



Great Oaks Charter School - Bridgeport

GOBPT September Board Meeting

Published on September 15, 2025 at 8:41 AM EDT

Amended on September 15, 2025 at 9:15 AM EDT

Date and Time

Monday September 15, 2025 at 5:30 PM EDT

Location

375 Howard Ave. or virtually via Zoom.

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:30 PM
A. Record Attendance & Begin Recording Meeting		Bob Carlson	2 m
B. Call the Meeting to Order		Bob Carlson	1 m
C. Approve July Board Retreat Meeting Minutes	Approve Minutes	Bob Carlson	1 m
II. Finance Committee			5:34 PM
A. Vendor Approvals	Vote	David Zieff	3 m
- Board on Track renewal			

	Purpose	Presenter	Time
B. Finance Committee Updates	FYI	Benjamin Chan	30 m
III. Governance Committee			6:07 PM
A. Chief Operating Officer's Report	FYI	Latoya Hubbard	10 m
B. Chief Executive Officer's Report	FYI	John Scalice	10 m
IV. Closing Items			6:27 PM
A. Adjourn Meeting	Vote	Bob Carlson	1 m

Attention: Times and Locations are subject to change.

Coversheet

Approve July Board Retreat Meeting Minutes

Section: I. Opening Items
Item: C. Approve July Board Retreat Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for GOBPT July Board Retreat on July 22, 2025

DRAFT



Great Oaks Charter School - Bridgeport

Minutes

GOBPT July Board Retreat

Date and Time

Tuesday July 22, 2025 at 8:30 AM

Location

375 Howard Ave.
Bridgeport, CT 06605

Directors Present

Bea Bagley, Bob Carlson, Daniel Luciano, David Zieff, Matthew Nwosu, Robert Traber (remote)

Directors Absent

Corey Sneed, Eva Vega, Tenssie Ramsay

Guests Present

Benjamin Chan, Brian Frazier, Christopher Pellegrino, Denise Linares, Farah Martin, John Scalice, Karen Francis- Barnes, Kay-Ann Hewell-Walker, Latoya Hubbard

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Bob Carlson called a meeting to order on Tuesday Jul 22, 2025 at 8:36 AM.

C. Approve Minutes

Daniel Luciano made a motion to approve the minutes from GOBPT June Board Meeting on 06-17-25.

David Zieff seconded the motion.

The team **VOTED** unanimously to approve the motion.

Roll Call

David Zieff	Aye
Eva Vega	Absent
Tenssie Ramsay	Absent
Bob Carlson	Aye
Robert Traber	Abstain
Corey Sneed	Absent
Matthew Nwosu	Aye
Bea Bagley	Aye
Daniel Luciano	Aye

II. Votes & General Business

A. Board Roles

J. Scalice discussed we will be voting on Board Treasurer. Current Board Treasurer, Corey Sneed, has decided to step down but we appreciate his commitment to the board for the last 7 years. Corey has done a ton of work to help create a financial literacy amongst the leadership team which was critical to our school. We appreciate Corey!

Board Chair, B. Carlson, nominated D. Zieff for Board Treasurer and went over his background for the board of directors. He began our fundraising efforts and has been a huge help to the school and our CFO, B. Chan.

Board Chair, B. Carlson, also discussed needing a new Board Secretary. CEO, J. Scalice, shared that our current Board Secretary, Eva Vega is a banking specialist with M&T Bank who while working with the board as often as she could as our secretary; she does have other responsibilities and made it difficult to meet her completion of the board.

Given the change of leadership at the board level, board chair B. Carlson, nominated D. Luciano who is currently serving in Finance Committee and is a teacher in our 7th grade.

Bob Carlson made a motion to have David Zieff become our board treasurer.

Daniel Luciano seconded the motion.

The team **VOTED** unanimously to approve the motion.

Roll Call

Matthew Nwosu	Aye
Corey Sneed	Absent
David Zieff	Abstain

Roll Call

Bob Carlson Aye
Bea Bagley Aye
Eva Vega Absent
Tenssie Ramsay Absent
Daniel Luciano Aye
Robert Traber Aye

Bob Carlson made a motion to elect Daniel Luciano as Board Secretary.

David Zieff seconded the motion.

The team **VOTED** unanimously to approve the motion.

B. Committee Selections

All board members present have indicated their committee preferences and confirmed the committees to which they will serve.

Board Committees below:

Finance: David Zieff, Daniel Luciano, Bob Carlson

Governance: David Zieff, Bob Carlson, Bea Bagley, Tenssie Ramsay, Dr. Matthew Nwosu

C. Wellness Policy

COO, L. Hubbard, went over this upcoming school year's wellness policy 2025-2026.

Daniel Luciano made a motion to approve the 2025-2026 wellness policy.

Matthew Nwosu seconded the motion.

The team **VOTED** unanimously to approve the motion.

D. Set Calendar for SY 24-25

The Board discussed and finalized dates for committee meetings for the school year.

Finance Meeting will be the second Monday of the month at 4:00PM.

Governance Meeting will be the third Monday of the month at 5:00PM.

Board Meeting will be the third Monday of the month following Governance Committee Meeting at 5:30PM.

All dates/ times will be sent to the board in a calendar as well as Board on Track calendar invites.

Daniel Luciano made a motion to approve School Calendar 2025-2026.

Matthew Nwosu seconded the motion.

The team **VOTED** unanimously to approve the motion.

III. Executive Session

A. Vote to enter Executive Executive Session

Robert Traber made a motion to enter into Executive Session.

Bea Bagley seconded the motion.

The team **VOTED** unanimously to approve the motion.

B. Executive Session

C. Vote to Exit Executive Session

Bea Bagley made a motion to exit out of Executive Session.

David Zieff seconded the motion.

The team **VOTED** unanimously to approve the motion.

IV. Presentation Part 1- Responses to Board Requests

A. How do we differentiate ourselves as a school?

How are we already different?

Middle School:

- Focus on addressing the needs of each child
 - High dosage tutoring
 - Specific Social and Emotional Learning programs to enrich the whole child
- Stability and consistency of staff members
 - Average staff member in MS 4 years of service
- Continuous academic growth
 - Year over year ELA and Math achievement
- MLL Support
 - Dedicated MLL staff with personalized programs to meet English learner needs with proven success
 - Open and accepting school community that supports the student socially

High School:

- Fully funded Early College Credit Opportunities for Students
- 2023 - 2024 - 2 courses (6 credits)
- 2024 - 2025 - 5 courses (15 credits)
- 2025 - 2026 - 8 courses (24 credits)
 - CTC 101
 - Intro to Law
 - College Writing

- Intro to Communication
- Interpersonal Communication
- Principles of Sociology
- Social Problems
- Foundations of Leadership
- Unique job, college, and career exploration opportunities
 - Campus overnight visits
 - Local internship opportunities
- Continued and beginning MLL support for students
 - Specific programs for students with interrupted school experience
 - Dedicated MLL staff with personalized programs to meet English learner needs with proven success
 - Open and accepting school community that supports the student socially
- Seal of Bi-Literacy - 6 credits
 - 2023 - 2024 - 23 Students (Spanish, Portuguese, Patois, Arabic, Haitian Creole, Bosnian, Croatian, Serbian, Dari)
 - 2024 - 2025 - 20 Students (Spanish, Portuguese, Patois, Dari)

Students are fully supported, and one of our proud moments is that all of our students are connected to at least one adult. B. Bagley shared she is happy to see that our students are always connected to an adult as this is extremely important especially at this age.

Why parents choose us?

Middle School :

- High Frequency and Consistent communication
 - True Open Door Policy
- Focus on providing our kids with a well-rounded experience
 - Trips
 - Community partnerships
 - School events
- Strategic about meeting the academic and emotional needs our kids
- After-school programming

High School:

- Culture and Community
- College and Career Opportunities
- Individualized Support
- Students are seen and students have voice
- Investment into the student experience
- Relevant and Rigorous Coursework

B.

How can we further differentiate ourselves as a school?

Continued Development!

Key considerations:

- Limited Funding
 - New programs require staffing, supplies, and equipment
- Capacity
 - Expansion requires either additional work for already existing staff or the addition of staff to oversee implementation
- Space
 - With limited space, where will programs and classes take place

Each year, to continue innovating new programs, summer work is spent:

- Organizing staff to maximize program offerings for students
- Develop schedules and structures to assist in the attainment of the mission and vision of the school that often outpaces funding
- Understanding and accepting when you can't simply "think" your way into a solution

College Credit Opportunities

- Develop courses and opportunities to leverage "asynchronous" learning opportunities offered through Post University
- Team oriented development of a Science based learning pathway based on student feedback and interest
- Designated space within the school to serve as a "college" experience for students enrolled in Early College Credit
- Explore funding opportunities for additional non-specific Career and Technical Education opportunities for students to explore on their own such as; Information Technology, Business and Finance, and Hospitality

Continued Tutoring Services

- Creation of a new service program to replace the loss of AmeriCorps funding provided through to the Foundation
- Reduced number of Fellows requires a redesign of time usage to negate the negative impact of staff reduction
- Continue to enhance quality of program to bolster community awareness continuing to attract families

- Explore funding opportunities to expand the new program

Continued Investment in Unique Offerings

- Strategic investment in MLL staff to expand staff to meet the growing demand of English Language Learner enrollment by growing our own in this national critical shortage area
- Continued training and development on social and emotional programs to reduce culture impact for staff and students
- Careful budgeting and expenditure monitoring to continue to offer experiences for Middle and High School students at no or significantly limited cost to families.
- Provide opportunities for staff leadership and program enhancement through grant opportunities to offset labor costs

V. Presentation Part 2 - Response to Board Requests

A. How do we raise scores?

High Student Absenteeism

- Engage families to reduce barriers to attendance
- Strengthen classroom culture and relationships for student belonging
- Increase communication through bi-weekly updates and family events

Gaps in Foundational Skills

- Use i-Ready and classroom data to identify and address learning gaps
- Coach teachers to embed academic vocabulary and literacy routines
- Strengthen Flex and after-school intervention blocks
- Support student goal-setting and self-monitoring to drive ownership

Inconsistency in Implementing Professional Development

- Provide follow-up coaching on GO curriculum, clarity, and modeling
- Facilitate PLCs and data cycles focused on instructional alignment
- Use walkthroughs and feedback loops to monitor and reinforce PD
- Align coaching with Visible Learning strategies to increase engagement

B. Carlson asked when does the team know to change curriculum? K. Francis-Barnes reports the data shows everything and when the data shows us when something isn't working we will try to analyze and pivot.

B. What are the obstacles to raising scores?

Common Roadblocks to Student Performance

High student Absenteeism

- Decreased Family Involvement
- Lack of student engagement
- **Gaps in Foundational Skills over time**
- Inconsistent use of data to inform tiered interventions
- Non-targeted Differentiated Instruction
- **Inconsistency implementing professional development**

How Roadblocks are Addressed - Research Based

High student Absenteeism

- Decreased Family Involvement
- Lack of Student Engagement

High Absenteeism is actually a symptom of other issues; the five most typical are Mental and Physical health issues, transportation barriers, family housing instability, lack of student engagement, and family involvement. Of these, 2 are in our most immediate control to impact.

Family Engagement - By **increasing the number of opportunities for parents** to come to school for “celebration” events that we combine with informational opportunities, we anticipate a significant increase in overall parent engagement despite national declines noted in the middle and high-school years.

Student Engagement - By **increasing training and time allotments in class for student discourse** with a focus on questioning strategies and student led learning, combined with changes to the cell-phone policy and grading check-points aligned with participation in class, we anticipate an increase in overall student engagement.

Common Roadblocks to Student Performance

Gaps in Foundational Skills over time

- Inconsistent use of data to inform tiered interventions
- Non-targeted Differentiated Instruction
- **Gaps in Foundational Skills** is an area that **we can not go back in time to correct. *Blame doesn't remove skill gaps, increasing the rate of learning does.*** Gaps in skills are a symptom of high teacher turnover and inexperienced

teachers, interrupted or inadequate early learning, inconsistent data use, and non-targeted differentiated learning (supporting students to get to grade level based on their individual needs).

Data Usage - Through strategic investments in short, ongoing assessments, and our student data platform (iReady and Panorama), we are better able to use data to make informed decisions around instruction.

Differentiated Instruction - Our focus for year two of the Commissioner's Network plan is increasing student engagement; a large portion of this is done through differentiated instruction. **By creating instructional opportunities for students that they can access, engagement increases.**

Common Roadblocks to Student Performance

Inconsistency implementing professional development

Inconsistency implementing professional development is a nationally recognized challenge in education. **Inconsistency typically occurs due to a lack of classroom coaching**, competing initiatives, training being too abstract and not connected to the immediate needs of the teacher, and varied range of teacher readiness and preparedness to engage in new techniques.

Classroom Coaching and Coaching Meetings- Through grant implementation, Great Oaks carries 4 instructional coaches creating a ratio of 8:1. **This allows coaches to provide real-time feedback, monitor implementation, provide feedback and next steps on implementation, and design individual plans for teachers based on their experience, readiness, and classroom realities.**

Professional Development Plans - All professional development is strictly aligned to a single goal for the year; reducing competing initiatives and allowing teachers to dive deeper into a specific learning area gaining applicable knowledge and understanding.

C. What History do we teach?

What our students need:

- Real world applications
- Academic discourse
- Reading Comprehension
- Writing
- Critical Thinking

- Connecting with History
- Citing Evidence
- Research
- Speaking and Listening

Courses we offer:

- MS-Ancient World
- MS-World History to 1400
- MS-US History to 1900
- HS-Modern World
- HS-Modern US History
- HS_Civics
- HS_African American/Latin American
- HS-Human Rights
 - Asian and Native American history is embedded in curriculums

VI. Presentation Part 3 - Response to Board Requests

A. Plans to Retain & Attract Top Quality Teachers

Recruitment Strategies

Educational Career Fairs - To recruit candidates completing certified programs

- Job Posting
 - Indeed
 - Zip Recruiter
 - LinkedIn
- Admin Team Certification Education
- Referrals
- Fellow Transitions - Teacher Pipeline for Fellows
- Growth Opportunities - Internal Promotions
- Marketing teacher incentives - pension and other retirement benefits.

Retention Strategies

Staff Appreciation

- More events
- Staff Recognition
 - Birthday and anniversary recognition
 - Staff awards

- Regular surveys to gather staff opinions and feedback, demonstrating our commitment to valuing their perspectives and continuous improvement
- Teacher Development and Certification Support
- Collective effort to prioritize staff culture

Unfortunate Realities

Reputation and Perception

Urban schools are often seen as difficult environments, which can deter applicants even when strong supports and leadership are in place.

Local media narratives can amplify the idea that teaching in Bridgeport is overwhelmingly chaotic or dangerous.

Limited Candidate Pool

Teacher shortages, especially in high-need areas like special education, math, science, and bilingual education

Many certified teachers opt for suburban or private schools with more resources and perceived stability.

Certification Barriers

- Some candidates struggle to meet state certification requirements due to cost, testing hurdles, or lack of accessible preparation programs.
- Fairfield County High Cost of Living
 - Internal Budget Limitations
 - Teacher Salaries can make it difficult to live comfortably
 - Competitive industries may lure potential educators with higher-paying opportunities

Outcomes

No New Hires for School Year 2024-2025 that could not be certified.

- Hired 2 exceptional staff members from education career fairs, both

of whom will complete their certification over the summer

- We have significantly improved our recruitment timeline, gathering 20+ resumes well ahead of schedule compared to last year

- The percentage of staff we were able to retain this school year going into next school year is 91% compare to last year which was 82%

D. Zieff asked what is one thing we do really well to retain staff. What is the secret? L. Hubbard reports that one of our strengths is that we are able to retain the leadership team. This builds trust and relationships with your staff. We protizie school and staff culture so that helps the retention.

VII. Presentation Part 4 - Response to Board Requests

A. What is our plan to provide tutoring with the loss of AmeriCorps funding to the Great Oaks Foundation?

Introduction to GO-BPT Fellowship:

- Replaces the original Great Oaks Foundation AmeriCorps Fellows program
- 11-month service program focused on education equity
- Supports students through tutoring, mentoring, and classroom assistance
- Develops future educators and community leaders

Mission and Purpose:

- Address disparities in urban education
- Provide high-dosage tutoring and mentoring
- Build relationships with students and families
- Create inclusive classroom environments
- Develops an initial pipeline of potential future educators through hands on experience and coaching

Core Components:

- Student engagement & small group support
- Professional learning
- Mentorship & reflective practice
- Community & culture building
- Program completion & recognition

Fellowship Structure:

- Weekly mentoring check-ins
- Classroom assignments and Targeted Intervention
- Not limited to ELA and math
- 4 days per week, Monday, Wednesday, Thursday, Friday
- 7:30 AM - 4:00 PM service hours
- Weekly professional development opportunities
- Subsidized Housing
- Bi-weekly stipend - \$700 (aligned with similar national programs)
- \$3,000 completion award (around ½ of the previous AmeriCorps award)
- Optional after-school programming \$25 per hour (grant funded)

Cost Comparison:

Great Oaks Foundation Original

- 1st Yr Fellow (15) - \$14,000
- 2nd Yr Fellow (5) - 16,500
- Req. Fellow Leads (5) - \$18,000

AVG School Cost - \$15,300

Great Oaks Foundation After Americorps

- Yearly Cost - \$38,500

VS....

School Based

- Yearly Cost - \$16,100
- Completion Award - \$3,000

TOTAL COST - \$19,100

We do have a Continued Partnership:

Great Oaks Residents - \$25,000

Through established partnerships and private funding, Great Oaks continues to provide "Resident Teachers". This program is designed specifically for college graduates *currently enrolled* in teacher certification programs that are more-likely to seek employment in a school setting.

9 residents for 2025-2026

Bridgeport Fellowship

Our first year focuses on initial local recruitment and retention of Fellows looking to serve students and the community and help them explore careers in education and discover potential certification options based on college completion and interests.

6 Fellows for 2025-2026

Great Oaks Foundation Residency Structure looks like this:

- Must work with a Certified Teacher aligned to their certification area for 2 hours per day; additional requirements established through certification program RELAY
- Certification timeline - 2 years
- Not limited to ELA and math
- 7:30 AM - 3:30 PM service hours
- Required weekly professional development with teachers
- Subsidized Housing
- Stipend amount is unknown and paid through the Foundation
- There is no completion award
- Optional after-school programming \$25 per hour (grant funded)

But most importantly, the Impact on the Students:

- Personalized academic support
- Consistent mentoring relationships
- Improved engagement and motivation
- Development of study skills and habits
- Increased student outcomes

Year 2 Goals

- Expand to 10 Fellows
- Support returning Fellows through new opportunities
- Build certification access through continued partnerships with local colleges and universities aligned with recruitment
- Launch Local Pipeline (August 2025 for 2026-2027 cycle)
- Increase visibility to develop sustainability

VIII. Presentation Part 5 - Response to Board Requests

A. How does the administration plan to save \$300,000 per year?

Funding Streams - \$11,437,074

State Per Pupil- Determined by the amount of students enrolled; with added bonuses for Free and Reduced Lunch, English Language Learners, and Special Education

BPT Reimbursement- Bridgeport reimbursement for mandated Special Education Services

Federal- Entitlements awarded based on populations of students to enhance instructional programs, language programs, mental health supports, and training

Commissioner's Network Grant-Limited to 3 years for us with a reducing scale year over year to enhance improvement efforts aligned to proven methods

Private Grants- Competitive grants for specific programs, pilots, or alignment with an institutions mission

State Grants- Competitive grants for specific programs or pilots.

Allocations-

State Per Pupil- Amount \$8,923,500 - Percent 78% - Least Restrictive

BPS- Amount \$1,021,988 (est) - Percent 9%- Single Use - Reimbursement for actual services provided

Federal- Amount **\$610,116 (est) - Percfent 5%-** Restricted to specific program type and supply type

Com. Network- Amount \$580,000 (est)- Percent 5%- Restricted to direct plan application and 65% salary offset (50% next year)

Private- Amount \$281,000 - Percent 2.5%- Restricted to grant application outside of "Operational Grants"

State Grants- \$98,380- ,1%- Restricted to specific program type and supply type

Comparative- **Doing more with less...a lot less than you might think**

Over the past several years, Great Oaks has consistently outperformed similar districts in Connecticut in academic indicators as noted by CSDE data as well with the action of the CSDE removing Great Oaks from the Turn-Around list.

The removal from the turn-around list also created less funding from the State and reduced our Commissioner's Network potential to 3 years from a potential 5 year grant.

Heading into this year, we experienced a net loss of \$665,000 in expiring, changing, and ineligibility for specific grants. The State also froze per-pupil allocations for Charter Schools despite increasing costs for teachers and operations.

Understanding The Challenges-

Every year we make strategic changes to scheduling, service provision, and model to keep our costs stable while focusing on student improvement. This has been noted through our continued extension of grant cycles, some passed typical years of support, and the consideration of our school as a "School of Innovation" by the Center of Reinventing Public Education.

The following charts demonstrate the following:

- Highlighted areas of our personnel structure in comparison to research based and/or CSDE recommended staffing levels for a school of our profile

- High Needs Population
- Single School District with no Charter Management Organization

While not all specific areas are represented, no contradictory information has been excluded

General Education Teacher Staffing

Teacher recommendations are based on a typical class size of 25-27 students requiring 1 full teacher equivalent (1 FTE) and ½ of a teacher equivalent (.5 FTE) to cover preparation periods and a required duty free lunch period per day.

Calculation = 1.5 FTE per 25 students (661 students)

Recommended- 40 FTE, we have 32 FTE.

Instructional Coaching - Teacher Support

Calculation Formulas -

1 Coaching FTE per 10 teachers (32 teachers)

Recommended- 3, we are at 4.

Student Behavior and Mental Health Support - Certified

Calculation Formulas -

School Counselors = 1 FTE per 250 student (661 students)

Social Workers = 1 FTE per 100 students (661 students)

Recommended- 10, we are at 7.

Student Behavior and Mental Health Support - Non-Certified

Calculation Formulas -

Behavior Interventionists = 1 FTE per 100 students (661 students)

Recommended- 7, we are at 4.

School Based Administration

Calculation Formulas -

Principal = 1 FTE per school

Assistant Principal = 1 FTE per 300 students (661 students)

Recommended- 4, we have 4 FTE.

Operations

Calculation Formulas -

FTE Calculation is based on recommended positions for 661 students, 100 staff/volunteers, and approximately 65,000 square feet (Single School District) and include front office, school nurse, food services, building manager, etc.)

Recommended- 14, we are at 11.

Central Office Staffing

Calculation Formulas -

FTE Calculation is based on recommended positions for 661 students, 100 staff/volunteers, and includes specific description support staff and executive leadership

Recommended- 12, we are at 9.

Full School/District FTE and Cost

Recommended FTE- 90, we are at 69.

We have 3 Strategies that need to be discussed with the board.

1. Population Expansion

Expanding the 6-12 model through population expansion

What's Involved

Advocating to the state to recognize our original Charter Application Approved population of 750 student

What it does

- Each class opened of 25 students (4 additional classes) increases gross revenue by \$340,000 in per pupil revenue adding \$1,360,000
- After hiring at traditional levels; Total Net - \$926,524

Costs to consider

- Additional support staff likely (1 AP, 1 Social Worker, 1 School Counselor)

- This would leave a net gain of \$733,299

Unknown Costs

- Relocation or building costs

2. Model Expansion

Expanding the current model to include a K-5 model increasing population and grades served

What's Involved

Substantive change to the CSDE Approved Charter for Great Oaks; this includes advocacy and a Board Hearing to allow the change to move forward

What it does

- Expansion to K-5 to align with realistic population opportunities would result in 2 classes per grade level for a total population increase of 270 students for a gross increase of \$3,672,000
- After hiring at traditional levels; Total Net - \$2,371,572

Costs to consider

- This would require substantial hiring outside of teachers, inclusive of a principal, lead teacher, reading specialist, instructional coach, 2 social workers, 1 counselor, and additional operations costs.

- Anticipated net gain not inclusive of contracted services - 1,089,972

Unknown Costs

- Relocation or building costs

- Contacted service costs (food, janitorial, etc.)

3. Board Directed Cuts

Line item Board vote on each program, position, and expense to reduce overall spending in personnel and operations

What's Involved

Board member involvement, executive leadership, central office administration meeting to review budget items line by line to discuss the need of each position, program, expense, funding source, and potential to reallocate restricted use funding where possible.

What it does

- Creates a partnership between the school and board to work on cost savings
- Creates mutual accountability between board and school leadership regarding budget allocation and results of students

Costs to consider

- Time
- Student, staff, and service impact

Unknown Costs

Board members discussed this further. B. Carlson suggested the school prepare a budget with needs and use the 300,000. Increase the population to 750 then create a budget for k-5 so that way the board knows the numbers clearly.

IX. Presentation Part 6 - Response to Board Requests

A. What is the fundraising plan for the school?

This will be discussed in September's board meeting.

X. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:40 PM.

Respectfully Submitted,

Bob Carlson

Coversheet

Vendor Approvals

Section: II. Finance Committee
Item: A. Vendor Approvals
Purpose: Vote
Submitted by:
Related Material:
BoardOnTrack - Great Oaks Charter School Bridgeport - Renewal 2025-2026.pdf



Renewal Membership Agreement: 2025-2026

Term and Fee

The agreement below outlines the term and fee associated with your BoardOnTrack membership renewal. Your membership fee is due 30 days prior to the Renewal Start Date.

After you electronically sign this contract, we will send an invoice to the invoice email address listed below. Please let us know if any billing information is incorrect. It is okay to sign the contract and then let us know via email of any changes to billing information.

Member Billing Information

Member	Great Oaks Charter School Bridgeport
Billing Address	375 Howard Avenue Bridgeport, CT 06605
Billing Contact Name	John Scalice
Billing Contact Role	Chief Executive Officer
Billing Contact Email Address	jscalice@gobpt.org
Billing Contact Phone Number	(203) 870-8188

Invoice Will Be Sent To:	gobptap.bpt@greatoakscharter.org
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Membership Terms

Renewal Start Date	10 / 13 / 2025
Membership Package	Acceleration
Membership Term	1 year
Membership Fee	\$13,995.00
Plus Sales Tax As Applicable	TBD

By signing this agreement, Great Oaks Charter School Bridgeport agrees to the terms described above.

Authorized Signature

Accepted By (Member) _____

Printed Name: _____ Date of Member Acceptance: _____

I read, understand, and accept the BoardOnTrack Terms and Conditions available [here](#). I certify that I am authorized to sign and enter into an agreement for the organization purchasing the BoardOnTrack Membership. Note: You can find BoardOnTrack's W-9 form [here](#).