMENT
BETWEEN
BEAUMONT INDEPENDENT SCHOOL DISTRICT
AND
HOUSTON EDUCATION LEADERSHIP PARTNERS, LLC**

This Agreement (this "Agreement") is made and entered into, as of SEPTEMBER 1, 2020 by and between the Beaumont Independent School District ("Beaumont ISD"), 3395 Harrison Avenue, Beaumont, Texas 77706, and Houston Education Leadership Partners, LLC (referred to as "Leadership Partners, LLC" throughout) 12602 Summer Lake Ranch Drive Houston, Texas 77044.

RECITALS

- A. Leadership Partners, LLC and Beaumont ISD and other school districts desire to engage in professional development for campus or district leaders with Leadership Partners, LLC.
- B. Beaumont ISD desires to participate in Leadership Partners, LLC in order to advance the professional development of campus and district leaders.
- C. Beaumont ISD recognizes that Leadership Partners, LLC has experience in developing programmatic resources for education purposes.
- D. Leadership Partners, LLC desires to provide Beaumont ISD with such development assistance on the terms and conditions set forth in this Agreement.

AGREEMENT

NOW, THEREFORE, in consideration of the forgoing recitals and the mutual covenants and conditions here

1. OBLIGATIONS OF BEAUMONT ISD

Beaumont ISD agrees to provide to Leadership Partners, LLC:

- **District Information.** District contact information, superintendent or Designee's contact information, District Steering Committee Member, District contract signatory, agreed number of Beaumont ISD school leaders, school performance data and other information for research purposes.
- **Designation of a District Coordinator.** Beaumont ISD shall designate, and shall cause the district to designate a district coordinator to coordinate work activities with Leadership Partners, LLC staff around the professional development experiences.
- **Designation of campus and/or district leaders to participate.** Beaumont ISD shall designate, and shall cause the district to designate, campus and/or district level leaders to participate in Leadership Partners, LLC programming.

2. OBLIGATIONS OF LEADERSHIP PARTNERS, LLC

Leadership Partners, LLC agrees to provide to Beaumont ISD:

- **Professional Development.** In partnership with Rice University, Leadership Partners, LLC agrees to provide and implement the Executive Education Academy as defined herein.
- **Professional Development Site.** Leadership Partners, LLC shall provide Beaumont ISD with a venue for professional development, which includes a meeting room and, where applicable, audio-visual equipment.
- **Network Access and Internet Connectivity.** Leadership Partners, LLC will be responsible for providing network access and Internet connectivity during the professional development and an information technology contact or another appropriate staff person will be available during the professional development to assist in the maintenance of such network access and Internet connectivity.
- **Accommodations and Instruments.** Leadership Partners, LLC will furnish classrooms, break out rooms and instruments such as document camera, chairs and roundtables, computer and monitor, and whiteboards/blackboards as necessary for the professional development
- **Additional Obligations of Leadership Partners, LLC:**
 1. Provide materials for all participants
 2. Hire Rice Business School and local and national consultants to present the programming curriculum
 3. Agendas, pre reads and additional printed materials as needed
 4. Provide participants breakfast and lunch each day of the institute
 5. Provide parking vouchers for central garage parking at Rice Business School
 6. Provide a Rice Business School Certificate to participants who have successfully completed the program
 7. Create customized evaluation forms for participants
 8. Provide access to a virtual workspace designed to promote teaching and learning.

Leadership Partners Training Plan and Desired Results:

What:	Executive Education Academy includes: <ul style="list-style-type: none"> • Executive Education programming (10 days) beginning September 2020 through March 2021 • Leadership Summit (4 days) June 7-10, 2021 • Individual Executive Coaching Sessions (6 sessions via phone or Skype)
When:	September 2020 through March 2021 and June 7-10, 2021
Who:	Seven participants each to include: District and Campus leaders (determined by school district)
Where:	Rice University, Houston, TX, Jones Graduate School of Business

Professional Development Objectives:

Leadership Partners, LLC is committed to providing public school leaders knowledge, skills, tools, and competencies to help them become expert problem solvers and entrepreneurial, transformational leaders to improve their schools, which in turn improves learning and achievement for their students. As such, participants will:

- Learn business school vocabulary and curriculum (see below)
- Shift mindset from barrier focused to possibility focused
- Gain entrepreneurial knowledge and skills
- Learn diagnosis and design methodologies to help improve their schools
- Apply a problem-solving methodology
- Engage in executive coaching

Professional Development:

Executive Education Academy Calendar 2020-2021



September 17, 2020

All of Cohort 8 5:00pm-7:30pm

Orientation (Virtual): Leadership Partners. Participants will learn more about the Executive Education Academy. In addition, several of our primary tools, resources and assessments, including the 360 Assessment will be shared.

September 18, 2020

9:00am-12:00pm OR

(Choose either date/times)

September 19, 2020

9:00am-12:00pm

Executive Coaching Launch (Virtual): Kim Huseman, Leadership Partners. Imagine every aspect of your life, both personal and professional, as it *could* be. Discover how Executive Coaching will get you where you want to be.

October 16, 2020

All of Cohort 8 9:00am-1:00pm

Knowing and Telling Your Story and Why it Matters (Virtual): Christie Huseman. When leaders share their stories, they build roads to their followers' hearts and minds. They demonstrate vulnerability and humbleness that deeply connects them to those that they lead. Christie Huseman will tell her compelling story and show leaders how to craft their own stories.

November 13, 2020

All of Cohort 8 9:00am-1:00pm

During Crisis, Be the Best Version of You (Virtual): Kim Huseman. A pivotal tool all leaders need, particularly now, is *intentionality*. In order for a leader to be the best version of herself, she must understand what it actually means to be intentional in every context. Leaders will receive tools and learn strategies that foster such intentionality.

December 4, 2020

Cohort 8A 9:00am-12:00pm/Cohort 8B 1:00pm-4:00pm

Leading Yourself (Virtual): Dr. Brent Smith, Senior Associate Dean for Executive Education, Associate Professor of Management and Psychology. Dr. Smith will engage leaders around the results of their Hogan profiles to help them understand their personal characteristics and how to use the information to improve their leadership in this challenging time.

December 11, 2020

Cohort 8B 9:00am-12:00pm/ Cohort 8A 1:00pm-4:00pm

Leading Teams (Virtual): Dr. Brent Smith. By using a combination of simulations and case studies, Dr. Smith facilitates how teams can become high functioning and more productive because of your leadership. Participants leave with a clear picture of their leadership as it relates to teams in order to set goals for growth.

As of now, we are assuming Spring 2021 sessions will be at Rice, face-to-face. If this changes, we will continue virtually. Each Friday at Rice in January, February, and March is from 7:00am-3:00pm, including breakfast and lunch. Topics may be modified on an as-need basis. Each Saturday at Rice is 7:00am-2:00pm, including breakfast and lunch. Please plan travel arrangements accordingly.

January 22, 2021

All of Cohort 8

Change Management-An 8-Step Process: (Face to Face at Rice). Leadership Partners. Now more than ever, change management is a vital skill for leaders to have. The 8-Step Process for Leading Change was cultivated from over four decades of Dr. John Kotter's observations of countless leaders and organizations as they were trying to transform or execute their strategies. Participants will engage in each step of the process and how it impacts their own change initiatives.

A Leader's Guide to Building a Foundation of Trust: The Entry Plan and Other Trust Strategies: (Face to Face). Christie Huseman. Learn strategies that will engage those you lead in such a way that trust becomes a natural outcome.

Welcome to Rice Evening Reception: (4:00pm-6:30pm) Join us in the R-Room at Rice Stadium for a reception in your honor.

January 23, 2021

All of Cohort 8

Communication: (Face to Face at Rice) Dr. David Tobin, Senior Lecturer in Communication. Dr. Tobin focuses on how to best communicate your essential messaging to all stake holders and engages leaders in advanced presentation skills during a time of crisis.

February 26, 2021

All of Cohort 8

Appreciative Inquiry/Optimism: (Face to Face at Rice) Leadership Partners. Appreciative Inquiry is a way of being and seeing. It is both a worldview and a process for facilitating positive change in human systems, such as organizations, groups, and schools. Its assumption is simple: Every human system has something that works right—things that give it life when it is vital, effective, and successful. Leaders will discover the process and power of AI and optimism during an interactive workshop.

February 27, 2021

All of Cohort 8

Marketing: (Face to Face at Rice) Dr. Vikas Mital, J. Hugh Liedtke Professor of Management. Leaders learn the importance of marketing their schools and developing a "brand" for distinction. With school choice a huge variable in education, perhaps now more than ever, leaders learn how to create a distinction to attract and retain students and teachers, as well as build community support.

March 26, 2021

All of Cohort 8

Critical Leadership Questions for Inspiring School-wide Excellence (THE PRINCIPAL 50): (Face to Face at Rice) Principal Kafele A highly regarded urban educator in New Jersey for over twenty years, Principal Baruti Kafele distinguished himself as a master teacher and a transformational school leader. One of the most sought-after education speakers in America, Principal Kafele is impacting America's schools. He has delivered more than one thousand conference keynotes and professional development workshops over the past nine years since leaving his principalship in 2011.

June 7-10, 2021. Leadership Summit Conference at Rice. Graduation included on June 10, 2021.

Leadership Partners Executive Education Academy Summary of Total Services 2020-2021

To Develop the Whole Leader, We Provide:

Executive Education-5 Days

Dr. Brent Smith-Leading Self
Dr. Brent Smith-Leading Teams
Dr. David Tobin-Communication
Dr. Vikas Mital-Marketing
Principal Kafele-*The Principal 50*
Breakfast/Lunch/Covered Parking
Business Certificate from Jones
Graduate School of Business

Leadership Partners-5 Days

Kim Huseman-Executive Coaching Launch
Kim Huseman-Being the Best Version of You
Christie Huseman-Knowing and Telling Your Story
Leadership Partners-Change Management/Entry Plan
Leadership Partners: Appreciative Inquiry/Optimism
Welcome to Rice Evening Reception January 22,
2021

Executive Coaching-6 Sessions

Board Certified Coaches
360 Assessment
Optimal Assessment
Work-Life Balance
Best Version of Self
Life Script Tool

Leadership Summit Conference-4 Days

June 7-10, 2021-Rice University

Dr. Adam Saenz-*Social Emotional Leadership*
Dr. Jason Irizarry-*Latinization of US Schools*
Angela Maiers-*Brave/Courageous Leadership*
Anthony Muhammad-*Time for Change:
Transformational Leadership*

Please see <https://www.leadershippartnerstx.com> for more information.

3. PAYMENT: PROFESSIONAL DEVELOPMENT FUNDS

Beaumont ISD payment schedule:

For and in consideration of the services to be provided by Leadership Partners, LLC under this Agreement, Beaumont ISD will pay Leadership Partners, LLC **upon submission of an original invoice(s)**

- (1) a total amount of \$53,400.00 (6 participants @ \$8,900.00/participant; one participant is complimentary). For Executive Education Academy programming \$53,400.00 payment is payable by October 31, 2020
 - (2) In no event shall Leadership Partners, LLC be obligated to incur costs in excess of the Professional Development Funds paid by Beaumont ISD to Leadership Partners, LLC.
- 3.1 Beaumont ISD shall make payment on the payment dates referenced above and upon receipt of invoice from Leadership Partners, LLC. Invoices shall be sent to:

Beaumont ISD
3395 Harrison Avenue
Beaumont, Texas 77706

All payments shall be in U.S. dollars and made by check payable to the order of Houston Education Leadership Partners, LLC.

Commencement of the program as described above is contingent upon the timely receipt of the foregoing advance payment of the Project Funds.

Houston Education Leadership Partners, LLC©

3.2 Leadership Partners, LLC shall account for, and maintain records of, direct and indirect costs incurred in the conduct of the program as described above in accordance with Leadership Partners, LLC standard policies and practices. Such records shall be made available for Beaumont ISD review during normal business hours upon reasonable prior notice, but not more frequently than once a year.

4. **TERM; TERMINATION.**

4.1 The term of this Agreement commences September 1, 2020 and ends on June 10, 2021 and may be renewed by written agreement of the parties and upon receipt of adequate funding.

4.2 This Agreement may be terminated prior to the expiration of its term by (i) written agreement of the parties, or (ii) by either party, with or without cause, upon thirty (30) days written notice to the other party.

4.3 If this Agreement is terminated pursuant to Section 4.2 above, the financial obligations of the parties pursuant to Section 3 above shall cease as of the effective date of such termination. Reimbursement due to Beaumont ISD because of advanced payments prior to termination of the agreement shall be payable within thirty (30) days of termination and prorated through date of termination.

5. **RELATIONSHIP OF THE PARTIES; IMMUNITY; RECORDS.**

5.1 Relationship of the Parties. The parties have no intention to create a partnership, joint venture or agency relationship and they expressly acknowledge and agree that nothing contained in this Agreement nor any performance or nonperformance pursuant to this Agreement by any of the parties shall be deemed to have that effect. The employees of Beaumont ISD, including, without limitation, the District Coordinator, shall be solely the employees of Beaumont ISD and, except as specifically set forth herein, Beaumont ISD shall (i) remain liable for all of their respective salaries, wages and benefits, (ii) retain the right to supervise, direct and control when, where and how such employees shall perform their respective duties, and (iii) assume full responsibility and liability for their respective actions, whether pursuant to this Agreement or otherwise. This Agreement and the activities and conduct of Leadership Partners, LLC and its faculty and staff hereunder, shall not be construed in any way as the exercise of supervision, direction or control over Beaumont ISD or its employees or students, and Leadership Partners, LLC shall not have any responsibility of liability whatsoever, direct or indirect, in connection with any of the activities of conduct of Beaumont ISD or its employees or students, whether pursuant to this Agreement or otherwise. The employees of Leadership Partners, LLC shall be and remain solely the employees of Leadership Partners, LLC and shall (i) remain responsible and liable for all of their respective salaries, wages and benefits, (ii) retain the right to supervise, direct and control when, where and how such employees shall perform their respective duties, and (iii) assume full responsibility and liability for their actions, whether pursuant to this Agreement or otherwise.

5.2 Legal Independence and Autonomy. Beaumont ISD and Leadership Partners, LLC are and shall remain separate and distinct legal entities, and neither of them assumes any legal, financial, regulatory or other responsibility, liability, obligation or duty of the other party except as set forth here in. Beaumont ISD retains the full authority provided by the constitution, statutes and regulations of the State of Texas over primary and secondary education matters, and Leadership Partners, LLC retains full and exclusive authority to direct and control the business and other affairs and activities of Leadership Partners,

LLC. Nothing in this Agreement shall be construed to impair or otherwise limit the legal authority and autonomy of Beaumont ISD or Leadership Partners, LLC as established by the constitution, statutes and regulations of the State of Texas, or to impose any legal, financial, regulatory or other responsibility, liability, obligation or duty of either of them upon the other, except as set forth herein.

- 5.3 Immunity. Beaumont ISD does not waive or relinquish any immunity or defense of itself, its trustees, officers, employees and agents as a result of its execution of this Agreement and performance of the functions or obligations described herein.
- 5.4 Records. In the event that Beaumont ISD is required to furnish information or records of Leadership Partners, LLC relating to this Agreement pursuant to the Texas Public Information Act, Leadership Partners, LLC shall furnish to Beaumont ISD, upon reasonable request therefore, such information and records (excluding any medical or personal records of Leadership Partners, LLC employees and any other records which if released would cause Leadership Partners, LLC to violate any law or agreement applicable to it) and Beaumont ISD shall have the right to release such information and records pursuant to the TX Public Information Act.

6. MISCELLANEOUS

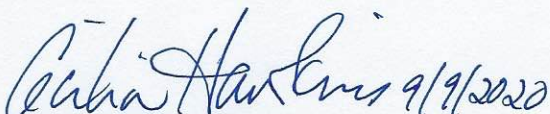
- 6.1 Authorization; Further Assurances. Each party represents and warrants to the other party that the execution, delivery and performance of this Agreement has been duly authorized and that this Agreement constitutes the legal, valid and binding obligations of such party enforceable against such party in accordance with its terms. Each party shall execute and deliver such further documents and take such further actions as may be required or reasonably requested by the other party to effectuate the purposes of this Agreement.
- 6.2 Notice. Any notice required or permitted to be given by one party to the other party pursuant to this Agreement shall be in writing and deemed delivered when received by personal delivery, facsimile transmission, reputable courier or U.S. certified or registered mail, postage prepaid, return receipt requested, addressed as follows (or to such other address as may be noticed to the other party pursuant to this Section 6.2):
- 6.2.1 If to Leadership Partners, LLC:
Cecilia Hawkins, Ph.D, Kim Huseman, Lawrence, Kohn Ed.D.,
12602 Summer Lake Ranch Drive
Houston, TX 77044
- 6.2.2 If to PARTNER:
Beaumont ISD
3395 Harrison Avenue
Beaumont, Texas 77706
- 6.3 Entire Agreement; Amendment. This Agreement constitutes the entire agreement between the parties and supersedes all prior and contemporaneous agreements, understandings and negotiations with respect to the subject matter hereof. This Agreement may not be amended or otherwise modified, by course of conduct or otherwise, except in a writing duly executed by each of the parties.
- 6.4 Successors and Assigns; No Assignment. This Agreement and the interests, rights, duties and obligations hereunder (i) shall be binding upon, and inure to the benefit of, the parties and their respective successors, legal representatives and permitted assigns, and (ii) may not be assigned or otherwise transferred, in whole or in part, by either party without the prior written consent of the other party.

- 6.5 No Waiver. The failure or delay by either party to seek redress for any breach or default hereunder, or to insist upon the strict performance of any covenant, condition or other provision of this Agreement, shall not constitute a waiver thereof or of any other provision of this Agreement, and such party shall have all remedies provided herein and at law and in equity with respect to such act and any subsequent act constituting the same.
- 6.6 Governing Law; Jurisdiction and Venue. This Agreement shall be governed by, and construed and enforced in accordance with, the laws of the State of Texas applicable to contracts made and wholly performed within such State (without regard to the conflicts or choice of law principles thereof). The parties irrevocably consent to the jurisdiction of the State of Texas, and agree that any court of competent jurisdiction sitting in the County of Jefferson, State of Texas, shall be an appropriate and convenient place of venue, and shall be the sole place of venue, to resolve any dispute with respect to this Agreement.
- 6.7 Section Headings. The section and other headings in this Agreement are for convenience of reference only and are not a part of this Agreement and shall not be construed, expressly or by implication, so as to affect the meaning or interpretation of this Agreement or any of its provisions.
- 6.8 Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which taken together shall constitute one and the same instrument.
- 6.9 RELATIONSHIPS WITH FOREIGN ENTITIES: In accordance with Texas Government Code Chapter 2252, Subchapter F, Leadership Partners, LLC certifies that it is not a company identified on the Texas Comptroller's list of companies known to have contracts with, or provide supplies or services to, the Government of Iran, the Government of Sudan, or a foreign organization designated as a Foreign Terrorist Organization by the U. S. Secretary of State. Leadership Partners, LLC further certifies and verifies that, pursuant to Texas Government Code Chapter 2270, neither Leadership Partners, LLC nor any affiliate, subsidiary, or parent company of Leadership Partners LLC, if any (the "Leadership Partners, LLC Companies"), boycotts Israel, and Leadership Partners, LLC agrees that Leadership Partners, LLC and Leadership Partners, LLC Companies will not boycott Israel during the term of this Agreement.

IN WITNESS WHEREOF, this Agreement has been duly executed and delivered by each of the parties as of the date first above written.

**HOUSTON EDUCATION
LEADERSHIP PARTNERS, LLC**

**BEAUMONT
INDEPENDENT SCHOOL DISTRICT**

 9/9/2020

Cecilia Hawkins, Ph.D. Date
Chief Financial Officer and Partner

Name Date
Superintendent of Schools Beaumont ISD



Board Exhibit Cover Sheet

Meeting Date: September 17, 2020

Agenda Item/Exhibit Number: **II.F.10.**

Agenda Item Title: Approve Amended 2020-2021 Tax Levy Ordinance and Resolution

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary: The 2020-2021 Tax Levy Ordinance and Resolution approved at the August 20, 2020 meeting identified the tax rate as \$.9661. This was an error, as the rate published in the public notice and verbally presented to the board was \$.9664. We are asking the board to approve the Amended Tax Levy Ordinance and Resolution to reflect the intent of the district and the board in adopting a 2020-2021 tax rate of \$.9664, as presented during the August 20, 2020 board meeting and the attached Notice of Public Hearing published in the Beaumont Enterprise on June 5, 2020.

Recommendation: Approve the Amended 2020-2021 Tax Levy Ordinance and Resolution

Budget Impact* (if applicable): N/A

Funding Source (if applicable):

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm):

Cheryl Hernandez
Cabinet Level Presenter's Signature

9/11/2020
Date

***CFO Signature (required if there is a budget impact)**

Date

Laura D. Fisher
General Counsel's Signature

Date

2020-2021 AMENDED TAX LEVY ORDINANCE AND RESOLUTION

AMENDED ORDINANCE AND RESOLUTION FIXING AND LEVYING SCHOOL DISTRICT AD VALOREM TAXES FOR THE BEAUMONT INDEPENDENT SCHOOL DISTRICT OF JEFFERSON COUNTY, TEXAS, FOR THE TAX YEAR 2020, AND DIRECTING THE ASSESSMENT AND COLLECTION THEREOF.

Whereas, the Board of Trustees of the **BEAUMONT INDEPENDENT SCHOOL DISTRICT** finds that the tax for the tax year 2020 hereinafter levied for current expenses of the District and the general education of students within said District and for the improvement of the District and its property must be levied to provide the revenue requirements of the budget for the ensuing year; and

WHEREAS, the Board of Trustees of said District further finds that the taxes for the tax year 2020, hereinafter levied therefore, are necessary to pay interest and to provide the required sinking fund on outstanding bonds of the District issued for school purposes, and on bonds proposed to be issued for such purposes during the ensuing year.

NOW, THEREFORE: BE IT ORDAINED AND RESOLVED by the Board of Trustees of the **BEAUMONT INDEPENDENT SCHOOL DISTRICT OF JEFFERSON COUNTY, TEXAS**, that:

SECTION 1. For the current expense and maintenance of the **BEAUMONT INDEPENDENT SCHOOL DISTRICT** and for carrying out of its educational function and for the general improvement and maintenance of its property, there is hereby levied and ordered to be assessed and collected for the tax year 2020 on all property situated within the limits of the said **BEAUMONT INDEPENDENT SCHOOL DISTRICT OF JEFFERSON COUNTY, TEXAS**, on January 1, 2020, and not exempt from taxation by valorem laws, an ad valorem tax at the rate of \$0.9664 on the One Hundred (\$100.00) Dollars valuation of such property.

Section 2. For the purpose of paying interest and providing a sinking fund for the payment of each issue of bonds issued for various school purposes and described in the schedule set out in this Section, including the various installments of principal falling due during the ensuing year on serial bonds issued for such purposes, and for the purpose of paying interest and making provision for the sinking fund on such bonds as may be issued for various school purposes during the ensuing year, there is hereby levied and ordered to be assessed and collected for the tax year 2020 on all property situated within the limits of the **BEAUMONT INDEPENDENT SCHOOL DISTRICT OF JEFFERSON COUNTY, TEXAS**, on January 1, 2020, and not exempt from taxation by valid laws, an ad valorem tax for each of the issues of

bonds and capital expenditures described in such schedule at the respective rates shown in the right hand column of such schedule opposite the descriptions of such issues, such rates being expressed in amounts of the One Hundred (\$100.00) dollars valuation of such property, the sum of said respective levies being \$0.25405 Cents on the One Hundred (\$100.00) dollars valuation of such property, said bond issues, and the amounts of the levies being as follows:

Issue	2020-2021		
	Principal	Interest	Total
Unlimited Tax School Building Bonds, Taxable Series 2010B (Build America Bonds)	1,760,000	3,187,896	4,947,896
Unlimited Tax Qualified School Construction Bonds, Taxable Series 2010	965,000	-0-	965,000
Unlimited Tax School Building Bonds, Series 2011	11,730,000	337,400	12,067,400
Unlimited Tax Refunding Bonds, Series 2012	110,000	213,050	323,050
Unlimited Tax Refunding Bonds, Series 2016	4,660,000	4,188,450	8,848,450
Unlimited Tax Refunding Bonds, Series 2017	3,570,000	3,696,994	7,266,994

**CERTIFICATE OF RECORD VOTE
FOR AMENDED ORDINANCE AND RESOLUTION**

I hereby certify that the foregoing amended ordinance and resolution was presented to the Board of Trustees of the Beaumont Independent School District during a properly scheduled and posted public board meeting on September 17, 2020. Upon a motion by _____, seconded by _____, the amended ordinance and resolution was ADOPTED by the following record vote:

	Aye	Nay	Abstain	Not Present
Thomas Sigee	_____	_____	_____	_____
Darrell Antwine, Sr.	_____	_____	_____	_____
Zenobia Bush	_____	_____	_____	_____
Robert C. Dunn	_____	_____	_____	_____
Kevin Reece	_____	_____	_____	_____
Denise Wallace-Spooner	_____	_____	_____	_____
Matilda (Tillie) Hickman	_____	_____	_____	_____

TOTALS Ayes: _____ Nays: _____ Abstain: _____ Not Present: _____

PASSED and APPROVED this the 17th day of September, 2020.

Thomas Sigee, President

ATTEST:

Robert C. Dunn, Secretary

NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE

The Beaumont I.S.D. will hold a public meeting at 5:30 PM, June 18, 2020 in The Board Room, Beaumont ISD Administration Building, 3395 Harrison, Beaumont, Texas. The purpose of this meeting is to discuss the school district's budget that will determine the tax rate that will be adopted. Public participation in the discussion is invited.

The tax rate that is ultimately adopted at this meeting or at a separate meeting at a later date may not exceed the proposed rate shown below unless the district publishes a revised notice containing the same information and comparisons set out below and holds another public meeting to discuss the revised notice.

Maintenance Tax	\$0.9664000/\$100 (proposed rate for maintenance and operations)
School Debt Service Tax	\$0.25405/\$100 (proposed rate to pay bonded indebtedness)
Approved by Local Voters	

Comparison of Proposed Budget with Last Year's Budget

The applicable percentage increase or decrease (or difference) in the amount budgeted in the preceding fiscal year and the amount budgeted for the fiscal year that begins during the current tax year is indicated for each of the following expenditure categories.

Maintenance and operations	0.05% increase
Debt Service	0.01 % increase
Total expenditures	0.06 % increase

Total Appraised Value and Total Taxable Value

(as calculated under Section 26.04, Tax Code)

	<u>Preceding Tax Year</u>	<u>Current Tax Year</u>
Total appraised value* of all property	\$15,402,707,911	\$16,784,811,890
Total appraised value* of new property**	\$231,848,740	\$108,845,409
Total taxable value*** of all property	\$10,277,149,068	\$10,649,151,977
Total taxable value*** of new property**	\$208,176,683	\$81,100,097

*Appraised value is the amount shown on the appraisal roll and defined by Section 1.04(8), Tax Code.

** "New property" is defined by Section 26.012(17), Tax Code.

*** "Taxable value" is defined by Section 1.04(10), Tax Code.

Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness* \$296,485,000

*Outstanding principal.

Comparison of Proposed Rates with Last Year's Rates

	<u>Maintenance & Operations</u>	<u>Interest & Sinking Fund*</u>	<u>Total</u>	<u>Local Revenue Per Student</u>	<u>State Revenue Per Student</u>
Last Year's Rate	\$0.97000	\$0.25405*	\$1.22405	\$8,190	\$2,171
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service	\$0.92615	\$0.26689*	\$1.19304	\$7,901	\$2,517
Proposed Rate	\$0.96640	\$0.25405*	\$1.22045	\$8,059	\$2,916

*The Interest & Sinking Fund tax revenue is used to pay for bonded indebtedness on construction, equipment, or both. The bonds, and the tax rate necessary to pay those bonds, were approved by the voters of this district.

Comparison of Proposed Levy with Last Year's Levy on Average Residence

	<u>Last Year</u>	<u>This Year</u>
Average Market Value of Residences	\$131,137	\$138,382
Average Taxable Value of Residences	\$106,523	\$113,490
Last Year's Rate Versus Proposed Rate per \$100 Value	\$1.29405	\$1.22045
Taxes Due on Average Residence	\$1,378.46	\$1,385.09
Increase (Decrease) in Taxes		\$6.63

Under state law, the dollar amount of school taxes imposed on the residence homestead of a person 65 years of age or older or of the surviving spouse of such a person, if the surviving spouse was 55 years of age or older when the person died, may not be increased above the amount paid in the first year after the person turned 65, regardless of changes in tax rate or property value.

Notice of Rollback Rate: The highest tax rate the district can adopt before requiring voter approval at an election is \$1.29405. This election will be automatically held if the district adopts a rate in excess of the rollback rate of \$1.29405.

Fund Balances

The following estimated balances will remain at the end of the current fiscal year and are not encumbered with or by a corresponding debt obligation, less estimated funds necessary for operating the district before receipt of the first state aid payment.

Maintenance and Operations Fund Balance(s)	\$59,161,544
Interest & Sinking Fund Balance(s)	\$13,442,547