

PROPOSAL COVER SHEET

Educational Consulting Services

Vendor Information

Name and Title Johanna Lopez, Bid Analyst

Company Name Lakeshore Learning Materials, LLC

Submission Date 3/31/2025

Phone Number (800) 421-5354 Fax Number (310) 537-7990

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By my signature below, I hereby represent that I am authorized to and do bind the offering vendor to the provisions of the attached proposal. The undersigned offers and agrees to perform the specified personal and professional services in accordance with provisions set forth in the Request for Proposals (RFP). Furthermore, the undersigned fully understands and assures compliance with the Conditions of Solicitation and Standard Terms and Conditions contained in the RFP. The undersigned is fully aware of the evaluation criteria to be utilized in vendor selection for approval. I further certify that Johanna Lopez is an authorized dealer in good standing of the products/services included in the proposal submitted in response to the RFP.



Authorized Signature

3/18/2025

Date

Laurel School District

RFP #07-2025 Educational Consulting Services



Points of Contact:

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March 25, 2025

Laurel School District
Attn: Nashicka Mark
303 W. 8th Street
Laurel, MS 39441

RE: RFP #07-2025 Educational Consulting Services

Dear Nashicka Mark and Laurel School District Center Staff,

Thank you for providing Lakeshore Learning Materials the opportunity to respond to **RFP #07-2025 Educational Consulting Services**. Lakeshore's passion for supporting teachers doesn't end with the products we develop. Our Lakeshore's Professional Development (PD) is proud to offer personalized, hands-on learning services designed to support the unique and growing needs of teachers and educators.

Lakeshore's professional development services contribute to the district's mission, vision, and objectives by focusing on research-based professional development training that ensures that educators are well-prepared to meet the diverse needs of their students, promoting equity and excellence in education.

Led by credentialed educators, our personalized, hands-on professional development services provide teachers, staff & families with the tools they need to support learning, child development & student engagement. We've worked with hundreds of educational programs around the country to develop customized instructional materials kits and professional development modules!

For more information, please contact us by phone at (800) 421-5354 or by e-mail at pd@lakeshorelearning.com.

Sincerely,

A handwritten signature in blue ink that reads "Johanna Lopez". The signature is fluid and cursive, with the first name "Johanna" and last name "Lopez" clearly distinguishable.

Johanna Lopez
Bid Analyst
Lakeshore Learning Materials

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II. COACHING/MENTORING EXPERIENCE AND STRATEGIES

II. Coaching/Mentoring Experience and Strategies

A. Describe your experience in coaching/mentoring and outline the strategies you employ. Please reference evidence-based research that informed the development of your training/support/mentoring/coaching methods.

Experience and Expertise

Lakeshore's passion for supporting educators does not end with the products we develop. For **over 20 years**, Lakeshore has been designing and developing personalized, hands-on Professional Development (PD) to support the unique and growing needs of teachers and educators.

We've worked with hundreds of educational programs around the country to develop customized professional development that is based on research, and hands-on learning services designed to support the unique needs of educators—from professional development and conference workshops to quality-improvement services for early learning and elementary programs.



Our professional development services are designed to engage participants, reach desired outcomes, and **provide strategies** that can be implemented right away. Our trainers have extensive experience in providing hands-on learning training in education that is custom developed to meet the goals of your district. By providing **targeted support** in key areas such as **Mathematics, English Language Arts**, Lakeshore helps elementary educators develop the skills and confidence they need to enhance student learning outcome. As educators themselves, our PD specialists will partner with you to customize the perfect mix of content and training to support your professional development needs. Choose from in-person events, live or recorded virtual sessions, or a combination of both.

Research-Based Instructional Support and Effective Strategies

Our professional development is tailored to meet the individual needs of educators and is based on research and best practices. Lakeshore's personalized, hands-on professional development tailored to the specific needs of educators. Rest assured; our team of expert educators can deliver training sessions that incorporate the latest research-based instructional strategies. The research is dependent upon the topic.

Exceptions

We do not provide coaching/mentoring.

III. SUPPORT CHECKLIST OF SERVICES

III. Support Checklist of Services

A. Referencing the services outlined in the REQUEST FOR PROPOSALS section (page 6), indicate which type(s) of service(s) your organization offers.

After reviewing the Request for Proposals, we can provide professional development for the following areas

- **Content Expertise**
- **Customized Teaching**
- **Student Engagement Strategies**
- **Instructional Delivery and Lesson Design**
- **Parental Engagement Strategies and Resources**
- **Integration of Writing Across the Curriculum**
- **Facilitation of Mathematical Discussions**
- **Implementation of Trauma-Informed Instructional Practices**

Customized to Meet Your Needs

At Lakeshore, we do not offer "canned" presentations, but rather listen to your vision and mission and develop our content to meet the specific needs of educators. We specialize in professional development for **birth-5th grade**. For each individual workshop, we walk the walk, by meeting with school administrators and educators to review data, desired outcomes and current goal attainment progress. We use that information to develop a customized learning opportunity built specifically for the needs of the defined audience. With this approach, we avoid "fluff" content that does not directly align to the defined learning and practice outcomes.

Flexible Scheduling Options

Lakeshore's professional development sessions are designed to be engaging and practical. Lakeshore offers flexible scheduling options, including full-day, half-day, and virtual sessions, ensuring that professional development can be integrated seamlessly into the school calendar. Participants receive certificates of participation, which can be valuable for professional growth.



Full Day
(3-6 hours)



Half-Day
(up to 3 consecutive hours)



Virtual
(60-min. or 90-min. live webinar)

Exceptions

We do not provide services for secondary educators and counselors.

We do not provide Professional development for Instructional Leadership, and Counseling/Social Emotional Support.

Price Sheet for Professional Development Services

At Lakeshore, we believe that live, hands-on learning opportunities provide the best results for optimal long-term learning for all participants. Please see our training options below:

- Keynote presentations (district wide, school based or defined group)
- Face to face workshops (at the district or school level, open or closed groups)
- Live and recorded webinars (open or closed groups)
- Family Engagement – in-person with children – materials highly encouraged.
- CLASS observations

Resource Allocation

When you partner with us, you get the specially tailored support you need to enhance your teaching practice and offer the best learning experiences for your students.

- Our professional development specialists are expert educators who are eager to hear your goals and create outcome-based solutions.
- We'll work with you one-on-one to learn about your needs, then collaborate with you to create a thoughtful and intentional session to help you meet your objectives.
- With our energizing in person and virtual trainings, you gain practical insights you can use right away, whether your program is for pre kindergarten, elementary, or anything in between.

Face to Face (In Person): At Lakeshore, we believe that live, hands-on learning opportunities provide the best results for optimal, long-term learning for all participants. Our sessions combine customized content, hands-on activities, best practice implementation strategies, and a motivational interactive delivery to engage your staff. We try to max out at 60 participants (unless it's a keynote)

Virtual: We know “sit and get” is not the best way to learn. Although virtual, we keep staff engaged through discussion, chat, best practice implementation strategies, and a motivational interactive delivery to engage your teachers, principals, other school leaders. We try to max out at 100 participants.

Professional Development rates are as follows:

Session	Rates
Professional Development Workshop, Training, Environmental Walkthrough and Product Demonstration (full day, 3-6 hours)	\$4,500
Professional Development Workshop, Training, Environmental Walkthrough and Product Demonstration (half-day, up to 3 consecutive hours)	\$3,500
Virtual Training (90-minute webinar session) *	\$1,750
Virtual Training (60-minute webinar session) *	\$1,250

Price Sheet for Professional Development Services is good through the initial contract term and is subject to change on an annual basis.

Pricing is all inclusive of customized development, facilitation time, travel, car rental, hotel accommodations, airfare, meals, and demonstration materials.

* Lakeshore does not allow the recording or dissemination of virtual or in-person training content.

** 10% surcharge for virtual training translations and a 5% surcharge for in-person training translations.

IV. GOALS AND OBJECTIVES

IV. Goals and Objectives

B. Describe the goals and objectives of the services you provide, demonstrating their alignment with best practices, state and national standards, and sustainability. Please include details about your coaching experience and strategies within this section.

We customize all our professional development to meet the district's mission, vision, goals. Your goals are our goals, and we don't believe in a one-size-fits-all approach. Therefore, we work side-by-side with administrators and teachers to create and implement a successful long term plan. Each event is tied to the others, keeping your desired goals at the forefront of all learning opportunities. Your goals are our goals. As such, we recommend a customized approach as an effective method.

Alignment with Laurel School District Goals

Our team possesses a wide range of expertise, making Lakeshore an ideal partner for supporting your program goals through 5th Grade. Through ongoing conversations, we will work closely with Laurel School District to understand your goals and intended outcomes. Prior to developing the content, the trainer will ensure they have a thorough understanding of your goals and then custom develop the content to meet your needs.

Sustainability Plan

Lakeshore's Professional Development is designed to empower educators with the skills and knowledge they need to continue growing even after the initial training period. By tailoring our professional development to the specific needs of the district, Lakeshore ensures that the training is relevant and immediately applicable. This relevance helps sustain the impact of the training over time.

Lakeshore offers follow-up sessions and ongoing support to ensure that educators can implement what they've learned effectively. This ongoing support helps maintain the momentum and ensures that the benefits of the training are long-lasting.

Long-Term Impact

Effective professional development leads to improved teaching practices, which directly impact student learning outcomes. By focusing on evidence-based strategies and best practices, Lakeshore helps educators enhance their instructional methods, leading to better student performance

Our trainings are designed to boost educator confidence and competence. By providing practical, hands-on training, educators are better equipped to handle classroom challenges and engage students effectively. For example, our training sessions in Mathematics and English Language Arts provide educators with the tools and techniques needed to boost student performance and engagement, ensuring a positive impact on student.

Coaching Experience

N/A. We do not provide coaching services.

Sample Topics

The topics below are a small sampling what we can offer Laurel School District. Each topic includes the **objective** and expected **goals** of each session. Rest assured, we will work with you to customize any training to ensure it meets your needs.

Content Expertise: Providing expertise in English Language Arts (ELA) and Mathematics content

ELA

Title: Implementing Differentiated, Rigorous, and Engaging Centers

Objective: As teachers are working with students in differentiated instructional groups, what is the rest of the class doing? In this session, we will identify the importance of providing differentiated and rigorous centers to engage students in meaningful work that reinforces or extends learning. We will learn how to develop effective routines and procedures by setting and modeling clear center expectations to keep students on task and limit the number of disruptions to small group instruction. Participants will also collaborate to develop center activities that are aligned to the standards.

Goals: As a result of this workshop, participants will be able to:

- Develop routines and procedures for effective implementation of centers.
- Develop differentiated, rigorous center activities that include an accountability piece to engage students.

Science of Reading Series

Module 1

Title: Science of Reading: Phonological Awareness

Objective: Phonological awareness is an all-inclusive term which covers skills such as beginning, middle and ending sounds, rhyming, syllables and more! In this session, we will learn about all the skills that live under the umbrella of phonological awareness and explore the progression of skills. We will learn effective instructional strategies to support the development of phonological awareness skills.

Goals: As a result of this workshop, participants will be able to:

- Define and describe phonological awareness and its importance related to reading proficiency.
- Plan intentional activities to promote the development of phonological awareness skills.

Module 2

Title: Science of Reading: Phonics

Objective: Phonics is the relationship between letters and sounds. In this session, we will discuss the importance of phonics instruction and the impact it has on reading fluency and comprehension. Through hands-on activities and collaboration, we will learn effective instructional strategies to support students in developing phonics skills to decode and encode words.

Goals: As a result of this workshop, participants will be able to:

- Define and describe phonics and its importance related to reading proficiency.
- Plan intentional activities to promote the development of phonics skills.

Module 3

Title: Science of Reading: Vocabulary

Objective: Vocabulary is a foundational tool that unlocks the meaning of written content. In this session, we will learn how to intentionally teach vocabulary. Through hands-on activities and collaboration, we will learn effective instructional strategies to support students in developing vocabulary skills.

Goals: As a result of this workshop, participants will be able to:

- Define and describe vocabulary and its importance related to reading proficiency.
- Plan intentional activities to promote vocabulary development.

Module 4

Title: Science of Reading: Fluency & Comprehension

Objective: In this session, we will dive into the relationship between fluency and comprehension. Through hands-on activities and collaboration, we will learn effective instructional strategies to support students in developing these skills.

Goals: As a result of this workshop, participants will be able to:

- Define and describe the relationship between fluency and comprehension.
- Plan intentional activities to support reading fluency and comprehension.

Math

Title: Supporting Mathematics Proficiency through Hands-On Learning

Objective: Students must be able to think critically, model and explain their reasoning, and apply learning to problem solve effectively. In this session, we will dive into the Concrete-Representational-Abstract (CRA) Model to discover how students learn math best. The CRA Model is a three-part instructional strategy, with each part building on the previous instruction to promote student learning and retention and to address conceptual knowledge (American Institute for Research, 2016). Through hands-on activities and collaboration, we will learn effective instructional strategies to support students in developing math skills.

Goals: As a result of this training, participants will be able to:

- Utilize the CRA model to support students in developing a deeper understanding of math concepts.

Title: Diving Deeper into Operations & Algebraic Thinking

Objective: In this session, we will dive into the Operations & Algebraic Thinking standards to gain a clear understanding of expectations, progression of skills, and how to support students in developing an understanding of inverse operations. Through hands-on activities and collaboration, we will learn effective instructional strategies to support students in working towards mastery of these concepts.

Goals: As a result of this training, participants will be able to:

- Gain a deeper understanding of the Operations & Algebraic Thinking standards and the progression of skills.
- Utilize effective instructional strategies to support students' development and understanding of Operations & Algebraic Thinking.

Title: Diving Deeper into Number & Operations in Base Ten

Objective: In this session, we will dive into the Number & Operations in Base Ten standards to gain a clear understanding of expectations, progression of skills, and how to support students in developing an understanding of place value and operations. Through hands-on activities and collaboration, we will learn effective instructional strategies to support students in working towards mastery of these concepts.

Goals: As a result of this training, participants will be able to:

- Gain a deeper understanding of the Number & Operations in Base Ten standards and the progression of skills.
- Utilize effective instructional strategies to support students' development and understanding of Number & Operations in Base Ten.

Title: Diving Deeper into Number & Operations - Fractions

Objective: In this session, we will dive into the Number & Operations - Fractions standards to gain a clear understanding of expectations, progression of skills, and how to support students in developing an understanding of fractions. Through hands-on activities and collaboration, we will learn effective instructional strategies to support students in working towards mastery of these concepts.

Goals: As a result of this training, participants will be able to:

- Gain a deeper understanding of the Number & Operations – Fractions standards and the progression of skills.
- Utilize effective instructional strategies to support students' development and understanding of Number & Operations – Fractions.

Title: Diving Deeper into Measurement & Data

Objective: In this session, we will dive into the Measurement & Data standards to gain a clear understanding of expectations, progression of skills, and how to support students in developing an understanding of measurable attributes and data representation and interpretation. Through hands-on activities and collaboration, we will learn effective instructional strategies to support students in working towards mastery of these concepts.

Goals: As a result of this training, participants will be able to:

- Gain a deeper understanding of the Measurement & Data standards and the progression of skills.
- Utilize effective instructional strategies to support students' development and understanding of Measurement & Data.

Title: Diving Deeper into Geometry

Objective: In this session, we will dive into the Geometry standards to gain a clear understanding of expectations, progression of skills, and how to support students in developing an understanding of shapes, their attributes and spatial relationships. Through hands-on activities and collaboration, we will learn effective instructional strategies to support students in working towards mastery of these concepts.

Goals: As a result of this training, participants will be able to:

- Gain a deeper understanding of the Geometry standards and the progression of skills.
- Utilize effective instructional strategies to support students' development and understanding of Geometry.

Title: Implementing Differentiated, Rigorous, and Engaging Centers

Objective: As teachers are working with students in differentiated instructional groups, what is the rest of the class doing? In this session, we will identify the importance of providing differentiated and rigorous centers to engage students in meaningful work that reinforces or extends learning. We will learn how to develop effective routines and procedures by setting and modeling clear center expectations to keep students on task and limit the number of disruptions to small group instruction. Participants will also collaborate to develop center activities that are aligned to the standards.

Goals: As a result of this workshop, participants will be able to:

- Develop routines and procedures for effective implementation of centers.
- Develop differentiated, rigorous center activities that include an accountability piece to engage students.

Customized Teaching: Tailoring instruction to meet diverse student needs

Title: Implementing Differentiated, Rigorous, and Engaging Centers

Objective: As teachers are working with students in differentiated instructional groups, what is the rest of the class doing? In this session, we will identify the importance of providing differentiated and rigorous centers to engage students in meaningful work that reinforces or extends learning. We will learn how to develop effective routines and procedures by setting and modeling clear center expectations to keep students on task and limit the number of disruptions to small group instruction. Participants will also collaborate to develop center activities that are aligned to the standards.

Goals: As a result of this workshop, participants will be able to:

- Develop routines and procedures for effective implementation of centers.
- Develop differentiated, rigorous center activities that include an accountability piece to engage students.

Title: Differentiated Instruction: Meeting the Needs of all Students

Objective: In this session, participants will learn how to intentionally differentiate instruction to meet the needs of all students, whether planning for whole group, small group, or individuals. We will also discuss how to use observations to determine the instructional needs of students to drive lesson planning and instruction. Through collaborative discussion and hands-on activities, we will determine developmentally appropriate activities and instructional strategies to help scaffold students toward mastery of skills.

Goals: As a result of this workshop, participants will be able to:

- Utilize data to determine the instructional needs of students to drive planning and instruction.
- Implement effective strategies to differentiate instruction and activities to meet the needs of all students.

Title: Engaging English Language Learners

Objective: Language acquisition is one of the most important accomplishments of childhood. For English Language Learners, this can be especially difficult as they work to master both their native language and English. As educators, we must provide support for the student and family. Through hands-on activities and collaboration, we will explore instructional strategies that support language development. We will also discover ways to support English Language Learners through our environment! Here's the great news...these strategies are appropriate to use with all students!

Goals: As a result of this workshop, participants will be able to:

- Utilize effective instructional strategies to support English language learners.
- Utilize strategies to set up a supportive learning environment for English language learners.

Title: Supporting Students with Sensory Processing Needs

Objective: In early childhood and beyond, children depend on the use of their senses to navigate their environment, make connections, and solidify information in a comprehensible manner. In this session, we will explore sensory processing concepts and strategies to create safe exploration opportunities for children.

Goals: As a result of this workshop, participants will be able to:

- Define sensory processing in relation to children.
- Implement strategies to support sensory processing needs in the learning environment.

Title: Understanding and Supporting Autism Spectrum Disorders in the Learning Environment

Description: To meet the ever-evolving demands of classrooms, educators must be familiar with both developmental and behavioral markers commonly found in children with autism spectrum disorders (ASD). During this session, we will explore some common markers and how they might impact academic and social-emotional functioning, and the importance of family collaboration. Through discussion and hands-on activities, participants will collaborate to plan for meaningful strategies that support these young learners.

Goals: As a result of this workshop, participants will be able to:

- Implement strategies to support children on the Autism spectrum to maximize their development and participation in the learning environment.
- Student Engagement Strategies: Developing strategies to increase student participation.

Student Engagement Strategies: Developing strategies to increase student participation

Flex-Space Series

Module 1

Title: Supporting Student Success through Next Generation Learning and Flex-Space Seating

Objective: Participants will begin this series with an overview of how next generation learning concepts and Flex-Space seating work together to create effective, high-quality learning environments for students. We will dive into how Flex-Space seating supports the 4 C's: collaboration, communication, critical thinking, and creativity. We will discuss the misconceptions about Flex-Space seating and key ideas that teachers should consider as they are transitioning their classrooms to support Flex-Space seating. The effects of Flex-Space seating in classrooms can be measured in several different ways and participants will leave with a better understanding of the benefits for students and instruction. This session is designed to be the introduction of Flex-Space seating for teachers and will help them understand the "why" behind it. This session is recommended to be followed by modules 2 and 3 to support the implementation and use of Flex-Space in the classroom.

Goals: As a result of this workshop, participants will be able to:

- Explain how next generation learning and Flex-Space seating can work together to promote collaboration, communication, critical thinking, and creativity.
- Identify specific ways to start transitioning their classroom to support Flex-Space seating implementation.

Module 2

Title: Successful Flex-Space Implementation: What it Looks Like, Sounds Like, and Feels Like

Objective: Let's take Flex-Space to the next level! Participants will learn strategies and techniques to successfully implement Flex-Space seating in their classrooms. We will discuss pre-planning, classroom management strategies, and how to scaffold implementation to support the transition to Flex-Space. Participants will have the opportunity to ask questions about their specific classrooms and hear about real life experiences from teachers who have used Flex-Space. The goal of this session is to help alleviate some of the stressors that come along with implementing a new classroom system. Leave this session feeling confident you can use Flex-Space seating effectively and support students through the transition to a new classroom design.

Goals: As a result of this workshop, participants will be able to:

- Apply strategies and techniques to successfully scaffold implementation of Flex-Space seating.
- Develop short-term and long-range plans to implement Flex-Space seating.

Module 3

Title: Flex-Space Implementation in Content Areas

Objective: Now that teachers have been implementing Flex-Space seating in their classrooms, we will dive deeper into how Flex-Space could be utilized during different parts of the day. For example, we will consider how students function during ELA or math blocks and how to utilize Flex-Space seating to its full potential. We will consider questions such as, "Is the current use of the furniture meeting the students' specific learning needs?" Participants will review the short-term and long-range plans they developed in module 2 and reflect on any changes that need to be made to maximize learning.

Goals: As a result of this workshop, participants will be able to:

- Reflect on their current practices and identify what changes need to be made to better support student needs.
- Utilize flex-space seating to its full potential during instructional time and focus on specific parts of the daily schedule.

Title: Promoting Positive Behaviors: Environment, Routines & Relationships

Objective: In this session, we will dive into the components of a high-quality supportive environment to promote engagement and on-task behavior. We will evaluate environments, routines, and schedules to plan for improvements. We will also discuss the importance of establishing clear and consistent routines and procedures for students to understand the expectations. Finally, we will learn the importance of developing nurturing and responsive relationships with each student to support their well-being.

Goals: As a result of this workshop, participants will be able to:

- Create a high-quality supportive learning environment that promotes positive outcomes for all students.
- Implement clear and consistent routines, procedures, and expectations.
- Build supportive, responsive relationships with all students.

Title: Effective Classroom Management: Building Better Routines

Objective: Explore ways to build a calm and engaging environment with effective classroom management strategies. Implementing a predictable daily schedule, with simple routines, and quick transitions creates consistency among students. In return, teachers can maximize learning time in the classroom while students gain responsibility and autonomy. We will collaborate with our colleagues to develop a plan to implement clear and consistent expectations for effective routines and procedures.

Goals: As a result of this workshop, participants will be able to:

- Develop a daily schedule with clear routines to create consistency and predictability.
- Implement effective transitions that promote independence and the continuation of learning.

Instructional Delivery and Lesson Design: Providing expertise in instructional delivery methods and designing engaging lessons

Title: The Art and Science of Instructional Delivery and Lesson Design

Objective: In this interactive session, educators will delve into the art and science of instructional delivery and lesson design. Participants will explore various teaching methods, strategies for engaging students, and techniques for creating dynamic and effective lesson plans. Through hands-on activities, collaborative discussions, and expert insights, participants will gain practical tools to enhance their instructional practices and foster a more engaging learning environment.

Goals: As a result of this workshop, participants will be able to:

- Design engaging and effective lesson plans that incorporate best practices in pedagogy.
- Implement strategies to foster student engagement and motivation in the classroom.

Parental Engagement Strategies and Resources: Developing effective strategies and resources to enhance parental involvement in education

Title: Building Positive Relationships with Students and Families

Objective: Open two-way communication between families and educators is necessary for a student's success. Research shows that the more families and educators share relevant information with each other about a student, the better equipped both will be to help the student achieve academically. Therefore, it is imperative that we gain the trust of families, so that we can be a partner with them to support their student's learning and growth. But it doesn't stop there. We must also build positive relationships with each student. Each moment that educators and students interact is an opportunity to develop positive relationships.

Goals: As a result of this workshop, participants will be able to:

- Utilize effective communication strategies to build relationships with families.
- Utilize strategies to develop a positive relationship with each student.

Family Engagement Topics

Title: Self-Care: Strategies to Take Care of Yourself So You Can Care for Others

Objective: Caregivers have a lot on their plates. You're responsible for supporting the academic, social-emotional, and mental well-being of your child. It can easily feel like you have no time for yourself. Operating at a high level of stress will, over time, lead to burnout. In this workshop, we discuss the importance of prioritizing self-care and will share realistic strategies, tips, and tricks on finding what works for you.

Title: Fun with Phonological Awareness

Objective: Phonological awareness is an all-inclusive term which covers skills such as beginning, middle and ending sounds, rhyming, syllables and more! In this session, you will learn fun, simple strategies and activities to support your child in developing phonological awareness skills.

Title: Phonics

Description: Phonics is the relationship between letters and sounds. Through hands-on activities, we will learn how to utilize simple strategies and activities to support your child in developing phonics.

Title: Concepts of Print

Objective: Concepts of print encompass the understanding that printed text carries meaning, book handling skills, and the distinction between sentences, words, and letters. In this session, you will learn fun, simple strategies and activities to support your child in developing concepts of print.

Title: Wonderful Writing

Objective: In this session, you will learn why it is important to foster writing skills and how they typically progress. You will engage in fun, simple strategies and activities to support your child in developing writing skills.

Title: Vocabulary

Objective: In this session, you will learn why it is important to foster vocabulary development. You will engage in fun, simple strategies and activities to support your child in developing an expanded vocabulary.

Title: Fluency & Comprehension

Objective: Reading fluency is crucial to reading comprehension. In this session, we will explore the relationships between fluency and comprehension. You will engage in fun, simple strategies and activities to support your child in developing these skills.

Title: Engaging Families in STEAM/STEM

Objective: STEAM provides an engaging and exciting approach for children to connect Science, Technology, Engineering, Arts, and Mathematics. In this session, we will engage in fun, hands-on STEAM activities. We will explore a planning process and ways to support your child as they use trial and error to problem-solve.

Title: Engaging Families in Math

Description: Counting, patterns, addition, subtraction, measurement and more; math is truly marvelous! In this session, we will engage in fun, hands-on math activities. We will explore ways to support your child as they develop and apply math skills.

Title: Supporting My Child's Well-Being

Objective: Well-being is closely related to brain development. It is the process through which children develop the ability to understand, experience, express, and manage emotions, as well as form meaningful relationships with others. These skills are crucial for healthy development, relationships, and learning. In this session, we will explore strategies to support your child's well-being.

Integration of Writing Across the Curriculum: Promoting the incorporation of writing skills across various subject areas

Title: Writing Across the Curriculum

Objective: Integrating writing activities across the curriculum allows students to develop writing skills in a meaningful way. In this session, we'll discuss why it's important to connect writing across the curriculum and how to make this happen. Writing can be integrated into all subjects to enhance learning and creativity. From science, where students can write about their observations during experiments or create a science journal, to math, where they can explain their problem-solving process in writing or write word problems for their classmates to solve, to social studies, where students can write about historical events, create timelines, or write letters from the perspective of historical figures. These activities not only improve writing skills but also deepen understanding and engagement in each subject area. Having purposeful writing activities allows students to become better writers by giving them meaningful contexts to practice and refine their skills. When students see the relevance of writing to their own lives and interests, they are more motivated to engage deeply with the task. Purposeful writing activities encourage students to think critically, organize their thoughts, and express themselves clearly. This not only enhances their writing abilities but also builds their confidence as communicators. By integrating writing across the curriculum, we provide students with diverse opportunities to develop their writing skills in various contexts, making them more versatile and effective writers.

Goals: As a result of this workshop, participants will be able to:

- Explain how integrating writing activities across various subjects can help students develop their writing skills in meaningful contexts, leading to improved clarity, organization, and expression.
- Develop purposeful writing activities to deepen students' understanding and engagement in subjects like science, math, and social studies.

Facilitation of Mathematical Discussions: Supporting the facilitation of meaningful mathematical discourse and discussions

Title: Mathematical Discourse

Objective: In this session, we will learn how to use mathematical discourse and discussions in various situations. Mathematical discourse allows us to discuss math concepts to support students in developing math skills including number sense, spatial reasoning, and pattern recognition. Engaging students in mathematical discourse encourages them to notice and articulate math concepts and fosters a positive attitude towards math learning.

Goals: As a result of this workshop, participants will be able to:

- Facilitate meaningful mathematical discussions.
- Support math language and concept development.

Implementation of Trauma-Informed Instructional Practices: Assisting in the implementation of instructional practices that are sensitive to trauma and support students' emotional well- being

Title: K-5: Student Well-Being

Objective: Student well-being is closely related to cognitive development. It is the process through which students develop the ability to understand, experience, express, and manage emotions, as well as form meaningful relationships with others. These skills are crucial for healthy development, relationships, and learning. In this session, we will dive into the key components of student well-being and explore strategies to support them throughout the day.

Goals: As a result of this workshop, participants will be able to:

- Explain the importance of student well-being and its impact on learning.
- Utilizing effective strategies to support student well-being throughout the day.

Please reference "Per RFP #07-2025" on all purchase orders. To coordinate a training session or request professional development services, please contact our PD team at (800) 421-5354 x2195 or via email at pd@lakeshorelearning.com.

Dedicated Staff

A dedicated experienced staff has been assigned to serve as a primary point of contact and to be responsible for the Professional Development services at Lauren School District.

Jenna Sekerak, Professional Development Operations Manager

Jenna acts as a liaison between Lakeshore and the customer to ensure open lines of communication, so the customer's expectations are met and exceeded. She will assist with the coordination of Professional Development training sessions such as scheduling, training topics, and discuss any additional equipment that may be needed for the training (projectors, audiovisual setup, table and chairs, etc.). You can reach Jenna by phone at (800) 421-5354 ext. 7882, or by e-mail at jsekerak@lakeshorelearning.com.



Nayeli Ayala, Sales Support Specialist for Professional Development Services

Nayeli will be responsible for coordinating sessions dates and times for Professional Development Services. Nayeli's responsibilities also include managing supplemental materials and general equipment that may be required during trainings. You can reach Nayeli by phone at (800) 421-5354, ext. 2735, by fax at (310) 537-7990 or by e-mail at nayala@lakeshorelearning.com.

V. MEASURABLE OUTCOMES AND EVALUATION

V. Measurable Outcomes and Evaluation

A. Specify the measurable outcomes expected from your services and outline how you will evaluate their delivery. Describe the internal checks you will use to ensure the services are on course, at what point you will make internal corrections to meet targets, and how progress or lack thereof will be presented.

Our Professional Development (PD) offers customized, based on research, and hands-on learning services designed to support the unique needs of educators. Your goals are our goals, and we don't believe in a one-size-fits-all approach. As educators, our PD specialists will partner with you to customize the perfect mix of content and training to support your professional development needs. We have a content manager who reviews all content prior to delivery to ensure effective and appropriate instructional practice and participant engagement.



Evaluating the Effectiveness of the Training

We can provide a survey for staff to complete post-training to gather feedback and measure the effectiveness of our services. Because our professional development is custom designed, we will spend ample time discussing your professional development goals and intended outcomes. We will work directly with school administrators and educators to ensure that our content is aligned with your outcomes, best practices, state and national standards to support teachers with implementation and best practices to help students meet grade level standards and expectations.

Internal Corrections

At the end of each workshop, a separate evaluation form will be provided for leadership to complete. We will use this information to guide our professional development and make adjustments as needed.

VI. IMPLEMENTATION PLANS

VI. Implementation Plans

A. Include any additional information regarding implementation plans that you wish to provide.

We plan our PD events at least 6-8 weeks in advance, so that our professional development specialist has time to connect with you to discuss your goals and outcomes to custom development the content for your teachers.

Services will begin as soon as the contract is executed by the Laurel School District and Lakeshore Learning Materials. We can plan events as far in advance as the District would like. Below is a sample outline, Full Day and Half-Day agendas of our Professional Development Services.

Award

- Lakeshore is notified of the award and prepares for post-award requirements. All personnel assigned to this project will discuss contractual requirements, and milestone dates are established between Lakeshore's Professional Development (PD) and Laurel School District (LSD).

Project Kick-Off

- We will plan our PD events about 6-8 weeks in advance.
- We need the Professional Development booking form cancellation policy signed and returned at least 30 days prior to the event date to secure your event on our calendar and assign your Professional Development trainer
- Lakeshore receives request for Professional Development services from LSD
- Our team works with LSD to finalize categories for Professional Development services
- Training Topics are finalized based on the deliverables described in the list above
- Lakeshore PD Sales Support Specialist, **Nayeli Ayala**, will contact LSD to coordinate the logistics of the Professional Development training
- Scheduling is conducted in collaboration with LSD and PD
- Nayeli works with LSD to facilitate general equipment needs (projectors, audio/visual setup, tables, and chairs)
- Nayeli confirms audience size with LSD
- For each in-person workshop, we will assign one (1) trainer
- For virtual trainings, we will assign a trainer and a facilitator (if there are more than 15 participants and they are not logging on as a large group).

Post Training

- Provide a training evaluation form. Participants can complete this form after each training. We can use this information to hone our craft and determine future needs
- The evaluations are funneled into an Excel report that we can share with you. If it is a series of professional development workshops, we will also set up calls with each trainer prior to the next event to discuss the previous training and your intended outcomes for the next event. We want to ensure that we are meeting your needs and keep the line of communication open so that we understand your needs.

Full-Day Sample Agenda

Session Time: 8:30am-3:30pm ET

Title: Effective Classroom Management: Building Better Routines

Description: Join us as we explore ways to build a calm and engaging environment using effective classroom management strategies. Implementing a predictable daily schedule, with simple routines, and quick transitions with learning embedded creates consistency among children. In return, teachers can maximize learning time while children gain responsibility and autonomy. We will collaborate with our colleagues to develop a plan to implement clear and consistent expectations for effective routines and procedures.

Outcomes: As a result of this workshop, participants will be able to:

1. develop a daily schedule with clear routines to create consistency and predictability.
2. implement effective transitions that promote independence and the continuation of learning.

Agenda:

8:30am-8:45am Welcome Introductions

8:45am-9:00am Review Outcomes

9:00am-9:30am Defining Routines and Procedures:

9:30am-10:15am Small Group Discussion

- What routines and procedures are working well for you?
- What routines and procedures could use some support?
- Share out

10:15am-10:25am Break

10:25am-11:00am Teaching Children Routines and Procedures:

- Age-appropriate expectations
- Modeling
- Reteaching and Reviewing
- Explicit Positive Praise

11:00am-11:30am Social Emotional Connection: Importance of Routines for Young Children

11:30am-12:30pm Lunch Break

12:30pm-1:15pm Transitions:

- Transition Cues
- Making Transitions Quick
- Embedding Learning into Transitions

1:15pm-2:00pm Schedule

- Maximizing Schedule Learning Time
- Example Picture Schedules
- How To Adjust for Changes

2:00pm-2:10pm Break

2:10pm-2:45pm Team Collaboration:

- Work Together to Create a Daily Schedule
- Transitions
- Share out

2:45pm-3:15pm Reflection Discussion: What are you planning to try or implement?

3:15pm-3:30pm Closing

Half-Day Sample Agenda

Session Time: 8:30am-11:00am ET

Title: Weekly Lesson Plans That Engage and Inspire

Description: Participants will engage in thought-provoking discussions about how to develop intentional, engaging lesson plans. During the session, teachers will spend time reflecting on current lesson planning practices, how to determine if lesson plans are effective through student data collection, and how to improve lesson plans that meet students' current and developmentally appropriate needs.

Outcomes: As a result of this workshop, participants will be able to:

1. Review and reflect on components of an effective lesson plans.
2. Determine strategies to assess effectiveness of lesson plans.
3. Plan next steps to ensure lesson plans are developmentally appropriate and meeting the needs of all learners.

Agenda:

8:30am-8:35am Welcome & Introductions

8:35am-9:05am Lecture, Video, Participant reflection

- How do you currently feel about your lesson planning process?
- What does an effective lesson plan look like to you?
- What does it include, not include, etc.?

9:05am-9:25am Lecture & Whole Group Discussion: Connecting lesson planning to intentional observations

- How do you currently take observations?
- What do you do with the observations?
- How do your observations currently drive you planning?

Activity: Observing with intention visual activity:

- Teachers will look at a random picture and note as many observations as they can in one minute.
- Drop observations in chat-box. From responses discuss intentionality of observations.

9:25am-10:00am Break

10:00am-10:10am Lecture & Chat box: Connecting intentionality to lesson planning

- What does being intentional mean to you?
- How does intentionality drive lesson planning?
- How are observations, intentionality, and lesson planning connected?
- Why can't you effectively have one without the others?

10:10am-10:20am Tips and Tricks for effective lesson planning Break-out rooms, whole group discussion and share

10:20am-10:40am Put it into Practice: Teachers will review a lesson plan they have coming up.

Reflection questions:

- How did they decide to do the activities in the lesson?
- What are the goals of the lesson? What will they do if the students already know the content?
- What will they do if students don't understand the content? Does the lesson include methods to engage all learners?

10:40am-11:00am Wrap-Up & Closure

- Question & Answer
- Create an Action Goal
- Closure
- Survey

VII. RESUME AND REFERENCES

VII. Resume and References

A. Attach a resume indicating your relevant experience, as well as the names and contact information of schools/individuals who can serve as references.

At Lakeshore, we have a team of trainers throughout the country with diverse backgrounds and areas of expertise, who specialize in Early Childhood education—each holding a master’s degree—and have extensive work experience as educators. They have successfully trained teachers and administrators, facilitated work groups, have excellent oral and written presentation skills, experience in writing educational materials, and have excellent customer service training.

Feedback from Past Clients

Hands on. Engaging. Purposeful. These are terms used by customers to describe Lakeshore professional development for teachers, school professionals & families. All sessions combine customized content, best-practice implementation strategies and motivational delivery to engage participants.

The following testimonials and feedback from past clients demonstrate the positive outcomes our professional development services have had in similar educational settings.

Early Learning Program

“Our trainer kept the room engaged and provided informative and useful tools to use. I especially love that she tailored the training to our unique program. Thank you!”

–Jessica Chapeton, MSW, Operations Exec. Dir., Early Learning Readiness Program, YMCA of Metropolitan Los Angeles

Elementary STEM Education

“Every teacher should participate in these training sessions to understand how to increase student engagement by embracing a STEM approach in their classroom.”

–Sean W. Gardner, EdD, Director of Curriculum & Instruction for STEM Education, Upper Merion Area School District

Preschool Program

“I love this company! The presentation was great and on point. The staff walked away with clear tools to use in their classrooms. Thank you, Lakeshore!”

–Hanadi Rousan, M.S.O.L., Organizational Leadership Program Director, VDA Inc.

References

With over 20 years of combined experience, you can rest assured that our team of specialists are strategy experts that will provide personalized, hands-on professional development services designed for educators, administrators and families. Please feel free to contact the following references about our quality of our Professional Development services:

Memphis-Shelby County Schools

Address: 3030 Jackson Ave. Memphis, TN 38112, 5th Floor, Office #14

Contact: Christopher Spratlin, Senior Professional Development Advisor – Division of Early Childhood

Phone: 901-416-0465

Email: spratlin@scsk12.org

Period of Performance: 01/2022-ongoing

Scope of Project: Fun with Phonological Awareness & Foundational Skills, Marvelous Math: How Do We Make It Happen Throughout the Day? Building STEAM Throughout the Day, Wonderful Writing

Mt. Vernon City School District

Address: 165 North Columbus Ave. Mt. Vernon, NY 10553

Contact: Dr. Gayle White Wallace, Director of Pre-K, Standards Administrator of ELA and Social Studies

Phone: (914) 358-2375

Email: gwhite@mtvernoncsd.org

Period of Performance: 01/2023-ongoing

Scope of Project: Engaging Families in STEAM, Being a Partner in Play, Supporting My Child's Language & Literacy Development, Wonderful Writing

Newark Public Schools

Address: 2 Cedar St. Newark, NJ 07102

Contact: Samantha Lott-Valez, Assistant Superintendent

Phone: (973) 733-7259

Email: slott@nps.k12.nj.us

Period of Performance: 02/2024-ongoing

Scope of Project: Implementing Differentiated, Rigorous, and Engaging Centers

Assigned Trainers

As educators, our Professional Development (PD) specialists will partner with you to customize the perfect mix of content and training to support your professional development needs. Our PD trainers offer a personal touch that only teachers themselves can provide. We listen to the needs of our customers and assign a trainer who will best meet their needs. They will partner with you to customize the perfect mix of content and hands-on activities for your staff to walk away with strategies they can use with the students right away. Assigned to this contract are the trainers listed below:

- | | |
|------------------|------------------|
| - Marley Lomboy | - Ron Mohl |
| - Elda Perez | - Kim Engelhardt |
| - Michelle Duhon | - Alison Leshan |
| - Kristi Kirinch | - Tammy Lee |
| - Emily Champlin | |

Please attached Bios and Resumes for details on the qualifications and experience of your assigned PD Trainers.



Alison Leshan

PROFESSIONAL DEVELOPMENT SPECIALIST
aleshan@lakeshorelearning.com

With over a decade of experience in ECE, Alison Leshan has supported hundreds of programs in and around the Philadelphia region and beyond. Alison has experience as a teacher, QRIS Specialist, coach, and leader for several organizations that support early learning. Alison has a deep passion for quality improvement and supporting early child educators to build their capacity and knowledge through professional development and technical assistance.

As a professional Development Specialist, Alison uses her vast knowledge and experience to engage and inspire participants to have opportunities to interact, engage, and apply new knowledge and skills into their classroom practices. She ensures that her participants have opportunities to reflect and have hands-on experiences during her workshops.

Alison holds an M. Ed. with an emphasis on Social-Emotional Learning. Alison has a true passion to support ECE professionals to understand the importance of social-emotional development and trauma informed practices. She is approved as a trainer on the Pennsylvania Keystone STARS PD Registry and has extensive experience with classroom quality assessments, including CLASS and the Environmental Rating Scales.



Alison Leshan

PROFESSIONAL DEVELOPMENT SPECIALIST
aleshan@lakeshorelearning.com

EXPERIENCE

Lakeshore Learning Materials Professional Development Specialist

- Design and facilitate custom professional development offerings for customers based on their targeted needs
- Create engaging hands-on professional learning opportunities for administrators, teachers, and families across the country

Delaware County Intermediate Unit Education Manager

- Managed and led Head Start program
- Provided direction and supervision for lead teachers and instructional assistants
- Supported administrative staff and teachers with professional learning opportunities
- Collaborated in weekly program management meetings
- Program-wide event management
- Implemented and developed policies and procedures to support Head Start standards and DCIU expectations
- Supported onboarding of all new staff members

National Institute for Early Education Research PHL Assessor and Data Collector

- Administered CLASS assessments
- Provided detailed guidance to support program leaders with CLASS readiness
- Collaborated weekly with Project Coordinator to discuss trends and challenges related to assessment data
- Supported Project Coordinator with data cleansing of reports

Shine Early Learning Deputy Director of Coaching and Technical Assistance

- Engaged with outside assessment teams to ensure program and coach assessment readiness
- Created professional development content to support coaches and providers
- Managed a SOK budget for coaching and training facilitation services
- Established and implemented an onboarding process for new hires

First Up EQUIP Project Lead/Senior Early Childhood Specialist

- Managed all aspects of EQUIP (Early Education Quality Improvement Project)
- Maintained community partnerships to ensure project success
- Provided quality improvement support and coaching for Early Childhood Programs to progress in the Quality Rating System



Alison Leshan

PROFESSIONAL DEVELOPMENT SPECIALIST
alessan@lakeshorelearning.com

EXPERIENCE

First Up

Early Childhood Specialist

- Provided professional development and coaching for various Philadelphia childcare programs
- Participated in onboarding Early Childhood Specialists
- Developed the Directors Apprenticeship Sustainability Project

Goddard Systems Inc.

Field Instructor and Growth Specialist

- Created and implemented training modules
- Participated in Regional Director meetings and trained on coaching program leaders
- Led quarterly nationwide trainings to support directors and teachers





Elda Perez

PROFESSIONAL DEVELOPMENT SPECIALIST
eperez@lakeshorelearning.com

More than two decades of firsthand experience have provided Elda Perez with precious knowledge about what works—and what doesn't—in early childhood programs. From designing and planning new programs to implementing quality improvement criteria for existing ones, Elda has done it all. Eager to share the fruits of her experience, Elda embraces every opportunity to help others benefit from her deep understanding.

In her role as professional development specialist, Elda draws on her knowledge to provide relatable advice that targets the specific needs of her audience. Whether she is speaking to program directors, classroom teachers or parents, Elda offers practical support that addresses their most pressing concerns. A true team player herself, Elda emphasizes the importance of cross-collaboration in meeting essential program goals.

In addition to a bachelor of science degree and a master's degree in early childhood education, Elda holds multiple certifications—including as a CLASS trainer and observer. Elda also relies on her considerable bilingual skills to support English-language and Spanish-language audiences alike. With a strong focus on program management, quality improvement and school readiness, Elda enchants her audiences with an unmistakable passion and commitment to early education.



Elda Perez

PROFESSIONAL DEVELOPMENT SPECIALIST
eperez@lakeshorelearning.com

EXPERIENCE

LAKESHORE LEARNING MATERIALS

Professional Development Specialist

- Develop and present trainings that equip educators to address state standards and assessment measures
- Present training sessions at local, regional and national conferences

The University of Texas Rio Grande Valley

Director of Education & Child Development Services

- Supervised and guided early childhood education mentor coaches and teaching staff
- Worked with lead teachers to create a learning environment that is socially, physically and cognitively appropriate
- Supported curriculum implementation and oversight of education services in line with Early Head Start standards
- Identified and prioritized materials and equipment for classrooms and playgrounds
- Planned and organized professional development trainings to ensure staff compliance with state licensure

The University of Texas-Pan American

Founding Director of Child Development Center

- Established and implemented short-term and long-term goals, objectives, policies and operating procedures
- Coordinated all aspects of child program, parent program, food services and special projects
- Maintained compliance with state and national accreditations, including 4 star-level provider certification with Texas Rising Star (TRS)
- Served as project director of the Child Care Access Means Parents in School (CCAMPIS) Grant

Texas Migrant Council, Inc. – Child Care Services

Child Development Specialist & Quality Improvement Activities Supervisor

- Developed program budget, timelines and local operating procedures
- Ensured all project components were successfully met—including RFPs, bids, project summaries and liaison activities

Early Childhood Development Resources Project Coordinator

- Ensured all activities were completed within established program guidelines, budgets and timelines
- Conducted training workshops for CCS providers

Texas Rising Star Provider Program Management Specialist

- Assessed daily activities of providers—caregiver and child interaction, health and safety, food services, and appropriateness of indoor and outdoor environments
- Reviewed curriculum appropriateness for multiple age groups and assessed parental involvement activities

South Texas College

Adjunct Instructor

- Taught and provided an overview of the Child Development Associate Credential requirements and training
- Focused on the responsibilities of a working program director—budgets, staff development, accreditation, etc.



Elda Perez

PROFESSIONAL DEVELOPMENT SPECIALIST
eperez@lakeshorelearning.com

EDUCATION

MASTER OF SCIENCE, EARLY CHILDHOOD EDUCATION

The University of Texas-Pan American

BACHELOR OF SCIENCE, FAMILY AND CONSUMER SCIENCES

Southwest Texas State University

CERTIFICATIONS

Professional Development Specialist

Council for Professional Recognition – Infants,
Toddlers & Preschool

Certified CLASS™ Observer

Infant & Toddler Observer

Certified CLASS™ Observer

Pre-K Observer

Certified CLASS™ Train-The-Trainer

Infant Trainer





Emily Champlin

PROFESSIONAL DEVELOPMENT SPECIALIST
echamplin@lakeshorelearning.com

With more than a decade of experience in early childhood education, Emily Champlin has supported hundreds of programs across the country and touched the lives of countless educators, children and families. With her combined experience as a classroom teacher and a QRIS administrator for the Nevada Department of Education, Emily has developed a deep passion for improving the quality of education—fueling her work to support a variety of programs through professional development training and technical assistance.

As a Professional Development Specialist, Emily uses her extensive knowledge and experience to lead participants through engaging trainings that reflect current research, promote equity and include meaningful, hands-on learning practices. Committed to supporting individual goals, facilitating change and achieving desired results, Emily prioritizes the use of highly effective strategies that participants can easily implement right away.

Emily holds an MA in Early Childhood Education and a BFA in Acting/Theatre Arts. She is an approved trainer on the Nevada state registry and has significant experience with a variety of classroom-quality assessments, including ITERS and ECERS.



Emily Champlin

PROFESSIONAL DEVELOPMENT SPECIALIST
echamplin@lakeshorelearning.com

EXPERIENCE

Lakeshore Learning Materials

Professional Development Specialist

- Design and facilitate custom professional development offerings for early childhood educators based on their determined needs
- Facilitate engaging hands-on professional learning opportunities for administrators and teachers across the country

University of Nevada, Las Vegas

Instructor

- Serve as adjunct faculty member
- Provide Early Childhood Education training and coursework

Nevada Department of Education – Office of Early Learning and Development

QRIS (Quality, Rating and Improvement System) Administrator

- Supported more than 300 programs in child care, family child care and school district learning spaces
- Provided professional development and technical assistance
- Promoted equity and efficiency

State Pre-K Program Administrator

- Supported the Nevada Ready! State Pre-K program
- Served approximately 3,000 students statewide

Clark County School District

Kindergarten and Pre-K Teacher

- Taught kindergarten and pre-k students at Red Rock Elementary School
- Led Title I classrooms and provided professional development for fellow teachers
- Helped earn recognition for national quality standards (CLASS and ECERS)

Teach for America, Phoenix Institute

Coach/Advisor

- Provided training and coaching for early childhood educators
- Prepared educators to enter the workforce

Head Start – Acelero Learning

Pre-K Teacher

- Served as lead teacher in a play-based Head Start classroom
- Implemented developmentally appropriate curriculum
- Structured the classroom around national quality standards (CLASS and ECERS)



Professional Development



Custom Solutions



Conferences & Workshops

Emily Champlin

PROFESSIONAL DEVELOPMENT SPECIALIST
echamplin@lakeshorelearning.com

SKILLS

- Coaching, mentoring, training and presentation
- Professional development content creation
- Technical assistance
- Partnership facilitation and team building
- Family and parent involvement

EDUCATION

MASTER OF ARTS, EARLY CHILDHOOD EDUCATION
University of Nevada, Las Vegas

BACHELOR OF FINE ARTS, ACTING/THEATRE ARTS
Brigham Young University

ASSOCIATIONS

Nevada ECE Workforce Framework Task Force

Southern Nevada Early Childhood Advisory Council Member Nevada

Early Childhood Obesity Prevention Workgroup Member

Nevada TACSEI (Technical Assistance Center on Social Emotional Intervention) Pyramid Subcommittee Member NAEYC and NevAEYC Member

T.E.A.C.H. Early Childhood Nevada Scholarship Program Board Member





Kim Engelhardt

PROFESSIONAL DEVELOPMENT SPECIALIST
kengehardt@lakeshorelearning.com

Kim Engelhardt has been serving early childhood programs for 25 years and has a passion for supporting children with disabilities and dual language learners through mindfulness strategies and relationship building. When she became a mom to a child with an identified disability, she discovered the importance of early intervention from the parent's perspective.

Kim served as a curriculum specialist, instructional coach, and Training and Technical Specialist for Head Start and Early Head Start Programs. Kim has used her extensive experience and knowledge to lead participants through engaging professional development that reflects current research, promotes equity of education, and includes meaningful, hands-on learning practices. Possessing a real passion for results, Kim uses her experience to focus on effective strategies that participants can implement right away!

Kim holds an M.A. in Education, and a B.A. in Fine Art Management, non-profit focus. She is also trained in a variety of classroom-quality assessments, including ITERS, ECERS, CLASS, and QCIT. Kim's expertise in facilitating change in the classroom has proven highly effective across the country.



Kimberly Engelhardt

PROFESSIONAL DEVELOPMENT SPECIALIST
kengelhardt@lakeshorelearning.com

EXPERIENCE

Lakeshore Learning Materials

Professional Development Specialist

- Design and facilitate custom professional development offerings for customers based on their determined needs
- Facilitate engaging hands-on professional learning opportunities for administrators, teachers, and families across the country

Region 8 Head Start

Training and Technical Support

- Designed and facilitated professional development for regional conferences
- Conducted annual site visits with feedback for program and quality improvement
- Partnered with Head Start Program Specialists for comprehensive support
- Diversity, Equity, and Inclusion Lead

Catholic Charities

Director of Disabilities, Inclusion & Early Childhood Education

- Leader of 9 Head Start and Early Head Start centers in Denver, CO
- Supervised Coaches and Teachers
- Advocated for staff and students with disabilities
- Implemented IEPs and IFSPs
- Nurtured partnerships with staff, families, vendors, and clients
- Designed data-driven and targeted professional development and training
- Organized all instructional design, training, and implementation

Mosaica Education

International Curriculum Designer & Instructional Coach

- Designed and implemented curriculum for schools in 4 countries.
- Co-created The Leadership Institute
- Conducted and organized teacher evaluations and professional development events
- Data analysis and monitoring of school improvement plans
- Examined and executed IEP protocols and procedures
- Supervised staff recruitment and retention

Weld County School District 6

Intervention Teacher & Coach

- Utilized researched-based learning models to provide support for students
- Maintained and monitored progress of individual students
- Directed staff trainings on intervention implementation and home/school connections



Kimberly Engelhardt

PROFESSIONAL DEVELOPMENT SPECIALIST

kengelhardt@lakeshorelearning.com

City View Charter School

Early Childhood Educator & Art Director

- Delivered ongoing support for art across the curriculum
- Established partnerships with local community artists
- Implemented the Expeditionary Learning Outward Bound Educational Model
- Mentored first grade staffing team

SKILLS

Professional Development
Coaching, Mentoring, and
Training Conflict Resolution
Leadership
Presentations

EDUCATION

MASTER OF ARTS IN EDUCATION

Pacific University

BACHELOR OF ARTS, FINE ART MANAGEMENT

University of Northern Colorado

CERTIFICATIONS

Certified Educator of Infant Massage
Certified OCIT Observer
Coach Training Alliance
Certification Pre-K CLASS
Reliable Observer



Professional Development



Custom Solutions



Conferences & Workshops



Kristi Kirinch

PROFESSIONAL DEVELOPMENT SPECIALIST
kkirinch@lakeshorelearning.com

Dedicated to early childhood education for over 20 years, Kristi brings a wealth of knowledge, experience and a unique perspective to Lakeshore's Professional Development team. Kristi's experience as an early childhood teacher and program director ignited her passion for improving education practices that impact teachers, administrators and—above all—children and their families. Inspired by the positive effect that quality training content can have on young children, Kristi began researching, writing and delivering professional development courses designed to facilitate change and classroom improvement across a wide range of subject areas.

Specializing in early childhood education from birth through third grade, Kristi leads participants through engaging professional development experiences that reflect current research, promote equity of education and include meaningful, hands-on learning practices. Interesting to note, Kristi is a certified yoga instructor for both children and adults—with a strong passion for mindfulness. Her belief in the importance of utilizing the mind-body connection, combined with her education expertise, has allowed her to effectively support the social-emotional development of young children and enrich her educational trainings. Kristi's warm demeanor draws participants in and leaves them feeling motivated and excited to make changes in their classrooms that will better serve their children.

Kristi holds a B.A. in Liberal Arts and Sciences (with specializations in Early Childhood Education and Communication) and an M.S. in Early Childhood Education. She is also a published author in NAEYC's award-winning magazine for preschool educators, *Teaching Young Children*. In addition to presenting at numerous national and international early childhood conferences, Kristi is an approved trainer on 10 state professional development registries, including in Ohio, Washington, Michigan, Georgia and Pennsylvania.



Professional Development



Custom Solutions



Conferences & Workshops

Kristina Kirinch

PROFESSIONAL DEVELOPMENT SPECIALIST
kkirinch@lakeshorelearning.com

EXPERIENCE

LAKESHORE LEARNING MATERIALS

Professional Development Specialist

- Design and facilitate custom professional development offerings for customers based on their determined needs
- Facilitate engaging, hands-on professional learning opportunities and virtual trainings for administrators, teachers and families across the country

GODDARD SYSTEMS UNIVERSITY

Field Trainer

- Developed and delivered early childhood education courses to Goddard Schools
- Achieved and maintained early childhood trainer-approval status in several states to issue credits across Goddard's nationwide system
- Developed complete training programs and led trainings using expert learning techniques
- Delivered high-quality training to employees by blending the business's goals, mission and values with learning development initiatives
- Assessed training needs using employee surveys and interviews to gather data

4C OF THE MIAMI VALLEY

Professional Development Trainer

- Developed and delivered trainings for early childhood education professionals
- Researched and incorporated new training methods, tools and resources to offer updated, qualified training content in early childhood education

THE GLEN EARLY LEARNING CENTER

Early Childhood Program Director

- Hired, mentored and monitored qualified child care staff
- Handled admission and placement of new students
- Monitored compliance with state, federal and company regulations, standards and requirements
- Oversaw daily activities and programs to educate and socialize participants
- Improved school curriculum and policies by conducting research on developments in early childhood education and integrating findings during planning
- Wrote newsletters and e-mails to communicate monthly activity schedules to parents

Preschool Lead Teacher

- Provided daily instruction, lesson planning and assessment
- Increased student academic performance by diversifying teaching techniques
- Implemented hands-on, play-based strategies using the High Scope curriculum



Kristina Kirinch

PROFESSIONAL DEVELOPMENT SPECIALIST
kkirinch@lakeshorelearning.com

EDUCATION

MASTER OF SCIENCE, EARLY CHILDHOOD EDUCATION
University of Dayton

BACHELOR OF ARTS, LIBERAL ARTS AND SCIENCES
Capital University

ASSOCIATE OF ARTS, EARLY CHILDHOOD EDUCATION
Big Bend Community College

CERTIFICATIONS

Certified High Scope Curriculum Trainer

Certified CPR/First Aid Instructor Certified

Yoga Instructor

Certified PreK-3 CLASS Assessor





Marley Lomboy

PROFESSIONAL DEVELOPMENT SPECIALIST
mlomboy@lakeshorelearning.com

A teacher, curriculum specialist and 4K coach for early childhood programs, Marley Lomboy has been dedicated to the education of young children for over ten years. With a passion for social emotional development and early literacy, Marley is eager to share her experience and knowledge of best practices to support memorable and meaningful trainings for teachers and caregivers.

As a professional development specialist, Marley believes that trainings should be fun, engaging, and authentic—leaving participants eager to continue their growth as educators. Her knowledge of ECERS, ITERS, CLASS, and early childhood curriculums allows her to provide practical, real-world strategies that can be easily put into practice. Marley knows that empathy, compassion and teamwork can create a special kind of magic, and her interactive trainings are designed to support that goal.

Marley holds a bachelor's degree in elementary education with a focus on reading and a master's degree in education specializing in language and literacy from birth through grade 5.



Marley Lomboy

PROFESSIONAL DEVELOPMENT SPECIALIST

mlomboy@lakeshorelearning.com

EXPERIENCE

Lakeshore Learning Materials

Professional Development Specialist

- Design and facilitate custom professional development offerings for customers based on their determined needs
- Facilitate engaging hands-on professional learning opportunities for administrators, teachers, and families across the country

Cobb County Schools

Classroom Teacher

- Developed and implemented curriculum into flexible lessons and differentiated plans
- Achieved and maintained growth status in student reading and math scores on standardized assessments
- Served as mentor for at-risk students
- Supported students with IEPs

Winston Salem Forsyth County Schools Instructional

Facilitator

- Coached, mentored, and trained 32 teachers in 6th-12th grades
- Managed the collaborative work of 13 Professional Learning Teams
- Developed personalized learning framework for teachers & students
- Contributed to school-specific and county-wide professional development
- Served on School Improvement Team, Leadership Team, and Instructional Team

South Carolina First Steps

Regional Coordinator

- Managed territory of 30+ childcare centers and teaching staff
- Recruited new centers and teachers to 4K Program
- Mentored, coached, and modeled instructional practices
- Utilized Creative Curriculum, Montessori Curriculum, and High Scope Curriculum
- Implemented ITERS/ECERS/CLASS assessments to support classroom structure

Pitt County Schools Classroom

Teacher

- Implemented Common Core curriculum into flexible lesson plans
- Achieved and maintained proficiency status in student reading and math scores on standardized assessments
- Participated in school committees to support professional development
- Supported students with IEPs



Professional Development



Custom Solutions



Conferences & Workshops

Marley Lomboy

PROFESSIONAL DEVELOPMENT SPECIALIST
mlomboy@lakeshorelearning.com

SKILLS

Professional Development Coaching,
Mentoring, and Training Strategic
Planning Client Engagement
Presentations

EDUCATION

MASTER OF EDUCATION, LANGUAGE and LITERACY
University of South Carolina

BACHELOR OF SCIENCE, ELEMENTARY EDUCATION
East Carolina University

CERTIFICATIONS

North Carolina Teaching License
South Carolina Teaching License
Georgia Teaching License





Michelle Duhon

PROFESSIONAL DEVELOPMENT SPECIALIST
mduhon@lakeshorelearning.com

For nearly 15 years, Michelle Duhon has committed herself to advancing quality and inclusive practices within early learning. Her career in early childhood education began as a teacher, focusing on infants to pre-k. In addition, she worked as an early learning administrator and coach for a state quality rating system. As a result of her diverse range of experience, Michelle offers a variety of expertise along with a highly engaging training style. Her passion for improving early learning and child care systems in the U.S. is what fuels her to offer top-quality professional development for the educators and administrators dedicated to serving children and families.

Michelle's philosophy for adult learning includes special consideration for individual needs and ensuring participants receive the accommodations necessary to participate to their fullest. She is committed to using evidence-based concepts and research to reinforce topics and expand learning. Additionally, she holds a special interest in topics such as inclusion, leading effective teaching teams, early childhood development, outdoor preschool, sensory/self-regulation and social-emotional learning.

Michelle holds a B.A. in Early Childhood & Family Studies from the University of Washington, as well as an M.A. in Early Childhood Education from the University of Colorado. She has an endorsement for infant mental health through WA-IMHE and is an approved trainer within Washington state.



Michelle Duhon

PROFESSIONAL DEVELOPMENT SPECIALIST
mduhon@lakeshorelearning.com

EXPERIENCE

Lakeshore Learning Materials

Professional Development Consultant

- Design and facilitate custom professional development offerings for customers based on their determined needs
- Facilitate engaging hands-on professional learning opportunities for administrators, teachers and families across the country

Northwest Center Kids, IMPACT

Inclusion Consultant

- Provided coaching and mentoring to child care providers in King County
- Oversaw resources and education around inclusive practices and policies
- Encouraged adjustments that foster more inclusion at the program level and in classroom practices
- Consistently entered and monitored data related to program deliverables
- Provided professional development trainings to address a range of topics related to inclusion

YMCA of Pierce & Kitsap Counties

Early Learning Operations Director

- Led and monitored operations of early learning programs, day camp programs and meal support programs
- Supervised and developed 100+ early learning and day camp staff
- Designed and facilitated professional development opportunities for staff
- Partnered with key community members to connect services and explore opportunity for program expansion
- Provided support for all branch operations

KLA Schools

School Director

- Supervised and developed 30+ staff members
- Led all school operations, including billing, budgets, staffing and licensing
- Planned creative marketing concepts to attract new enrollments
- Monitored and facilitated all enrollment paperwork and other school documentation
- Guided efforts for ongoing quality improvement, beyond standard licensing requirements
- Coached and mentored staff to support the implementation of Reggio Emilia learning philosophy

(Continued)



Child Care Resources

Early Achievers Pre-Rating Lead

- Supervised and developed a team of Early Achievers pre-rating consultants
- Conducted ongoing observations and feedback for child care providers using CLASS and ERS
- Supported child care providers as they navigated Early Achievers standards and rating process
- Conducted statewide trainings for early learning professionals on a variety of early learning topics
- Facilitated trainings at early learning conferences: Elevate, Starting Strong, WAEYC and more
- Designed customized training at the request of child care providers
- Consistently met deadlines for data entry and data reporting
- Maintained and monitored data related to program deliverables
- Actively participated in racial equity group meetings: whole group and caucusing

KinderCare Learning Centers

Center Director

- Supervised and developed 20+ staff members
- Led all school operations, including billing, budgets, staffing and licensing
- Planned creative marketing concepts to attract new enrollments
- Monitored and facilitated all enrollment paperwork and other school documentation
- Monitored classroom quality and offered coaching for support
- Actively participated in Early Achievers and other quality improvement efforts

SKILLS

- Coaching, mentoring, training & presentation
- Project & initiative leadership
- Early learning advocacy
- DEI participation
- Marketing & networking

EDUCATION

MASTER OF EDUCATION, EARLY CHILDHOOD EDUCATION

University of Colorado, Denver

BACHELOR OF SCIENCE, EARLY CHILDHOOD & FAMILY STUDIES

University of Washington

CERTIFICATIONS

IMH-E, Infant Family Specialist, Category II

DCYF State-Approved Trainer



Professional Development



Custom Solutions



Conferences & Workshops



Ron Mohl

LEAD EDUCATIONAL PRESENTER
rmohl@lakeshorelearning.com

Ron Mohl holds a B.A. from Florida Atlantic University and brings over 24 years of experience in the education industry to his position of Lead Educational Presenter for Lakeshore Learning Materials. Ron is a CLASS-certified classroom observer for infant, toddler, and pre-k classrooms. Ron has also studied at the Environmental Rating Scale Institute for ECERS-3 and ITERS. In this role, Ron has collaborated with school districts to enrich their scope of instruction and summer programs—as well as public and private institutions—to provide professional development related to curriculum, including The Creative Curriculum® and HighScope.

Ron's experience with Head Start programs spans across the country with keynotes in state, regional and national conferences. Ron has also contributed education strategies to military child development centers around the world, including the United Kingdom, Italy, South Korea and Japan.

By focusing on the importance of play in the learning process, Ron's interactive trainings help educators enrich curricula that relate to being a partner in play through authentic experiences with children. Ron instills the need for creating a learning environment of mutual respect, and finds inspiration in a quote from Ralph Waldo Emerson: "The secret of education lies in respecting the pupil."



Ron Mohl

LEAD EDUCATIONAL PRESENTER
rmohl@lakeshorelearning.com

EXPERIENCE

LAKESHORE LEARNING MATERIALS

Lead Educational Presenter

- Develop and present trainings that equip educators to address state standards and assessment measures
- Give keynote presentations and provide training sessions at local, regional and national conferences

Regional Manager

- Presented trainings aligned to state standards, assessment measures and specialized customer needs

Early Childhood Education Consultant

- Presented training sessions at local, regional and national conferences

PALM BEACH COUNTY SCHOOL DISTRICT

After School Enrichment Program

- Built children's language and communication skills in an after school and summer enrichment program

EDUCATION

BACHELOR OF ARTS, ACCOUNTING

Florida Atlantic University

CERTIFICATION

Certified Infant CLASS™ Observer

Certified Toddler CLASS™ Observer

Certified Pre-K CLASS™ Observer

Level 3 ECERS-3

Level 3 ITERS





Tammy Lee

PROFESSIONAL DEVELOPMENT SPECIALIST
talee@lakeshorelearning.com

With nearly two decades in the field of education, Tammy Lee has supported hundreds of early childhood professionals, programs, and families of young children. She has dedicated much of her career to supporting the youngest learners and their educators in some of the most rural communities in the United States, including the Aleutian Islands in Alaska and tribal communities in rural Arizona. She has even been helicoptered down to Supai, Arizona at the bottom of the Grand Canyon to provide high quality professional development. Tammy has an extensive background in educating young minds through her years of teaching preschool at university and community college lab schools. While teaching preschoolers, Tammy also mentored college students in their early childhood education practicum and internship programs. She has a background in implementing both Reggio Emilia and project-based learning techniques in the classroom.

As a professional development specialist, Tammy loves to provide early childhood educators with additional tools for their teaching toolbox to promote a love of learning in children. She uses her experience both as an early childhood teacher and as an adjunct college instructor to connect with adult learners and bring the joy of learning through play to all her workshops.

Tammy holds an M.A. in Curriculum and Instruction with an endorsement in Early Childhood Special Education and a B.S in Family and Consumer Sciences with an emphasis in Professional Child Development. She is an approved trainer in the Arizona Early Childhood Workforce registry and the California Early Care and Education registry.



Tammy Lee

PROFESSIONAL DEVELOPMENT SPECIALIST
talee@lakeshorelearning.com

EXPERIENCE

Lakeshore Learning Materials

Professional Development Specialist

- Design and facilitate custom professional development offerings for customers based on their determined needs
- Facilitate engaging hands-on professional learning opportunities for administrators, teachers, and families across the country

Arizona State University/ Arizona PBS

Senior Coordinator

- Developed and implemented training and curriculum that aligned with Core Knowledge Areas of development for Registry participants
- Trained and mentored new Senior Coordinators with the Arizona Early Childhood Workforce Registry
- Developed and maintained relationships with early childhood centers, state, and local agencies
- Managed recruitment of ECE professionals to utilize the Arizona Early Childhood Workforce Registry

Yavapai College

Adjunct Instructor/ Master Preschool Teacher

- Taught undergraduate course, Introduction to Early Childhood Education to 30 students per semester
- Developed curriculum and content that aligned with program outcomes related to Early Childhood Development
- Establish meaningful relationships with students via in-person or virtual meetings
- Recruited speakers to present on the topic of Early Childhood Education
- Managed, supervised, and mentored practicum students, student workers, and assistant staff
- Devised and implemented the Constructivism Theory of learning, a child-initiated, teacher-guided curriculum
- Collaborated with colleagues and local agencies to create a meaningful experience for children
- Supported initial family meetings and parent-teacher conferences

Parkside Learning

Center Education

Coordinator

- Designed and implemented curriculum for Infant to School age teachers to utilize in the classroom
- Observed classroom and delivered quality feedback to teachers regarding teacher-child interactions
- Assisted in marketing through phone contact, center tours, program implementation, and summer camp
- Trained and supervised teachers in creating a balanced learning environment to support children

University of Wyoming

Lead Preschool Teacher

- Managed interns in implementing project approach/emergent curriculum while achieving NAEYC accreditation
- Developed and implemented documentation portfolios of children's development
- Created lesson plan templates and newsletters for center use



Professional Development



Custom Solutions



Conferences & Workshops

Tammy Lee

PROFESSIONAL DEVELOPMENT SPECIALIST
talee@lakeshorelearning.com

SKILLS

Professional Development
Coaching, Mentoring, and
Training Strategic Planning
Interpersonal Relationships
Team Building

EDUCATION

**MASTER OF EDUCATION, CURRICULUM, AND INSTRUCTION WITH AN EARLY CHILDHOOD SPECIAL
EDUCATION ENDORSEMENT**
UNIVERSITY OF WYOMING

**BACHELOR OF SCIENCE, FAMILY and CONSUMER SCIENCES, EMPHASIS- PROFESSIONAL CHILD
DEVELOPMENT**
University of Wyoming

BACHELOR OF SCIENCE, CHILD DEVELOPMENT EDUCATION ABROAD
Bond University, Australia

CERTIFICATIONS

Approved Arizona Early Childhood Workforce Registry

Trainer Approved California Early Care & Education Registry

Trainer Positive Parenting Program Certified

Strengthening Families Protective Factors Framework Certified



Professional Development



Custom Solutions



Conferences & Workshops

VIII. SUPPORTING DOCUMENTATION



**STATE OF MISSISSIPPI
MS DEVELOPMENT AUTHORITY
MDA - RFx**

RESPONSES REQUIRED BY:

Submission Date : 03/31/2025
Submission Time : 08:00:00 PST

RESPONSES OPENED ON:

Opening Date : 00/00/0000
Opening Time : 00:00:00 PST

VENDOR NO: N/A

VENDOR NAME & ADDRESS:

(To be completed by Vendor)

Lakeshore Learning Materials, LLC
2695 E. Dominguez Street
Carson CA 90895

SUBMIT NON-ELECTRONIC RESPONSE:

TO :
PLEASE CHECK DETAILS
BELOW. MS
US

RFx number : 3170032019
Smart number :
Buyer : BID BANK
Buyer Phone :
Email :
PROCUREMENTBID@MISSISSIPPI.ORG

DELIVERY POINT

NOTICE TO VENDOR:

Laurel School District
REQUEST FOR PROPOSAL
Educational Consulting Services

Proposals and supporting documentation may be uploaded to Central Bidding, mailed, or hand-delivered only on or before the indicated date and time. The Proposal Cover Page is to be placed on the very front of the vendors' submitted proposals. This is required on all submitted proposals regardless of the submission method.


All mailed or hand-delivered proposals should be sealed and submitted by on or before 10:00 am Central Standard Time (CST) on March 31, 2025 to the following:

Laurel School District
Business Office
Attn: Eunice Coleman
303 West 8th Street
Laurel, MS 39441

The submittal should be clearly labeled on the outside of the sealed envelope. Mailed or hand-delivered proposals must include the original and six (6) copies for the evaluation process. No copies are necessary for proposals uploaded to Central Bidding before the designated date and time. Please do not fax or email proposals. Proposals that are faxed or emailed are prohibited and will not be accepted for presentation or evaluation. Any proposal not submitted by the designated date and time will not be considered or accepted for evaluation.

ADDITIONAL CONTACT INFO:

Any questions contact EUNICE COLEMAN, ecoleman@laurelschools.org

Vendor Telephone Number		Title	Date
(800) 421-5354		Bid Analyst	3/21/2025
(Typed or printed) Name of Bidder	Signature of Authorized Bidder		
Johanna Lopez			

RFx number : 3170032019			Submission Date: 03/31/2025		Time : 08:00:00 PST	
Smart number :			Opening Date : 00/00/0000		Time : 00:00:00 PST	
Item	Change Indicator	Product No. / Mfg. Part No.	Description	Delivery / Req.date	Qty	Unit
# 1			Product Category : 92435 Educational/Training Services, In-Servic		1.000	EA

PROFESSIONAL SERVICES CONTRACT

This Professional Services Contract ("Contract") is made and entered into between Lakeshore Learning Materials, LLC ("Contractor") and the Laurel School School District ("LSD" or "District") for the period of TBD, 20TBD through TBD, 20TBD for an amount **not to exceed** \$ TBD as specified in Exhibit A.

List Budget Number(s): TBD

Scope of Work and Compensation

During the Term, Contractor shall be paid a fixed fee to perform the services described on Exhibit "A" attached hereto. In no event shall this fee increase. However, the LSD will always take advantage of price decreases. Such services shall be performed in a competent and professional manner, and in compliance with the terms and conditions set forth in the Contract.

WHEN DISTRICT FUNDS:

Attachment: Exhibit "A": Include detailed Scope of Work and Compensation

WHEN FEDERAL FUNDS:

If the life of the contract is:

- **\$10,000 up to \$249,999.99 include: Contractors Request for Proposals that show detailed Scope of Work, Compensation, Measurable Goals (at least 2 quotes required).**

Contract Administrator

For all Contracts the department should name a Contract Administrator. The Contract Administrator shall be chosen prior to the beginning of the contract. The Contract Administrator will be responsible for the tasks, technical requirements service performance, and verifying that payments are in compliance with the contract.

Personal Liability

Contractor acknowledges that the individual executing the Contract on behalf of the LSD is doing so only in his/her official capacity. To the extent any provision contained in the Contract exceeds such authority, Contractor agrees that it will not look to the individual in his/her personal or individual capacity or otherwise seek to hold the individual personally liable for exceeding such authority.

Independent Contractor

Based upon the Internal Revenue Code, the Contractor has been classified as an independent contractor and assumes all responsibility for reporting any earnings to Federal and State authorities where required by law and paying such taxes as may be required thereon. The contractor shall perform all services as an independent contractor and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by the contractor with respect to third parties shall be binding on the LSD.

No Third Parties

There are no other parties to this Contract. No obligations to third parties are provided herein, whether by the express or implied terms and conditions. Neither party shall be liable to any third party based upon this Contract, its terms and conditions, or a party's actions taken hereunder.

Entire Contract

The parties hereto acknowledge that this Contract constitutes the entire Contract of the parties with respect to the supplies or services described herein and supersedes and replaces any and all prior negotiations, understandings and agreements, written or oral, between the parties relating hereto. No terms, conditions, understandings, usages of the trade, course of dealings or agreements, not specifically set out in this Contract or incorporated herein, shall be effective or relevant to modify, vary, explain or supplement this Contract.

Severability

If any part of this Contract is declared to be invalid or unenforceable, such invalidity or unenforceability shall not affect any other provision of the Contract, and to that end the provisions hereof are severable. In such an event, the parties shall amend the Contract as necessary to reflect the original intent of the parties and to bring any invalid or unenforceable provisions in compliance with applicable law.

Insurance

(Applicable when the life of the Contract is in excess of \$25,000, or if requested by the District.)

In accordance with MS Code §31-5-51 (7), if entering into a formal contract which exceeds \$25,000.00, Contractor shall carry, pay for, and keep in force, with a company licensed to do business in Mississippi, certifying that it has appropriate and comprehensive insurance covering any incident arising from its operation. Policy shall name the Laurel School School District as Additional Insured. Such insurance shall at a minimum, include the following types of insurance and coverage limits:

- 1.) Comprehensive Commercial General Liability – with limits not less than \$1 million each occurrence
- 2.) Workmen's compensation as required by law and employer's liability with limits not less than \$500,000 per person per accident.
- 3.) Vehicle Liability – if vehicles or mobile equipment are used in the performance of the obligations. Contractor shall maintain liability insurance for all owned, non-owned or hired vehicles so used in an amount not less than \$1 million per occurrence combined single limit.

Contractor shall pass down the insurance obligations contained herein to all tiers of subcontractors working under this Agreement. Contractor agrees to notify the District of any claim by a third party or any incident or event that may give rise to a claim arising from the performance of this Agreement.

Certificates of insurance shall state that thirty (30) days prior written notice will be given to District before the policy may be canceled or changed. The official Certification of adequate insurance coverage shall be presented to District within five (5) working days of notification of award of contract and shall list District as additional insured.

Assignment

Contractor shall not assign or subcontract in whole or in part, its rights or obligations under this Contract without prior written consent of the LSD. Any attempted assignment without said consent shall be void and of no effect.

Authority to Contract

Contractor warrants (a) that it is a validly organized business with valid authority to enter into this Contract; (b) that it is qualified to do business and in good standing in the State of Mississippi; (c) that entry into and performance under this Contract is not restricted or prohibited by any loan, security, financing, contractual, or other Contract of any kind, and (d) notwithstanding any other provision of this Contract to the contrary, that there are no existing legal proceedings or prospective legal proceedings, either voluntary or otherwise, which may adversely affect its ability to perform its obligations under this Contract.

Modification or Renegotiation

This Contract may be modified only by written Contract signed by the parties hereto. The parties agree to renegotiate the Contract if federal and/or state revision of any applicable laws or regulations makes changes in this Contract necessary.

Public Records

Notwithstanding any other provisions, Contractor acknowledges that the terms of this Contract are subject to the Mississippi Public Records Act ("MPRA"), Mississippi Code Annotated §25-61-1 et seq. (1972, as amended). All disclosures by the District must be made in compliance with District policies and procedures established in accordance with the Mississippi Public Records Act, Miss. Code Ann. § 25-61-1 et seq.

LSD Confidential Information

Contractor will: (a) hold Confidential Information in confidence and (b) use its best efforts to protect Confidential Information in accordance with the same degree of care with which it protects its own Confidential Information. The Contractor will promptly give notice to the District of any unauthorized use or disclosure of the District's Confidential Information. The Contractor agrees to assist the District in remedying any such unauthorized use or disclosure of the District's Confidential Information.

Personal or Student Data Privacy Terms and Provisions.

To the extent applicable to this service Contract, Personally Identifiable Information (PII) Data/Student Education Records, and other non-public Data shall not be shared, sold, distributed, made available, or otherwise used for any purpose outside of those absolutely necessary for the performance of the Contract. PII includes but is not limited to: The name; Name of the student's parent, if student, or any family members; Address; A personal identifier, such as a

social security number, Driver's License or if student, student number, or biometric record; Other direct identifiers, such as the date of birth, place of birth, and mother's maiden name.

Data Breach Notifications

In the event of a suspected or confirmed security breach, compromise, or unauthorized access of PII or Student Education Records, Contractor will notify the LSD in accordance with applicable state law or immediately and without unreasonable delay, whichever occurs sooner. In the event a Security Breach is confirmed, Contractor and the LSD will work together to prepare and transmit notification(s) to the affected persons, the entire cost of which will be borne solely by Contractor. Contractor agrees to not send notice to persons affected by the breach pursuant to Mississippi Code § 74-24-29 or any other Federal or State law without first obtaining the LSD's approval for such notice, which approval will not be unreasonably withheld.

Personal or Student Data Security Controls

To the extent applicable to this service Contract, Contractor will encrypt all PII, or Student Education Records, in transit over public networks and at rest in Contractor's systems. Contractor will also implement the following security measures for all accounts with access to PII or Education Records: (1) two-factor authentication; (2) individual and separate usernames and accounts; (3) logging of all access; (4) implementation of the principle of least privilege; and (5) criminal background checks to ensure the user(s) of such accounts have no felony convictions, convictions that indicate a lack of honesty, or are registered sex offenders. Contractor will also implement the following measures: (1) industry-standard physical security and access controls; (2) 24/7 recorded video surveillance of Contractor-owned, rented, or leased premises where PII or Education Records are stored; (3) firewalls for all external data connections; (4) backup of the PII and Education Records to at least one site separated geographically from the primary site by at least 250 miles; and (5) implementation of a procedure for regular and timely installation of all necessary software updates and patches on any systems storing or with access to PII or Education Records. Contractor shall contractually require that all subcontractors with custody of or access to PII or Education Records take and implement these same measures. Contractor shall allow the District to take whatever steps are reasonably necessary to verify the implementation of the measures contained in this section.

Return and Destruction of Personal or Student Data Destruction or Education Records.

Upon termination of the Contract for any reason, Contractor shall release and return all Education Records within ten (10) business days, in a CSV or other format usable by the District. Contractor shall be assessed a penalty of Five Thousand Dollars (\$5,000.00) per day payable to the District for each business day in excess of ten (10) days from termination that said Education Records are not returned, with no cap or limit as to the amount of such damages. To the extent applicable to this service Contract, Contractor will ensure that all Personally Identifiable Information and Education Records in its possession will be securely destroyed at the end of this Contract, e.g., data wiping, degaussing, or shredding.

FERPA

To the extent applicable to the service contract, the Contractor shall protect and maintain all records, information and data collected pursuant to the Contract in accordance with applicable state and federal laws and regulation, including without limitation, the Family Education Rights and Privacy Act, 20 U.S.C. § 1232g; 34 CFR Part 99 ("FERPA"). To the extent applicable, Contractor is deemed a "school official" as defined by FERPA. The District retains exclusive ownership and direct control of all records subject to FERPA ("Education Records"). Specifically and without limiting the generality of the foregoing, the Contractor shall protect and maintain any and all Personally Identifiable Information from Education Records of the District's students consistent with applicable FERPA regulations and shall fully cooperate with the District in any request for such information. Any provision of the Contract that conflicts with this paragraph is deleted.

Damages

Any damage or loss to the LSD's property as a result of any action by the Contractor in the execution or performance of any item or service in this Contract, shall be repaired to the satisfaction of the LSD Board of Education, at the Contractors expense, within a reasonable time set forth by the LSD.

Hold Harmless

Contractor agrees that it will, and hereby does, indemnify, defend and hold harmless LSD from and against any and all claims, damages, losses, costs and expenses of every kind and nature, including court costs and attorney fees and claims for damages resulting from or arising out of any infringement claim or claim of bodily injury, death or damage to real or tangible personal property caused by Contractor and/or its partners, principals, agents, employees or subcontractors in the performance of this Contract. LSD will promptly notify Contractor in writing of any claim to be

indemnified hereunder, of which LSD has knowledge, and Contractor in turn will promptly notify LSD of any such claim. Contractor shall, at its sole expense, control the defense of such suit to the extent allowed by Mississippi law. The parties agree to cooperate with one another in the defense of any such matter.

Billing Information

A LSD Purchase Order shall be issued for the services provided under this Contract. Payments to the Contractor shall be made only upon completion of services or per the scope of work. Detailed invoice(s) shall note the Purchase Order number and sent to Laurel School District, Attn: Accounts Payable, 476 Highland Colony Parkway, Ridgeland, MS 39157. All billing will be in accordance with MS Code §31-7-305. Payments will be made to contractor within 45 days from the date the invoice is received at the district office, provided all is satisfactory based on the Contract requirements. The invoice shall show complete details of services rendered. LSD is exempt from sales and use tax. Exemption from sales tax is provided by statute of the law.

Compliance with Laws:

The Contractor understands that LSD is an equal opportunity employer and therefore maintains a policy which prohibits unlawful discrimination based on race, color, creed, sex, age, national origin, physical handicap, disability, genetic information, or any other consideration made unlawful by federal, state, or local laws. All such discrimination is unlawful and the Contractor agrees during the term of the Contract that the Contractor will strictly adhere to this policy in its employment practices and provision of services. The Contractor shall comply with, and all activities under this Contract shall be subject to, all applicable federal, State of Mississippi, and local laws and regulations, as now existing and as may be amended or modified.

Governing Law

Contractor acknowledges that LSD is a political subdivision of the State of Mississippi. Parties agree that this Contract is subject to Mississippi law and any provision of the Contract that is in direct conflict with any Mississippi law shall be deemed unenforceable. Any litigation with respect thereto shall be brought in the courts of Laurel School District, Mississippi. Contractor expressly agrees that under no circumstances shall LSD be obligated to pay an attorney's fee or the cost of legal action to Contractor.

Notice

Any notice required or permitted to be given under this Contract shall be in writing and sent by certified United States mail, postage prepaid, return receipt requested, to the party to whom the notice should be given at their usual business address. Notice shall be deemed given when actually received or when refused. The parties agree to promptly notify each other of any change of address.

Extraordinary Circumstances

If either party is rendered unable, wholly or in part, by reason of strikes, accidents, acts of God, weather conditions or any other acts beyond its control and without its fault or negligence to comply with any obligations or performance required under this Contract, then such party shall have the option to suspend its obligations or performance hereunder until the extraordinary performance circumstances are resolved. If the extraordinary performance circumstances are not resolved within a reasonable period of time, however, the non-defaulting party shall have the option, upon prior written notice, of terminating the Contract.

Mutual Termination

The LSD or Contractor may mutually agree to terminate this Contract. Payment shall be made for the services provided up to the agreed upon date of termination.

Termination for Convenience

The LSD may, when interests of the LSD so require, terminate the Contract in whole or in part, for the convenience of the LSD. Payment shall be made for the services provided up to the agreed upon date of termination.

Termination for Cause/Non-Performance

In the event either party fails to comply with the terms and conditions of the Contract, the non-defaulting party shall give thirty (30) days written notice to terminate the Contract. The Contract shall then terminate thirty (30) days from the date of the written notice. The non-defaulting party may also pursue any remedy available within the laws of the State of Mississippi. Upon termination, all obligations of LSD to make payments required hereunder shall cease.

Termination Due to Unavailability of Funds

It is expressly understood and agreed that the obligation of LSD to proceed under this Contract is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of this Contract are, at any time, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Mississippi to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to LSD, LSD shall have the right upon ten (10) working days written notice to the Contractor, to terminate this Contract without damage, penalty, cost or expenses to the Contractor of any kind whatsoever. The effective date of termination shall be as specified in the notice of termination.

Access to Records

The Contractor agrees that the LSD, or any of its duly authorized representatives, at any time during the term of this Contract, shall have access to, and the right to examine any pertinent books, documents, papers, and records of Contractor related to Contractor's charges and performance under this Contract. Contractor shall maintain reasonable complete and accurate records of the operations associated with this Contract and all fees and expenses charged to LSD, or paid on behalf of LSD, with respect to goods and/or services secured by this Contract. The Contractor will retain such records for the period of the Contract plus three years from the ending date or termination of the Contract. All records, reports, and other information shall remain or become the property of the LSD. This Contract does not give Contractor any rights, implied or otherwise, to data, content, or intellectual property, except as expressly stated in the Contract. This includes the right to sell or trade Data.

E-Verification Compliance

Contractor represents and warrants that it will ensure compliance with the Mississippi Employment Protection Act, Miss. Code Ann. §71-11-1 et seq. and shall register and participate in the status E-verification system for all newly hired employees.

Ethics: Gratuities and Kickbacks

By signing this Contract, the Contractor certifies that neither it nor any of its employees, representatives or agents have offered or given gratuities, in the form of entertainment, gifts or otherwise, to any director, officer or employee of the LSD with the view toward securing favorable treatment in the awarding, amending, or the making of any determination with respect to the performing of this Contract. The right of Contractor to proceed may be terminated after notice and hearing, the LSD determines that a Contractor, any agent, or other representative of Contractor gave or agreed to give, any employee in connection with any decision, approval, disapproval, recommendation, preparation or any part of a program requirement or a purchase request, as listed in Miss Code Ann. 97-11-53.

Representation Regarding Contingent Fees

By signing this Contract, the Contractor represents that it has not retained a person to solicit or secure a LSD contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee.

Debarment or Suspension

By signing this Contract, the Contractor agrees that neither it nor its principals are currently debarred or suspended from entering into a contract with a federal department, any political subdivision, a governing authority, agency of the State of Mississippi, or any other state, and that it is not an agent of a person or entity that is currently debarred from entering into a contract with a federal department, any political subdivision, a governing authority, agency of the State of Mississippi, or any other state. If at any time during the term of the Contract the Contractor becomes debarred or suspended, you must notify the LSD immediately.

Conflict of Interest

By signing this Contract, the Contractor certifies no involvement, financial or otherwise, that any member of the LSD board of education, employee, officer or agent of the LSD may have in the Contractor's organization. Contracts shall be in accordance with Miss Code Ann. §37-11-27.

Background Check and Fingerprint Screening When Working with Students

Student safety is a priority of the LSD. Consequently, all Contractors working directly with students agree that such Contractors shall be pre-screened and have a background check and fingerprinting screening. All such Contractors shall submit to fingerprint screening by the LSD which shall bill the Contractor for the fingerprint screening. (The current rate for fingerprint processing is \$40.00; this rate may increase.) Contractors hereby acknowledge that until the LSD has notified the Contractor that the fingerprint and background check has been completed to the satisfaction, in its sole discretion, of the LSD, no contract with the LSD may be approved. Further, Contractor agrees

that if any disqualifying information is received by the LSD from a background check and fingerprinting, any contract with Contractor is rendered null and void.

WHEN PAYMENT IS MADE USING FEDERAL FUNDS

The Contractor must disclose, in writing, any potential conflicts of interest to the LSD. (\$200.112)

Mandatory Disclosures (\$200.113)

The LSD must disclose to the Federal awarding agency, i.e. MDE, all violations of Federal criminal law involving fraud, bribery, or gratuity potentially affecting the Federal award.

FEDERAL GOVERNMENT REQUIRED CONTRACT PROVISIONS

By signing this Contract, the Contractor agrees to all applicable federal laws, rules regulations, including without limitation any and all requirements of contractors, subcontractors, materialmen, suppliers pertaining to employees, wages, labormen, workforce issues, minority and disadvantaged businesses, environmental and safety standards, monitoring and reporting, limitations on the use of certain telecommunications and video surveillance equipment, anti-lobbying, applicable requirements of the Purple Book, all requirements of **Appendix II to 2 CFR Part 200**, and any other requirements, obligations or limitations imposed by Laws on Contractor or Owner with regard to the Work.

Appendix II to Part 200—Contract Provisions for Non-Federal Entity Contracts Under Federal Awards: (Appendix II to Part 200)

The Parties agree that any and all federal laws that are required to be included in this Contract are incorporated by reference herein and made a part of this Contract. Contractor, as part of its obligations under this Contract and for no additional cost, agrees to cooperate with and provide necessary documentation and/or information reasonably requested by the LSD for purposes of satisfying any monitoring or reporting requirements imposed by federal laws. Invalidity of any portion of this Contract under the United States shall not affect the validity of the remainder of this Contract.

SIGNATURE PAGE FOLLOWS

The parties acknowledge and agree that this Contract may be executed by electronic signature, which shall be considered as an original signature for all purposes and shall have the same force and effect as an original. Without limitation, "electronic signature" shall include faxed versions of an original signature or electronically scanned and transmitted versions (e.g., via pdf) of an original signature.

IN WITNESS WHEREOF, the Laurel School District and the Contractor, have executed this Contract as of the day and year first set forth above.

Laurel School District
303 W. 8th Street
Laurel, MS 39402

Lakeshore Learning Materials, LLC
Business Name/Contractor

Address: 2695 E. Dominguez Street

LSD Authorized Signature

Carson, CA 90895

Taxpayer Identification Number

Title: _____

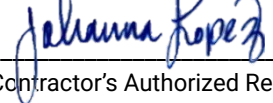
87-2802658

SAM.gov Unique Entity Identifiers (EUIs). EUI replaces DUNS and should be in place by 03/01/22 when \$25,000 or greater for FY)

Date: _____

Johanna Lopez

Contractor's Authorized Rep. (Print Name)


Contractor's Authorized Rep. Signature

LSD Contract Administrator Signature

Title: Bid Analyst

Title: _____

Date: 3/24/2025

Date: _____

LSD Superintendent Approval
***Required for Federal Programs PD*

Date: 3/24/2025

CONTRACTOR QUESTIONNAIRE:

- 1.) Are you currently an employee or substitute teacher of the LSD? Yes____No✓. If yes, payment must be made through payroll, not accounts payable.
- 2.) Are you a retiree of PERS? Yes____No✓. If yes, contact PERS for information needed to be approved as an independent contractor. The PERS approval letter must be with the Agreement before it can be fully executed. This is required every fiscal year.
- 3.) Do the services provided in this Scope of Work require that you work directly with students, as stated above in the Background Check and Fingerprint Screening When Working with Students? Yes ____ No ✓ If yes, by signing this Agreement, the Contractor agrees to a background check and fingerprint screening procedures as mentioned above.

- 4.) Have you ever been terminated, dismissed, or asked to leave employment due to any arrests, charges, or allegations that involved sexual/physical abuse or molestation? Yes____No ☒

REQUIRED APPROVALS: \$5,000 up to \$25,000 - Finance Director
\$25,000.01 and over - LSD Board of Education



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

6/24/2024

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

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

PRODUCER Marsh & McLennan Agency LLC Marsh & McLennan Ins. Agency LLC 1 Polaris Way #300 Aliso Viejo CA 92656	CONTACT NAME: Bradley Warren PHONE (A/C, No. Ext): E-MAIL ADDRESS: occerts@MarshMMA.com	FAX (A/C, No):
License#: 0H18131 LAKESEQUIP	INSURER(S) AFFORDING COVERAGE	NAIC #
INSURED Lakeshore Learning Materials, LLC 2695 E. Dominguez Street Carson CA 90895	INSURER A: Hartford Fire Insurance Company	19682
	INSURER B: Sentry Casualty Company	28460
	INSURER C: The Continental Insurance Company	35289
	INSURER D: XL Specialty Insurance Company	37885
	INSURER E:	
	INSURER F:	

COVERAGES**CERTIFICATE NUMBER:** 738475386**REVISION NUMBER:**

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input checked="" type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			72EC50F0A3E	7/1/2024	7/1/2025	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 500,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY			72UENCG6716	7/1/2024	7/1/2025	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
C D	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			7034190458 US00101090124A	7/1/2024 7/1/2024	7/1/2025 7/1/2025	EACH OCCURRENCE \$ 15,000,000 AGGREGATE \$ 15,000,000 \$
B B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y / N <input checked="" type="checkbox"/> N	N / A	9016910001 9016910002	7/1/2024 7/1/2024	7/1/2025 7/1/2025	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000

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

Hired Auto Physical Damage:
Limit - \$50,000
Comprehensive Ded - \$500
Collision Ded - \$1,000

Workers Compensation:
Retro - \$500,000

RE: Evidence of Coverage.

CERTIFICATE HOLDER**CANCELLATION**

Lakeshore Learning Materials, LLC
2695 E. Dominguez Street
Carson CA 90895-0000

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

AUTHORIZED REPRESENTATIVE

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SECRETARY'S CERTIFICATE

The undersigned, Jennifer Centazzo, being the duly appointed and acting Chief Operating Officer of Lakeshore Learning Materials, LLC, a California Limited Liability Company (the "Company"), does hereby certify that the resolution set forth below is a true and complete copy of a resolution duly adopted by the Board of Managers of the Company by unanimous written consent on January 7, 2025; and that said resolution has not been amended or repealed and is still in full force and effect:

THEREFORE, BE IT RESOLVED that

Tyler Domski, be, and he hereby is, appointed and designated as Vice President of Business Process and Contracts, Mike Duong, be, and he hereby is, appointed and designated as Vice President of Sales Operations, Rafael Muro, be, and he hereby is, appointed and designated as Bid Operations Manager, Eunice Peterson, be, and she hereby is, appointed and designated Bid Manager, Mariel Briones, be, and she hereby is, appointed and designated as Bid Administration Manager, Johanna Lopez, be, and she hereby is, appointed and designated as Bid Analyst, Kyle Ferguson-Owens, be, and she hereby is, appointed and designated as Bid Analyst, Lizbeth Borja, be, and she hereby is, appointed and designated as Bid Analyst, Fabian Soriano-Leyva, be, and he hereby is, appointed and designated as Bid Analyst Yesenia Rios, be, and she hereby is, appointed and designated as Bid Analyst, and William Roffers, be, and he hereby is, appointed and designated as Bid Analyst all with full power, and Oscar Altamirano, be, and he hereby is, appointed and designated as Proposal Writer, authority to act in the name and on behalf of the Company in all negotiations, concerns, and transactions with third parties, their employees, or agents in connection with bidding, which actions shall include but not be limited to the execution of, and affixation of the corporate seal to, all bids, papers, documents, affidavits, bond, sureties, purchase orders and notices issued pursuant to the provisions of any such bid or contract, with each and every such act to be conclusive evidence of their authority therefore and the Company's ratification, approval, confirmation, and acceptance thereof as valid and binding upon the Company.

IN WITNESS WHEREOF, I have hereunto set my hand and the seal of the Company this 25th day of March, 2025.



Jennifer Centazzo
Chief Operating Officer

