

## Contracts - Private Service Providers (PSP)/Consultants/Other

### EXECUTIVE SUMMARY

#### Submitted for Board Information

Dates of Service	Vendor	Amount
20/21 yr.	Kristi Kulik (ASL interpreter)	\$40.00/hr.
20/21 yr.	eLuma Therapy (Occupational & therapy service)	\$173,525.65 w/discount
20/21 yr.	The Core Collaborative (Training at Lincoln)	\$13,350.00
10/29/20	Andrea Honigsfeld & Associates	\$4,000.00
20/21 yr. & continuing	Class Wallet	\$2,560.00/yr.

NOTE: Per Board Policy 5725: "The District encourages the use of private service providers and professional consultants as resource individuals when such consultative services will be helpful in the improvement of the educational program of the District. The District, through the Superintendent as its designee, may enter into contracts with private service providers and/or consultants to provide necessary services to students." In no event shall such agreement exceed twelve (12) calendar months."

## **Service Provider Agreement**

**THIS AGREEMENT**, entered into on this 18th day of August 2020 between Kristi Kulik, ASL

Interpreter, (hereinafter known as "Provider") and Twin Falls School District, Twin Falls, Idaho (hereinafter known as "District") for the calendar school year 2020 2021; The parties to this agreement, in consideration of the mutual covenants and stipulations set out herein, agree as follows:

**ARTICLE 1. TERMS OF AGREEMENT** The period of this agreement will commence on the 19th of August, 2020 and remain in effect until the 20th day of May, 2021.

**ARTICLE 2. RELATIONSHIP OF PARTIES** In performing services under Agreement, Provider is and shall at all times remain an independent contractor of the District. Nothing herein is to be construed as establishing an employer employee relationship.

**ARTICLE 3. CONFIDENTIALITY OF PARTIES** Provider agrees that all information regarding services provided pursuant to this Agreement, including, but not limited to, the student's identity and the nature of services rendered, shall be confidential. Provider is prohibited from disclosing any information obtained as a result of rendering services pursuant to this agreement to any individual not authorized by the District without parental consent.

**ARTICLE 4. REPORTING OF ABUSE, ABANDONMENT OR NEGLECT** Provider

acknowledges its obligation to comply with Idaho Code 16-1601, et seq. and report within 24 hours, any suspected abuse, abandonment, or neglect of a child to the Building Administrator. The building administrator will assist with further reporting.

**ARTICLE 5. PROVIDER LICENCE** For the duration of the contract, the provider will maintain in effect and have

in possession, all applicable licenses required by state and federal laws for ASL Interpreters. Provider will supply support services with a current copy of said license each year.

**ARTICLE 6. INSURANCE AND LIABILITY** Provider shall be solely liable for any losses or damages resulting from Provider's performance of any of the services covered by this agreement. Provider shall indemnify and hold harmless the District from any liability including, but not limited to, costs, expenses, and attorney's fees resulting from Provider's performance of the services provided under this agreement. Providers Worker's Compensation Policy and Proof of liability insurance shall be submitted to the district within one month of the date of this agreement. Provider will provide the district with a copy of \$1,000,000,000, liability insurance naming Twin Falls School District as insured.

**ARTICLE 7. AMENDMENT/TERMINATION** This Agreement may be amended at any time with the prior written mutual consent of both parties. Any and all amendments to this Agreement shall be in writing. Additionally, either party may terminate this Agreement within 30 days written notice.

**ARTICLE 8. NON-DISCRIMINATION** The parties hereby agree that no person shall on the grounds of race, color, creed, national origin, sex, age, or disability, be excluded from or denied participation in, or otherwise subjected to discrimination under any activity performed pursuant to this Agreement

**ARTICLE 9. SCOPE AND SEQUENCE OF SERVICES** Provider agrees to provide services to Twin Falls School District students who qualify for services via an evaluation team process. Provider will provide ASL Interpreting services. If the provider will be unavailable for a day, provider agrees to contact the schools and support services. A detailed service statement will be delivered to support services before the 6th of each month for services rendered. If the statement arrives after the 6th payment will be paid the following month.

**ARTICLE 10. DISTRICT OBLIGATION** Twin Falls School

District will provide notice to the provider of meetings in advance if the ASL Interpreter is required to attend.

#### **ARTICLE 11. COMPENSATION FOR SERVICES**

Provider shall be compensated in the amount of \$ 40.00 per hour based on 7 hours per day for the duration of the contract payable after the statements are presented and approved by the Board of Trustees each month. Any hours over 35 per week need to be approved by administration. If the District moves to an online/blended learning format, the district will compensate provider for the actual hours the provider interprets for the district. Checks will be released and sent out from the Twin Falls School District office.

Date 8.19.20 Date \_\_\_\_\_

Signature Kristi Kuo Signature \_\_\_\_\_



## Live, Online Therapy is Making a Big Difference

This Expansion quote is an addendum to the existing contract (number listed below) and includes services and products above and beyond what has already been signed and agreed to previously.

## General Information

Created Date	8/24/2020	Contract	00000923
Expiration Date	9/10/2020	Contract Start Date	8/3/2020
Quote Name	Twin Falls Public Schools 55 OT and 50 Speech Students 2020-2021	Contract End Date	6/30/2021
Quote Number	00001252	Model	Per Student

## Contact Information

Prepared By	Chad Gundry	Contact Name	Kindel Mason
Phone	(877) 496-3332		
Email	<a href="mailto:cgundry@elumatherapy.com">cgundry@elumatherapy.com</a>		

Company Address	2801 N. Thanksgiving Way Suite 170 Lehi, UT 84043 US	Bill To Name	Twin Falls District
		Bill To	201 MAIN AVENUE WEST TWIN FALLS, Idaho 83301 USA

## Order Details

Product	Sales Price	Discount	Discounted Price	Quantity	Avg Mins per Week	Grouping Percentage	Total Price
Occupational Therapy Service License	\$2,108.30	14.67%	\$1,799.01	55.00	30	30	\$98,945.68
OT Assessment (Pay Per Use)	\$400.00	25.00%	\$300.00	1.00			\$300.00
SLP Assessment (Pay Per Use)	\$400.00	25.00%	\$300.00	1.00			\$300.00
Speech Therapy Service License	\$2,108.30	24.16%	\$1,598.93	50.00	30	50	\$79,946.74

Subtotal	\$222,171.50
Discount	19.21%
Total Price	\$179,492.42
Grand Total	\$179,492.42

\*Note: This Order Form is good through the Expiration Date listed above, and eLuma reserves the right to change the price and proposal at any time until signed.

eLuma, Inc

Signature: *JEREMY GLAUSER*Email: [jglauser@elumatherapy.com](mailto:jglauser@elumatherapy.com)

Acknowledge Expansion Here

Account Name Twin Falls District

Signature: *Kindel Mason*  
Kindel Mason (Aug 26, 2020 15:45 MDT)Email: [masonki@tfstd.org](mailto:masonki@tfstd.org)









# Twin Falls Public Schools 55 OT and 50 Speech Students 2020-2021

Final Audit Report

2020-08-26

Created:	2020-08-24
By:	Chad Gundry (cgundry@elumatherapy.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAAWBh9ILbgRSznY9PYgAMIL_xkLrFzFY4

## "Twin Falls Public Schools 55 OT and 50 Speech Students 2020-2021" History

-  Document created by Chad Gundry (cgundry@elumatherapy.com)  
2020-08-24 - 7:04:38 PM GMT- IP address: 136.147.62.8
  
-  Document emailed to Jeremy Glauser (jglauser@elumatherapy.com) for signature  
2020-08-24 - 7:05:00 PM GMT
  
-  Email viewed by Jeremy Glauser (jglauser@elumatherapy.com)  
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-  Document e-signed by Jeremy Glauser (jglauser@elumatherapy.com)  
Signature Date: 2020-08-24 - 7:06:59 PM GMT - Time Source: server- IP address: 205.197.217.146
  
-  Document emailed to Kindel Mason (masonki@tfds.org) for signature  
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-  Signed document emailed to Kindel Mason (masonki@tfds.org), Chad Gundry (cgundry@elumatherapy.com) and Jeremy Glauser (jglauser@elumatherapy.com)  
2020-08-26 - 9:45:24 PM GMT

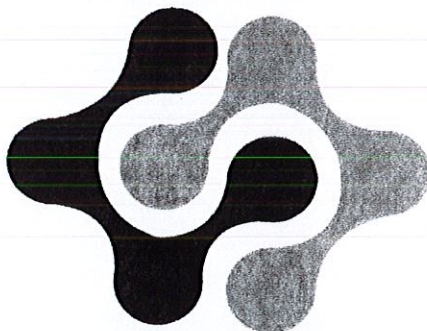


eLuma  
online therapy

POWERED BY  
Adobe Sign

4629 Cass St. #292  
San Diego, CA 92109

info@thecorecollaborative.com



The Core Collaborative

**Professional Development Proposal**  
**Learner Centered Curriculum:**

**Submitted for consideration to:**

Cheri McKenzie, Principal  
Tana Schroeder, Instructional Coach  
238 Buhl St N  
Twin Falls, ID 83301  
208-733-1321

mckenziech@tfstd.org  
schroederta@tfstd.org

Proposal Submitted: 08.14.2020

Proposal Valid Until: 09.01.2020

Payment Terms: Net 30 Days  
After Service

## **The EmpowerED Learner Series™ Overview:**

The Core Collaborative enables professionals to partner together to determine the purpose and focus of their professional learning so that it can contribute to system innovation, system focus, collective action and a deeper understanding of what works best in schools.

**The EmpowerED Learner Series™** has been organized into six professional learning strands to support teachers in creating optimal conditions for student centered approaches to learning with an emphasis on student ownership and collaborative learning.

1. EmpowerED Learner
2. EmpowerED Systems
3. EmpowerED Assessment
4. EmpowerED Curriculum
5. EmpowerED Coaching
6. EmpowerED Partnerships

Upon completion of strength based assessment, the school will work with a T.C.C learning specialist to determine the best entry point for innovating within the system.

The following information outlines suggested phases of implementation through an inquiry focus on **strengthening assessment for learning.**



The following is an overview of the professional learning designed to meet the needs of the system. Additional consultation with our consultant(s) will occur prior to the outset of this plan to confirm objectives and time lines. In addition, the focus of the plan (objectives for each day) can be altered during the course of this plan based on client need.





## **Part I: Proposal Overview**

### **A. Student-Centered Assessment: The Formative Assessment Process in Action**

- Nationally, formative assessment has been misunderstood; ineffective formative assessment implementation has required more testing and scoring of tests that don't give a window into students' thinking or understanding.
- Teacher teams will learn how to develop transferable, criteria-based tasks to support next generation learning outcomes. Our formative assessment model puts students at the center of the learning. We partner with students in learning so they are empowered to:
  - Know where they are going
  - Know where they are
  - Know their next steps

### **B. Student-Centered Curriculum: Creating a Coherent, Viable, Equitable Curriculum**

- Creating an equitable, viable, and coherent curriculum takes time and requires collaboration at all levels of the system. These components are the core to successful Impact Teams because it creates tightly focused and targeted dialogue around tangible student outcomes.
- Designing curriculum is the first step to building a learning environment for student ownership and empowerment. Quality curriculum doesn't just communicate the "what" to teachers; it also gives direction to the "how."
- In order to create time and space for students to take ownership of the learning through the formative assessment process, teams must ensure all students have multiple opportunities to show mastery as their learning builds across time in a coherent way.
- Teams will engage in our 6 Step Curriculum Process over a series of days throughout the year:
  1. Determine and refine focus standards based on developmentally appropriate competencies, state and district data, and concepts that transcend across a system.
  2. After focus standards are determined and feedback given from across the system, teams will create vertical learning progressions and determine the time needed.
  3. Teams will then learn a six step process called Unpacking for Success.
  4. Once unpacked, teams will use focus standards to determine product, performance, and create student friendly learning targets.
  5. Finally, the focus standards and transferrable tasks will be organized and sequenced for coherence using the district curriculum resources.
  6. Once these formative tasks are aligned to focus standards, then teachers begin to engage in learning the formative process to increase student ownership in an effort to develop assessment capable learners

### **C. Student-Centered Curriculum: Leveraging Learning Progressions**

- A learning progression is a road or pathway that students travel as they progress toward mastery of the skills needed for career and college readiness. Each road follows a route composed of a collection of building blocks that are defined by the content standards for a subject. We assist districts and schools in determining "FOCUS learning progressions" that will create the most leverage for increasing student learning.
- These pathways or progressions ground both instruction, and the formative assessment process.
- Developing clear learning progressions provide teachers and students the clarity they need to identify where they are at in the learning in relationship to their classroom and individual student learning goals.



## **Part II: Deliverable Outcomes**

### **Student-Centered Assessment**

- Identify the characteristics of an Empowered Learner
- Recall the high yield influences that support student ownership of learning
- Understand the benefits of efficacy
- Describe the relationship between teacher/classroom clarity and the formative process
- Explain how a learning progression can help support learners and teachers
- Create critical formative tasks along a progression of learning tied to focus standards.

### **Student-Centered Curriculum**

- Define an equitable, viable, coherent curriculum
- Unpack focus standards to determine clear learning intentions based on key competencies
- Develop rationale statements for every focus standard
- Organize and sequence standards for a coherent pacing across a learning year
- Enhance teacher clarity through learning progressions
- Create formative, critical writing tasks with success criteria aligned to standard-based learning intentions
- Learn a variety of ways to frame learning intentions based on the unpacked standards
- For K-1, special emphasis will be placed on Guided Reading and Foundational Skills Standards.

### **Peer Power**

- Build a shared language for peer review
- Define self and peer assessment in relationship to the formative assessment process
- Gain knowledge of the research that supports self and peer assessment
- Learn the four stages of peer review that teachers can apply in the classroom immediately



## Curriculum Checklist: Student Centered Curriculum Design

### Focus Standards | Vertical + Horizontal Progressions

- ☐ Standards prioritized vertically; we call these standards "Focus Standards" since these standards will be the "focus" of the formative assessment process. Students engage in self and peer assessment, will set learning goals and will gather evidence of progress and mastery for these standards.
- ☐ Horizontal progressions check the alignment and the degree to which assessments match the content standards through out the year.
- ☐ Formative and Summative Assessments will be created for these standards & progressions

### Big Ideas & Essential Questions: Relevance

- ☐ Big ideas & essential questions have been created for each focus standard(s) or cluster of focus standards for each unit. When learning intentions have been mastered students should be able to respond to essential questions accurately in their own words, they should arrive at the big ideas by mastering unit learning intentions/targets and success criteria.

### Pacing

- ☐ Focus Standards Placed in Units / supporting standards are also placed and support learning of the focus
  - o ELA: Reading, Vocabulary, Writing including Grammar & Conventions, Speaking, Listening, Technology
  - o MATH: Content Standards & Process Standards
  - o Other: Content Standards, Process Standards, Content Literacy Standards
- ☐ Focus Standards: Standards that are more cognitively demanding should be introduced early on in the year to ensure that students have multiple opportunities to succeed. The curriculum document signals to teachers that they must teach these standards explicitly towards the beginning of the year in order to have enough time for mastery of the standard. Pre-Assessment is recommended. Students must get multiple opportunities with feedback before final evaluation of these standards.
- ☐ Focus Standards: spiral and/or repeat (multiple opportunities to succeed)
- ☐ Check for vertical & horizontal coherence

### Formative Assessment & Feedback

- ☐ Time for the formative assessment process & performance assessment is included and recommended in pacing. Time is allotted for self and peer assessment and student goal setting
- ☐ Formative Criteria Based Assessments Developed & Organized
- ☐ Performance Assessments Developed: Strategically Placed
- ☐ Impact team (PLC) meeting time is recommended in pacing
- ☐ Learning Intentions & Success Criteria are aligned to Focus Standards / Progressions

### Student Ownership

- ☐ System is in place for students to track progress and mastery of focus standards (E-Portfolio)
- ☐ Time is allotted for student revision, goal setting, and portfolio development

### Re-engagement

- ☐ Instructional time and extra practice time is given to re-engage (intervene or acceleration) students during core instruction (extra days/one week)
- ☐ Time is dedicated outside of "core instruction" for intervention and acceleration.
- ☐ Students are re-assessed after "re-engagement" to understand impact

### High Impact Strategy Suggestions

- ☐ Strategies are suggested and specifically detailed for easy implementation (web links, directions, etc)
- ☐ Strategies must be connected to Unit Big Ideas



# LEADING WITH IMPACT TEAMS

"Leading Impact Teams: Building a Culture of Efficacy combines some of the best innovations from the last decade to ensure a focus on changing the learning lives of students. Maximizing this impact involves teachers learning from students about their impact---and this is the heart of formative evaluation, which in turn is the substance of collaborative inquiry among teacher teams."

- Professor John Hattie, Author of Visible Learning, 2009

## BUILDING A CULTURE OF EFFICACY

***"Social action depends on the belief that a group can effect change. Collective efficacy helps people realize their shared destiny. " Bandura, 1997***

Impact Teams create the culture and conditions for every teacher every day to answer the question:

**"What is my impact?"**

The Impact Teams model is a strengths-based approach that helps teacher teams:

- **Operationalize** the highest influences on student learning
- Partner with students to strengthen **student ownership of learning**
- Engage students in **self and peer assessment**
- Build a culture of efficacy using **practical, easy to implement protocols**

## WHAT ARE IMPACT TEAMS?

Impact Teams are teams of educators that partner with students. They learn together to build professional capital. They scale up their expertise by focusing on critical learning goals, analyzing evidence, and taking collective action.

The development and design of the Impact Team model is based on extensive research that identifies those practices that maximize student learning (Hattie, 2009). Impact Teams operationalize six influences that are proven to have the highest effect on student learning:

- Feedback: .75 ES
- Teacher Clarity: .75 ES
- Classroom Discussion: .82 ES
- Formative Evaluation: .90 ES
- Success Criteria: 1.13 ES
- Assessment Capable Learners: 1.33 ES
- Collective Efficacy: 1.57 ES



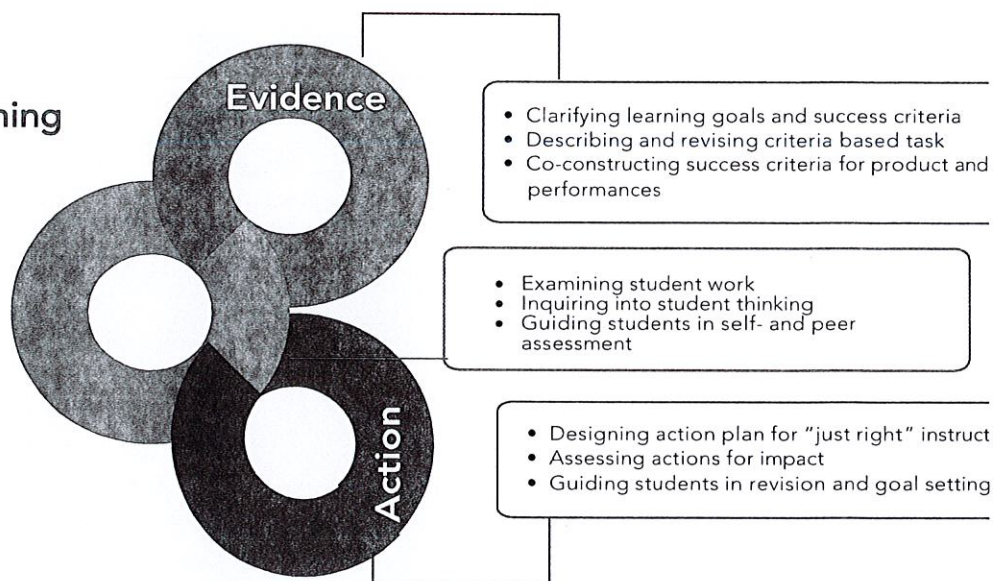


The Impact Team Model (ITM) uses a foundational, simple and powerful 3-step protocol framework. This framework ensures that teams focus on developing assessment capable learners and ensures that teams are always asking, "What is our Impact?". Impact Teams use protocols purposefully to guide collaborative inquiry. In addition, the Impact Team Purposeful protocols are used **throughout all levels of the system**: classroom, teacher team meetings, instructional leadership team meetings and district and parent meetings.

## A Holistic Approach to Learning

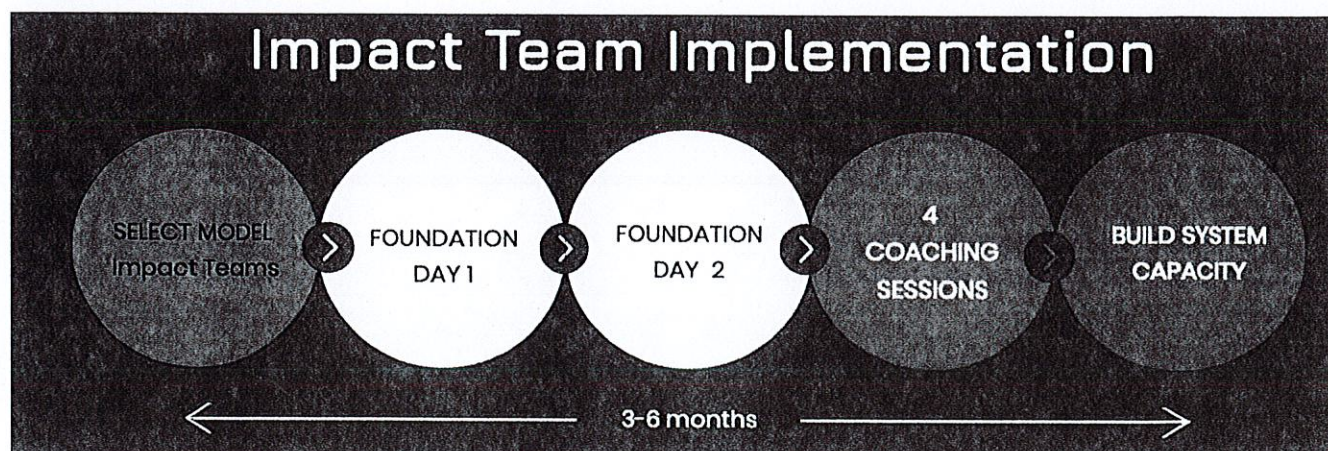
The Impact Teams model is used in team meetings and with students to

strengthen learner-centered systems.



## WHERE TO BEGIN

The Model Teams Approach uses practice and implementation to build expertise, and teams then become the model for other teams in their schools. This is an execution-as-learning process in which teams learn protocols as needed through coaching and modeling.

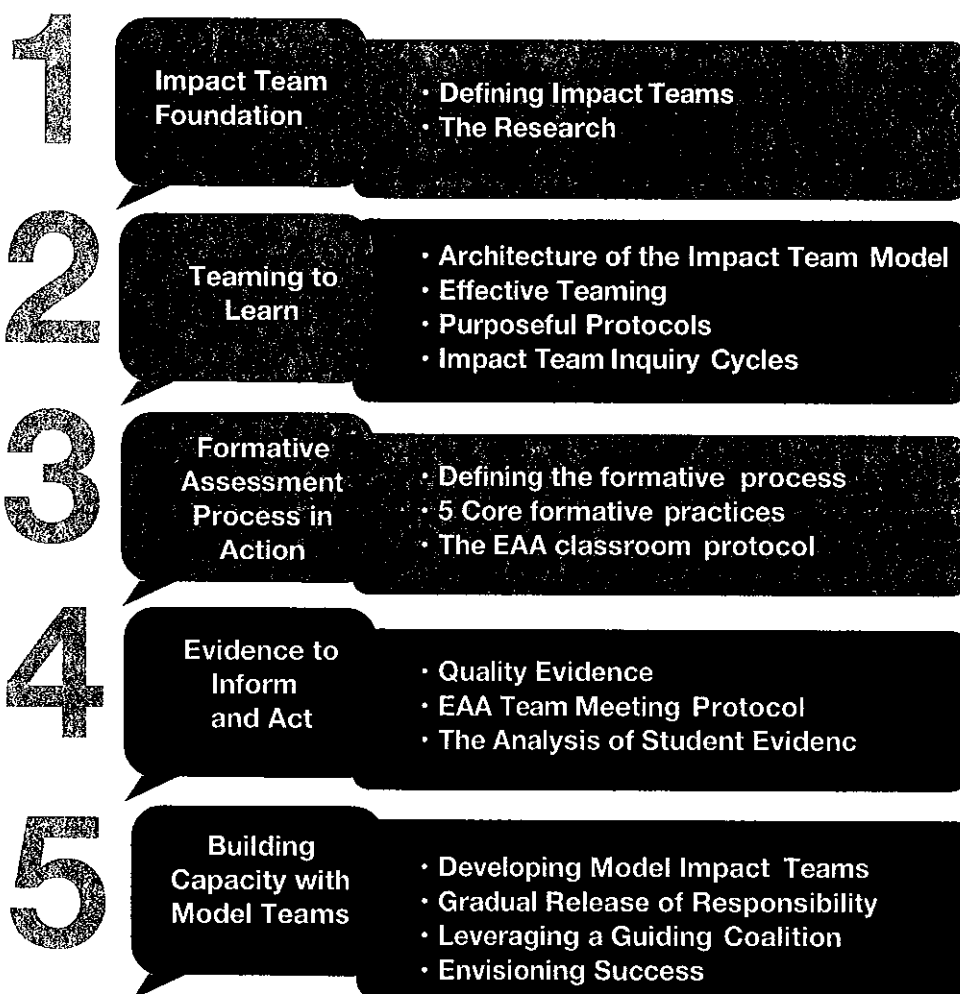


# 1) IMPACT TEAM FOUNDATION TRAINING

Required Resources: Leading Impact Teams and Leading Impact Teams Workbook

Collaboration is about sharing knowledge to build new knowledge on behalf of all students. The focus of the Impact Teams Model is to develop assessment-capable learners through leveraging team time and teacher expertise to increase student ownership of learning.

Impact Team Foundation Days are customized and based on Impact Team pre-assessment results. These highly-engaging introductory days generally consist of 5 modules that are connected to each participant's Leading Impact Teams book as follows:



## Learning Outcomes

Upon completion of the two Impact Team Foundation Days, participants will be able to:

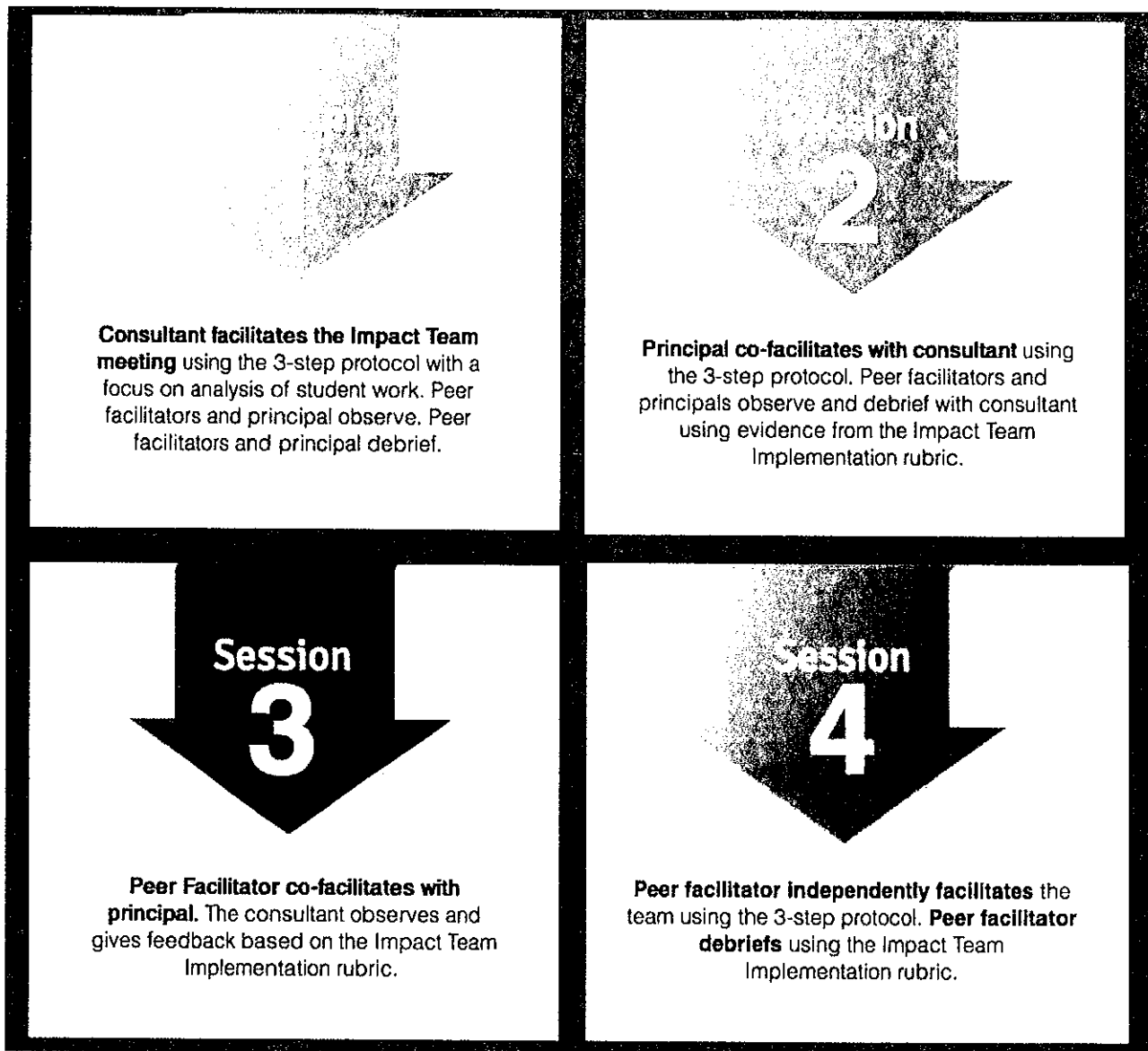
- Define the Impact Team Model
- Unpack the 4 sources of efficacy
- Summarize the research that underpins the Impact Team Model
- Understand the components of effective teaming
- Expand understanding of the 5 Core Formative Practices
- Enhance teacher clarity with curriculum and assessment
- Explore purposeful protocols that guide Impact Team inquiry Cycles
- Learn the attributes of quality evidence



## 2) IMPACT TEAMS DEEP IMPLEMENTATION COACHING

Required Resources: Leading Impact Teams and Leading Impact Teams Workbook

This implementation model operationalizes the four sources of efficacy by building expertise through practice that results in mastery experiences for teams. This is an execution-as-learning process in which teams learn protocols as needed through coaching and modeling. This implementation process is authentic, organic, and develops a variety of skills and knowledge in context focused on deepening content knowledge. Teams also use the Equitable, Viable and Coherent Curriculum assessment (chapter 5) to guide teams in enhancing teacher clarity regarding content and process.



### Learning Intentions

Upon completion of the implementation days, participants will be able to:

- Expand the formative assessment process in the classroom
- Do critical analysis of curriculum alignment
- Deepen knowledge of strategies that leverage VL influences
- Gather evidence of formative assessment implementation in classrooms and develop next steps



## TESTIMONIALS

[Click here](#) to see our Impact Teams in Action on our YouTube Channel.

[Click here](#) for our case studies across the nation.

Additional testimonials and references from schools across the nation are available upon request.

## RESOURCES

- Leading Impact Teams: Building a Culture of Efficacy books can be purchased through Corwin/Sage Publishing and is recommended for grade level leaders.
- Leading Impact Teams Coaching Handbooks will be required and can be purchased through Mimi & Todd Press, Inc. at \$24.95/participant. A separate estimate/invoice will be submitted for review.





### Part III: Financial Investment

Empowered Curriculum- Clarity Day  1 Day- Sept. 08, 2020 1/2 day K-2 1/2 day 3-5	\$4,950.00/Day
<b>SUBTOTAL</b>	\$4,950.00/Day
*Leading Impact Teams Model Teams  2 days of coaching split up into 1 hour increments up to 12 hours of virtual coaching for the 2020-2021 school year.	\$4,200.00/Day
<b>SUBTOTAL</b>	\$8,400.00
<b>TOTAL</b>	<b>\$13,350.00</b>

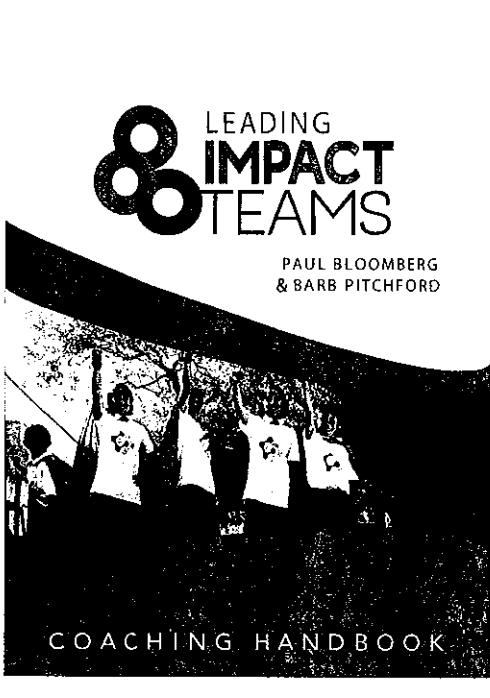
\*Leading Impact Teams Workbooks are required for all participants. Please see next page of this proposal. These workbooks are available from Mimi and Todd Press. Please email [info@mimitoddpress.com](mailto:info@mimitoddpress.com) for further information.

#### **Please Note:**

In the event local, state or federal authorities issue orders or laws requiring social distancing, imposing travel restrictions or limiting or prohibiting large group gatherings, all TCC professional learning will be delivered virtually as soon as practicable. It is the responsibility of each educator to ensure they have access to a device (laptop preferred) to participate in the virtual sessions. We will revise the professional learning schedule based on best-practice virtual learning pedagogy and CDC guidelines. For purposes of clarity, TCC's obligations under this contract shall be considered met when it makes its services available to the educator virtually. The educator's inability to participate in virtual sessions due to his/her/its failure to connect their device to the virtual sessions shall not be considered breach of contract by TCC.

**Discount Available.** TCC offers a 5% discount for pre-paying the amount due. If the system decides to take advantage of the pre-paid discount the balance needs to be paid 15 days in advance of the delivery of the first virtual and/or face-to-face PD session. If the balance of pre-pay has not been received prior to this date the discount will no longer apply



	<b>ISBN:</b> 2370000603227
	<b>Pricing:</b> Per Participant- \$24.95
	<b>Discount:</b> Free shipping on orders over \$500

## Leading Impact Teams: Building a Culture of Efficacy: Coaching Handbook

Impact Teams create the culture and conditions for every teacher every day to answer the question: "What is my impact?" The Impact Teams model is a strengths-based approach that helps teacher teams:


- Operationalize the highest influences on student learning by focusing on critical learning goals, analyzing evidence, and taking collective action
- Partner with students to strengthen student ownership of learning and develop assessment-capable learners
- Engage students in self and peer assessment by embedding formative assessment into the classroom
- Build a culture of efficacy based on strengths, trust, collaboration, and the use of practical, easy-to-implement protocols

The development and design of the Impact Team model is based on extensive research that identifies practices that maximize student learning (Hattie, 2009). Impact Teams operationalize seven influences that are proven to have the highest effect on student learning.

The Impact Tams Coaching Handbook is a resource to support deep implementation of the Impact Team System Innovation Model. This handbook has resources for teams to guide them through the five core Impact Team pathways. 1) Impact Tam Foundation 2) Teaming to Learn 3) The Formative Process in Action 4) Evidence to Inform and Act 5) Leading Model Teams. The handbook directs teams to resources found in the Leading Impact Teams publication, extra resources in the handbook's appendices and online resources. The gradual release implementation model is also outlined in the handbook as well as online ancillary resources for launching Impact Team Inquiry.



[www.thecorecollaborative.com](http://www.thecorecollaborative.com) | 819-432-CORE (2673) | [info@thecorecollaborative.com](mailto:info@thecorecollaborative.com)

	ISBN:9781950089000
	<b>Pricing:</b>
	Per Participant - \$27.95
	<b>Discount:</b> 15% off order of 30 books or more 20% off order of 50 books or more Free shipping on orders over \$500

## Peer Power: Unite, Learn and Prosper • Activate an Assessment Revolution

Activate an assessment revolution with the Peer Power Feedback Framework! Formative assessment produces greater increases in student learning and is cheaper than other efforts to boost achievement. Peer Power gives teachers a practical 6-step framework for empowering students to take ownership of their learning through the self and peer assessment process.

### The Peer Power Framework:

- expands feedback to learners
- amplifies quality classroom discussion
- expands student goal setting
- infuses dispositional learning
- strengthens metacognitive thinking
- integrates SEL practices into classroom culture

Thirteen practitioners offer concrete, practical strategies to support peer assessment in primary, upper elementary, secondary, math, English, social studies, and science. There is content dedicated to supporting English language learners and the use of technology to support goal setting and reflection.

Peer Power isn't just for students; there are three chapters written by experts on how to harness the capacity of teams (PLC's and Impact Teams) to strengthen their collaborative expertise to put learners at the center of the assessment process.

If you are a fan of formative assessment and feedback, if you believe in student-centered approaches to learning, if you want to increase student achievement by developing self-directed learners -- you will be a big fan of Peer Power.

Contributions By: Eric Bjornstad, Lisa Cebelak, Rupa Chandra-Gupta, Lori Cook, Rachel Fairchild, Gary Giordano, Dave Horton, Katie Smith, Sarah Stevens, Isaac Wells.



[www.thecorecollaborative.com](http://www.thecorecollaborative.com) | 819-432-CORE (2673) | [info@thecorecollaborative.com](mailto:info@thecorecollaborative.com)

## Part IV: Company Contacts

It has been my pleasure working with you to bring this unique opportunity to learn to your staff.

Our next steps are as follow. Let's:

- ✓ **Set up a time to review this proposal** to make sure it is exactly what you need to provide to your colleagues and the decision-makers that will be involved in the process.
- ✓ **Hold dates with the Consultant(s)**, the earlier we can do this will assure that we can provide the work on the dates you need! We don't need to have a signed contract in order to hold dates with a Partner Consultant.

Please contact us at your earliest convenience.

Warm Regards,



Sarah Stevens, National Director of Professional Learning  
Phone: 620.404.8782  
Email: sarah@thecorecollaborative.com



Brian Roy, Executive Director of Learning Partnerships  
Phone: 818.967.1674  
Email: brian@thecorecollaborative.com



Tony Francoeur, Chief Financial Officer Phone:  
858.688.1177  
Email: tony@thecorecollaborative.com

For Other Professional Learning Services, Please Visit <http://www.thecorecollaborative.com>



**The Core Collaborative**  
4629 Cass Street #292  
San Diego, CA 92109  
(858) 688-1177  
tony@thecorecollaborative.com



## Estimate

### ADDRESS

Ms Cheri McKenzie  
Lincoln Elementary School  
238 Buhl St N  
Twin Falls, ID 83301

**ESTIMATE # 1882**

**DATE 08/12/2020**

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ACTIVITY	QTY	RATE	AMOUNT
<b>Professional Development:Learner Centered Curriculum</b>	1	4,950.00	4,950.00
Empowered Curriculum- Clarity Day			
1 Day- Sept. 08, 2020			
1/2 day K-2			
1/2 day 3-5			
<b>Professional Development:Learner Centered Curriculum</b>	2	4,200.00	8,400.00
Leading Impact Teams Model Teams			
2 days of coaching split up into 1 hour increments			
up to 12 hours of virtual coaching for the 2020-2021 school year.			

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TOTAL	<b>\$13,350.00</b>
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Accepted By

Accepted Date

**Andrea Honigsfeld and Associates, S Corp.**

**849 Virginia Ave  
North Bellmore, NY 11710  
516-662-1965  
[ahonigsfeld@gmail.com](mailto:ahonigsfeld@gmail.com)  
<http://andreahonigsfeld.com>**

EIN: 81-3869147

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**Virtual Professional Learning Proposal  
Submitted to Twin Falls School District**

**For October 29, 2020**

**Offered by Dr. Andrea Honigsfeld**

**Collaboration and Coteaching for English Learners**

(Based on <https://us.corwin.com/en-us/nam/collaborating-for-english-learners/book261045>)

The goal of this 2-part 4-hour webinar is twofold: (1) to help participating educators engage in critical conversations, reflections, and action planning around collaborative practices for ELLs and students with disabilities, (2) to review, evaluate, and adapt the collaborative instructional cycle as well as the seven coteaching models (Honigsfeld & Dove, 2010; 2015); (Dove & Honigsfeld, 2018) that promote an integrated service delivery in K-12 instructional settings.

The 4-hour session will consist of 2 modules with a 10-minute break between them.

***Module 1: Collaborative Planning and Assessment Practices Delivery***

In this module, we will focus on two collaborative practices that all teachers may engage in if they work with students with disabilities (SWDs), English learners, dual language learners, multilingual learners, or other culturally and linguistically diverse (CLD) student populations in any program model or context. Teachers should not be planning instruction alone and should regularly examine student data together to design differentiated instruction and ensure student learning.

***Participants will***

- Explore key considerations for collaborative planning and assessment
- Identify how specific co-planning routines and structures support this collaborative effort
- Discuss practices they can use to respond to diverse learning needs and to enhance collaboration between and among teachers
- Identify 5 different types of supports and scaffolds.
- Organize assessment practices around three major approaches

## ***Module 2: Coteaching Models to Support ELD***

The purpose of this module is to review, evaluate, and adapt seven coteaching models that promote an integrated service delivery for the sake of ELs and SWDs in K-12 instructional settings.

### ***Participants will***

- Determine how specific co-teaching practices can accommodate the needs of diverse learners and enhance collaboration between coteachers and classroom teachers
- Identify, describe, and evaluate seven coteaching models; view and analyze video clips of coteaching in authentic and realistic situations.
- Compare the advantages and challenges of each of the seven arrangements
- Select, adapt, and combine coteaching arrangements presented that would be feasible for their own teaching situation including identifying specific types of classroom practices that work best in combination with various coteaching models

### **Additional Information:**

Each 2-hour Zoom-supported module will follow this format:

- 50 minutes: Interactive Live Zoom Presentation (Zoom Chat and Answergarden participation)
- 25 minutes: Breakout rooms for teacher discussion on the topic of the module (During this time, teachers work in their assigned Breakout Rooms and share their responses on a specially designed Padlet. The presenter will visit all the rooms during this time.)
- 30 minutes: Return to whole group Zoom session for continued topic exploration
- 15 minutes: Q&A on Zoom

It is highly recommended that coteaching pairs attend this workshop together.

Each participant should receive the following publication <https://us.corwin.com/en-us/nam/collaborating-for-english-learners/book261045>).

**Fee structure:** \$1000/hour (inclusive of planning, preparation, material development and the right to record all Zoom sessions)

**Total Fee:** \$4000

Sincerely,

*Andrea Honigsfeld*

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Andrea Honigsfeld, Ed.D.

## ClassWallet Master Service Agreement

The terms of this Master Agreement (the "Agreement") apply to the contract for services entered into by Kleo, Inc. d/b/a ClassWallet and Twin Falls School District (hereinafter referred to as the "Client"). This Agreement is subject to change upon written notice by ClassWallet to Client.

1. ClassWallet's Responsibilities.
  - a. ClassWallet shall provide the Client with the services and products listed in Exhibit A (collectively, the "Services").
  - b. During the term specified, ClassWallet shall provide the Client with only those Services for the duration of the Term of this Agreement as listed in Exhibit A.
  - c. Use commercially reasonable efforts to make the Services available 24 hours per day, 7 days per week (99.9% uptime), except for circumstances beyond the control of ClassWallet or scheduled downtime or maintenance.
  - d. Provide the Client with basic support for the Services ordered from ClassWallet during regular business hours, Monday through Friday, excluding the federal bank holidays. Basic support includes phone support for application usage and email correspondence. ClassWallet reserves the right to limit any excessive usage of support services by the Client.
2. Client's Responsibilities.
  - a. Ensure that it and the users mutually authorized by it and ClassWallet ("Users") are in compliance with the terms of this Agreement.
  - b. Ensure that all Users are aware of and in compliance with this Agreement.
3. Fees and Payment for Contracted Services
  - a. Cost for Contracted Services is listed in Exhibit B.
  - b. The Client shall timely pay the fees listed in Exhibit B in accordance with the invoices issued to the Client by ClassWallet. At any time during the Term, the Client may contract with ClassWallet for additional Services.
  - c. Failure by the Client to make timely payments in accordance with the Contract for Services and invoices issued by ClassWallet shall result in an assessment of late charges at the rate of one and a half percent (1.5%) per month or the maximum permitted by the applicable law, if less. In its sole discretion, ClassWallet may suspend or discontinue its obligations to provide Services or make the Services unavailable under this Agreement if any amounts due by the Client are more than thirty (30) days late. The Client agrees to pay, to the extent permitted by law, the expenses of enforcement and collection of any amounts overdue including, without limitation, administrative costs, attorneys' fees and costs, and collection company fees.
  - d. ClassWallet may assess late fees to any delinquent billing account after the grace period has ended. In the event of a returned payment on a billing account or financial aid application, ClassWallet may assess a returned payment fee payable by the Party who submitted the payment.



- e. Fees are subject to increase at the end of the Term.
4. Fund Collection And Remittance
- a. ClassWallet is not a chartered banking entity.
  - b. The Client authorizes ClassWallet to act as an agent for the Client to collect and distribute funds to the Users. Any funds that ClassWallet collects as agent for the Client at the Client's direction shall be retained by ClassWallet and remitted to the Client in accordance with the timelines established for each product. ClassWallet shall hold the funds it collects from the Client in a segregated account titled the "ClassWallet Segregated Account f/b/o Customer" (the "ClassWallet Segregated Account") solely for the purpose of collecting funds from the Client, and remitting them to the Users, as agreed and permitted by law.
  - c. By acting as a conduit between the Client and the Users, ClassWallet exercises no control over the funds other than as contemplated herein. ClassWallet will not commingle its own funds in the ClassWallet Segregated Account. ClassWallet will not use the funds for its own benefit, except as may be explicitly permitted by the Client. ClassWallet reserves the right to deduct any late fees, processing fees, and other fees from the funds in the ClassWallet Segregated Account, as applicable.
  - d. All funds in the ClassWallet Segregated Account shall be the property of the Client.
5. Intellectual Property
- a. ClassWallet grants the Client, and the Client accepts a limited non-transferable and non-exclusive license solely to use the Services for the Term. The Client shall not permit any third party access to the Services and services provided by ClassWallet, unless expressly authorized and agreed to in writing by ClassWallet.
  - b. The Client agrees and acknowledges that the Services are the sole and exclusive property of ClassWallet and/or its suppliers, and that the Client shall not have any right, title, or interest to any such Services or copies thereof, except as expressly authorized in this Agreement. ClassWallet reserves all rights.
  - c. The Client shall not copy, modify, reverse engineer, disassemble, decompile, or make derivative works of the Services provided by ClassWallet, or any portion thereof, and shall not use the Services, or any portion thereof, other than as intended and provided for in this Agreement and the Contract for Services.
  - d. The Client agrees to respect and not remove, obliterate, or cancel from view any copyright, trademark, confidentiality or other proprietary notice, mark, or legend appearing on any of the Services or the materials found on the ClassWallet website.
  - e. ClassWallet may modify its Services from time to time
  - f. If the Client desires additional functions or enhancements to the Services provided by ClassWallet, ClassWallet may, in its sole discretion, develop new functions or improvements to the existing Services for additional consideration to be mutually agreed upon. Any updates to the Services, new functions and enhancement shall be the sole property of ClassWallet.

- g. ClassWallet agrees and acknowledges that the Client and the Users own the rights, title and interest in and to all of the non-public data provided to ClassWallet or uploaded to or stored in the Services by the Users and the Client. The Client and the Users grant ClassWallet the right to manipulate, modify, and edit all data provided by ClassWallet in connection with the services and Services provided hereunder. Client has sole responsibility for the accuracy, quality, integrity, legality, reliability, appropriateness, and intellectual property ownership of, or right to use, all such Client and User data.
- 6. Confidentiality and Privacy
  - a. The Client agrees and acknowledges that the Services, including but not limited to the documentation and software, provided to the Client by ClassWallet constitute valuable, proprietary Services and contain intellectual property and confidential information of ClassWallet and/or its suppliers. Accordingly, the Client agrees not to disclose to any person, other than Users, any non-public portion of the Services, including but not limited to the documentation and any software that may be provided by ClassWallet hereunder. Furthermore, the Client agrees to take all reasonable efforts necessary to preserve the full confidentiality of all non-public portions of the Services provided to it by ClassWallet, including but not limited to any trade secrets.
  - b. In providing services and Services under this Agreement, ClassWallet may receive non-public personal information from the Client and its Users. Such information may be gathered from a variety of transactions and documents. For example, enrollment agreements, applications, and other forms may contain such information. ClassWallet agrees not to disclose non-public, personal information received by it from the Client or its Users, except as: (a) permitted or required by law; (b) authorized by the Client or the Users; or (c) may be necessary to complete a transaction in the ordinary course of business. ClassWallet may share information, such as the transaction history of Users, with the Client, as permitted by law. Please see the ClassWallet privacy policy for additional information.
  - c. ClassWallet acknowledges and agrees that it has implemented security measures, including physical, procedural and electronic safeguards, to protect non-public personal information provided to it and/or uploaded or input to the Services by the Client or the Users from access by unauthorized parties, consistent with applicable law.
- 7. Limitation Of Liability
  - a. IN NO EVENT SHALL CLASSWALLET'S' AGGREGATE LIABILITY ARISING OUT OF OR RELATED TO THIS AGREEMENT EXCEED THE TOTAL AMOUNT PAID BY THE CLIENT DURING THE TERM.
  - b. IN NO EVENT SHALL CLASSWALLET HAVE ANY LIABILITY TO THE OTHER PARTY FOR ANY LOST PROFITS OR REVENUES OR FOR ANY INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL OR PUNITIVE DAMAGES HOWEVER CAUSED ARISING OUT OF OR RELATED TO THIS AGREEMENT OR CONTRACT FOR SERVICES WHETHER OR NOT THE PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES, TO THE EXTENT PERMITTED BY APPLICABLE LAW.

- c. CLASSWALLET DOES NOT WARRANT OR GUARANTEE (a) THAT THE CLIENT'S ACCESS TO THE WEBSITE OR THE SERVICES WILL BE UNINTERRUPTED OR ERROR-FREE; (b) THAT THE WEBSITE OR THE SERVICES WILL OPERATE IN COMBINATION WITH HARDWARE, SOFTWARE, OR DATA OTHER THAN THAT DESIGNATED IN THE DOCUMENTATION; OR (c) THAT THE QUALITY OF THE SERVICES AND ANY PROFESSIONAL SERVICES PERFORMED IN CONNECTION HERewith WILL MEET SUBSCRIBER'S REQUIREMENTS OR EXPECTATIONS. ALL WARRANTIES, WHETHER EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING, WITHOUT LIMITATION, ANY IMPLIED WARRANTY OF TITLE, NON-INFRINGEMENT, MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE, ARE HEREBY DISCLAIMED BY CLASSWALLET TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW.
  - d. THE SERVICES OR CLASSWALLET WEBSITE MAY BE SUBJECT TO LIMITATIONS, DELAYS, DELIVERY FAILURES, AND SIMILAR PROBLEMS INHERENT IN THE USE OF THE INTERNET AND ELECTRONIC COMMUNICATIONS AND CLASSWALLET IS NOT RESPONSIBLE FOR, AND SHALL NOT HAVE ANY LIABILITY IN CONNECTION WITH, ANY DAMAGES THAT ARISE AS A RESULT OF SUCH PROBLEMS.
- 8. The term (the "Initial Term") of this Agreement shall commence on the 15<sup>th</sup> of August, 2020 (the "Effective Date") and shall continue for a period of twelve (12) months. Prior to the end of the Initial Term and each "Renewal Term" (as hereafter defined), this Agreement will automatically extend for an additional twelve (12) month period (each, a "Renewal Term") unless either party sends the other party a notice of non-renewal at least thirty (30) days prior to the expiration of the "Term" (as hereafter defined). The Initial Term and any Renewal Terms shall be collectively referred to herein as the "Term."
- 9. Termination
  - a. If ClassWallet commits a material breach of this Agreement and fails to cure such a breach within thirty (30) days after receipt of written notice of breach from the Client to ClassWallet, then the Client may, by giving notice to ClassWallet, terminate this Agreement.
  - b. If the Client commits a material breach of this Agreement, including but not limited to non-payment or late payment of the applicable fees, ClassWallet may terminate this Agreement upon written notice of such termination to the Client.
  - c. ClassWallet and the Client shall have the right to terminate the Agreement upon written notice to the other party: (a) upon the institution by or against either party of insolvency, receivership or bankruptcy proceedings or any other proceedings for the settlement of either party's debts, (b) upon either party making an assignment for the benefit of creditors, or (c) upon either party's dissolution or ceasing to do business.
  - d. Upon termination of this Agreement for whatever reason, to the extent commercially feasible, ClassWallet shall maintain online Client access to the Client's data for the period of two calendar years from contract termination.
- 10. Use of Name and Logo

Client hereby grants to ClassWallet the express right to use Client's organization name and logo in marketing, sales, financial, and public relations materials and other communications,

including but not limited to email announcements, newsletters and marketing, banners, investor presentations, printed collateral, solely to identify Customer as a ClassWallet customer.

ClassWallet hereby grants to Client the express right to use ClassWallet's name and logo solely to identify ClassWallet as a provider of services to Client. Other than as expressly stated herein, neither party shall use the other party's marks, codes, drawings or specifications without the prior written permission of the other party.

11. Force Majeure

Neither ClassWallet nor the Client shall be liable for any delay or default in performing hereunder if and to the extent such delay or default is caused by conditions beyond its control, including but not limited to act of God, war, fire, terrorist act, act or order of the government, labor dispute, network outages, or transportations delays, or delays associated with the performance of third parties or vendors not under the direct or indirect control of the non-performing party. The affected party will promptly notify the other party of the circumstances causing its delay or failure to perform and of its plans to implement a work-around solution.

12. Errors

Occasionally, even though it is outside of the scope of services regularly provided by ClassWallet and it is not required to do so, ClassWallet may assist the Client with data entry into the Services provided hereunder. The Client agrees that ClassWallet is not responsible for any errors or omissions that might occur during the data entry process.

13. Survival

Upon the expiration or termination of this Agreement, the obligations of ClassWallet and the Client to each other shall come to an end, except that the provisions of Section 5 (Intellectual Property), Section 6 (Confidentiality And Privacy), Section 7 (Indemnification) and Section 8 (Limitation Of Liability) shall survive and remain in full force and effect.

14. Arbitration

Upon the demand of the Client or ClassWallet, any dispute concerning the parties' duties or liabilities shall be resolved by binding arbitration in accordance with the terms of this Agreement. Arbitration proceedings shall be administered by the American Arbitration Association ("AAA") or such other administrator, as the parties shall mutually agree upon in accordance with the AAA Commercial Arbitration Rules. All disputes submitted to arbitration shall be resolved in accordance with the Federal Arbitration Act (Title 9 of the United States Code), notwithstanding any conflicting choice of law provision. The arbitration shall be conducted at a location in Miami, Florida selected by the AAA or other administrator. All statutes of limitation applicable to any dispute shall apply to any arbitration proceeding. All discovery activities shall be expressly limited to matters directly relevant to the dispute being arbitrated. Judgment upon any award rendered in arbitration may be entered in any court having jurisdiction.

15. Governing Law

This Agreement and the rights and obligations and relations of the Parties hereto shall be governed by the laws of the State of Idaho.

16. Notices

All notices and other communications required or permitted to be given under this Agreement shall be in writing and shall be personally served or mailed, postage prepaid and addressed to the respective parties as follows:

To ClassWallet:

ClassWallet  
6100 Hollywood Blvd  
Suite 108  
Hollywood, FL 33024

To The Client:

Brady Dickinson

Bob Seaman

Rachel Youren

Michelle Lucas

17. Severability

If any provision of this Agreement or the application thereof shall, to any extent, be invalid or unenforceable, the remainder of this Agreement shall not be affected thereby and each provision of this Agreement shall be valid and enforced to the fullest extent permitted by law and be independent of every other provision of this Agreement.

18. Waiver

The waiver by ClassWallet of the breach of any provision of this Agreement on the part of the Client, shall not operate nor be construed as a waiver of any subsequent breach or deprive ClassWallet of the right to enforce thereafter that provision or any other provision of this Agreement.

19. Non-Assignability

The Client may not assign this Agreement nor any rights hereunder without the prior written consent of ClassWallet.

20. Entire Agreement

This Agreement, as may be updated or amended from time to time by ClassWallet, together with the Contract for Services, and the documents incorporated therein, constitute the entire agreement of ClassWallet and the Client as to the matters contained therein. No prior oral or written understanding shall be of any force or effect with respect to those matters covered in this Agreement and the Contract for Services.

**Client**

By: Brady Dickinson

Print: Brady Dickinson

Title: Superintendent

Date: 09/04/2020

**ClassWallet**

By: Jamie Rosenberg

Print: Jamie Rosenberg

Title: CEO

Date: 09/04/2020

## Exhibit A – Product, Services and Fees

### Schedule of Fees

Available Product and Service Modules	Per Student
E-Commerce Module	Included
Amazon	\$1.00
Reimbursement Tool	\$0.35
Debit Card Management	\$25 (per card)

### *Notional Virtual Wallet Account*

Through ClassWallet, each account holder is provided a virtual wallet. The Client allocates a balance to each virtual wallet account which indicates to the account holder how much they are able to spend. Account holders can access and view their balance through any electronic device: computer, tablet or smartphone.

ClassWallet holds Client funds in one omnibus bank account and acts as the record keeper and as the financial intermediary between the Client, the omnibus bank account, the parent, and the provider.

Account holders can spend the funds through any one of ClassWallet features:

- Debit card
- Online bill pay transaction
- Integrated ecommerce marketplace purchase
- Reimbursement request

After payments are verified, ClassWallet facilitates the payment from the omnibus account.

Virtual wallet accounts can be:

- Loaded periodically, at any frequency the Client determines appropriate
- Suspended
- De-funded and funds returned to the Client

The account holder cannot make deposits into the virtual wallet account. Only Client administrators can fund virtual wallet accounts.

### *Restrictions*

The Client may establish restrictions on which payment features - debit card, online bill pay, marketplace, reimbursement - it shall make available to the account holders. All individual accounts will default to these restrictions unless different restrictions are assigned to a particular account.

### *Other Information*

ClassWallet will support all outstanding balances in account holders' virtual wallet accounts after the contract period.



### ***Integrated Ecommerce Marketplace***

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The ClassWallet solution is unique in that it has an integrated ecommerce marketplace that allows users to spend dollars from their virtual wallets without having to use a debit card at all.

Account holders log into their ClassWallet account and then through the marketplace select which vendor they will like to shop from. Today over 40 leading brands are incorporated into the marketplace including Amazon, Scholastic, School Specialty, Really Good Stuff and many others that sell education materials exclusively. The Client reserves the ability to allow which vendors would be included in the marketplace.

Account holders do not need a debit card to check out. So long as there is sufficient balance in their account, the vendor will accept ClassWallet as adequate form for payment. If the account holder does not have sufficient funds, the account holder can top up using a personal credit card and complete the checkout process.

All vendors agree to provide ClassWallet SKU-level data of each transaction which in turn ClassWallet provides to the Client through detailed reporting capabilities.

<b>Ecommerce Marketplace Features</b>	<b>Value</b>
<b>Automated settlement and reconciliation</b>	ClassWallet settles and reconciles all payments with vendors.
<b>Vendor curation</b>	ClassWallet has the capability of including only vendors approved by the Client, therefore ensuring any marketplace transaction is an authorized one.
<b>Pre-approval capability</b>	If desired, the Client can get pre-approval of online bill payments prior to the transaction being completed.
<b>Transaction annotation</b>	The ClassWallet platform has the capability to capture additional information from the user such as notes or completion of the Client configured form fields to associate with each bill payment.

### ***Reloadable Prepaid Debit Card***

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The ClassWallet debit card comes with multiple restrictions such as:

- MCC Code restrictions,
- ATM withdrawal restrictions,
- Merchant cash back restrictions, and
- Teller cash withdrawals restrictions.

The ClassWallet debit card has additional features that reduce opportunity for misuse of funds and lower administrative overhead costs for the Client. These features include:

Feature	Description
<b>Electronic receipt capture</b>	Account holders can upload receipts into the ClassWallet platform and associate them with specific debit card charges. Users can upload using the ClassWallet mobile application and camera phone, or a desktop scanner.
<b>Charge annotation and classification</b>	At the Client's discretion, the ClassWallet platform can be configured to capture information associated with each debit card charge such as explanatory comments, or other related data important to the Client

### ***Other features of the ClassWallet Debit Card and transaction processing and settlement information***

1. ClassWallet supports any agreement required to process debit transactions.
2. The ClassWallet debit card allows for Personal Identification Number (PIN) and signature-based purchases.
3. The ClassWallet debit card is not a stored value card.
4. The ClassWallet debit card has no line of credit associated with it.
5. The account holder cannot make deposits to the debit card.
6. The ClassWallet debit card provides for authorization and settlement of transactions on the Mastercard authorization and settlement network.
7. The ClassWallet debit card is accepted by all merchants that accept Mastercard.
8. ClassWallet mails all cards and account information directly to the account holder.

### *Card Issuance*

The ClassWallet Debit Card is issued by Mastercard.

Once an administrator has established an account on the ClassWallet platform, the account holder may request the card through a self-service form on the ClassWallet platform. As an alternative, the Client can provide account holder information to ClassWallet. Cards are shipped directly to the account holder's address and provided within 5 – 7 business days

For purposes of transition, ClassWallet supports bulk enrollment via spreadsheet templates.

### *Card Format*

The standard card design is:

- ClassWallet logo
- Embossed 16 digit number
- Embossed first name and last name of account holder
- Embossed expiration date

For a fee, ClassWallet can design cards specifically for the Client including such items as the Client official seal, etc.

### *Card Replacement*

In the instance an account holder misplaces a card, the account holder may contact either the Client system administrator or a ClassWallet customer service representative at 877-969-5536 or by email at [help@classwallet.com](mailto:help@classwallet.com). ClassWallet customer service representatives require the account holder to provide certain user information to verify identity. Cards will be cancelled and suspended immediately upon receipt of notice. The account holder will receive a replacement within 5 to 7 business days.

Client administrators can access account holders information 24 hours a day, 7 days a week and remove all funds from the account holder's account therefore disabling the ability for the card to facilitate any purchases.

There is a \$10 card replacement fee.

### *Disputed Items and Charge Backs*

All ClassWallet debit cards are protected with ClassWallet's \$0 Fraud Liability Guarantee, which means the account holder is never responsible for unauthorized purchases on his card.

If the account holder detects a fraudulent charge, he must contact ClassWallet customer service at 877-969-5536 or at [help@classwallet.com](mailto:help@classwallet.com).

#### *FDIC Insured*

*Every ClassWallet debit card is FDIC insured up to \$250,000.*

#### *Customer Information Privacy Principles*

ClassWallet's mission is to meet the desires of its customers. Entrusted with sensitive financial information, ClassWallet respects the privacy of its customers and are committed to treating customer information responsibly. ClassWallet clearly understands and will abide by the Client's requirements concerning the privacy of account holder information. ClassWallet's Customer Information Privacy Principles are readily available to its customers through its website.

Further, ClassWallet limits the amount and type of customer information it collects and retains to that which is required to establish and manage customer accounts, understand customer needs, provide customer services, offer new products and services, and comply with legal and regulatory requirements. ClassWallet will not contact individual account holders for any reason except as required for usage of the ClassWallet solution.

ClassWallet honors its consumer customers' requests to be excluded from marketing solicitations. ClassWallet does not disclose customer information outside the company companies, except:

- To conduct its business (for example, in connection with completing customer transactions, transferring customer accounts, or sharing information with credit reporting agencies, persons verifying account status, or persons providing services for us).
- When it suspects fraud or are otherwise required or permitted to do so by law or regulation.
- When a customer requests or gives it permission to do so, or to make available products or services it believes may be of interest to its customers.

## **Reimbursement Management**

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Through ClassWallet, users may link the ClassWallet virtual account to their personal bank account securely by providing banking information via web access on the ClassWallet platform. ClassWallet does not store any banking information of account holders.

<b>Reimbursement Management Feature</b>	<b>Description</b>
<b>Electronic receipt capture</b>	Users can upload receipts into the ClassWallet platform using the ClassWallet mobile application and their phone camera, or a desktop scanner.
<b>Electronic review of receipts</b>	Client will have the ability to review receipts via web access through the ClassWallet administration dashboard.
<b>Approve (Whole), Approve (In Part), Deny</b>	Client administrator can approve the reimbursement either in whole or in part (i.e. reimbursement for certain items in a receipt, but not all). Administrators may also deny the reimbursement request. This activity is conducted through via web access through the ClassWallet administration dashboard.
<b>Automated ACH</b>	ClassWallet automates the reimbursement by way of ACH direct deposit to the account holder's bank acct

### ***Mobile Application***

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ClassWallet has a robust mobile application available both on iOS and Android to meet both these realities.

The mobile application features include:

- Ability to check current balance
- Review debit card transaction history
- Initiate a reimbursement request
- Upload receipts by snapping a picture using the phone camera.
  - Associating a receipt with a debit card purchase
  - Associating a receipt with a reimbursement request

### ***Transaction Reporting***

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ClassWallet allows the Client to view real-time account transaction activity as well as historical data of transactions via web access to the ClassWallet administration dashboard, with the ability to filter by such fields as:

- Account holder
- Transaction type
- Date
- DistributionID
- And more

All reports are available in real time via secure web access through the ClassWallet administrative dashboard. Administrators can view all funds received and spent in real time, and easily generate reports. ClassWallet offers the Client unparalleled control and accountability of accounts, and maximum ease of use.

Account holders and administrators have real-time access to account balances and a full transaction history of funding and purchases. ClassWallet is a hierarchy role-based platform. Account holders have access to data relevant to their specific account; Client administrators have access to all accounts across the program.

**Exhibit B – Cost of Services****Annual License Fee Year 1:**

<b>Annual License</b>	<b>Price Per School</b>	<b>Number of Schools</b>	<b>Subtotal</b>
Annual License	\$100	16	Waived

**Modules**

<b>Contracted Services</b>	<b>Price Per Student</b>	<b>Number of Students</b>	<b>Subtotal</b>
E-Commerce Module	Included	9,600	
Reimbursement Tool	\$0.10	9,600	\$960
<b>Subtotal</b>			

<b>Subtotal Contracted Services</b>			\$960
<b>Subtotal Annual License Fee</b>			Waived
<b>Total</b>			\$960

**Annual License Fee Year 2:**

<b>Annual License</b>	<b>Price Per School</b>	<b>Number of Schools</b>	<b>Subtotal</b>
Annual License	\$100	16	\$1,600

**Modules**

<b>Contracted Services</b>	<b>Price Per Student</b>	<b>Number of Students</b>	<b>Subtotal</b>
E-Commerce Module	Included		
Reimbursement Tool	\$0.10	9,600	\$960
<b>Subtotal</b>			\$960

**Price Year 2**

<b>Subtotal Contracted Services</b>			\$960
<b>Subtotal Annual License Fee</b>			\$1,600
<b>Total</b>			\$2,560

**Payment Terms:** 100% of Year 1 fees due on the upon signing, 100% of Year 2 fees due upon anniversary date.

This offer is valid until September 30, 2020