Wooddale Middle School

Amended Application for Existing ASD School Sponsors Seeking Authorization from their Home LEA

Opening in the 2025-2026 School Year,
Transitioning during the 2024-2025 School Year

Part 1 - General Information

Cover Sheet

Primary Point of Contact

Identify the primary point of contact for your application.

Name of School	Wooddale Middle School
Name of Sponsor / Sponsoring Entity	Green Dot Public Schools Tennessee (GDPST)
Name of Proposed Authorizer	Memphis Shelby County Schools

Primary Contact Name	Jocquell Rodgers
Primary Contact Role	GDPST Executive Director
Primary Contact Mailing Address	3467 Castleman Street, Memphis, TN 38118
Primary Contact Email Address	Jocquell.Rodgers@greendot.org
Primary Contact Phone Number	901.237.5608
Primary Contact Alternate Number	901.237.4440

School Information

Name of School	Wooddale Middle School
Projected Year of School Opening under Identified Authorizer	2024-2025
Name of Sponsor / Sponsoring Entity	Green Dot Public Schools Tennessee (GDPST)
Name of Proposed Authorizer	Memphis Shelby County Schools
Model or focus of school	College Preparatory
City or geographic community for school	Memphis: Parkway Village community

Sponsor & School Transition Team

Full Name	Current Job Title	Key Transition Responsibilities
Ms. Denai Greene	Principal, Wooddale Middle School	Serve as administrator and instructional leader of the school, direct and supervise the curriculum and guidance program of the school; oversee implementation of school based academic programming
Jocquell Rodgers	Executive Director, GDPST	Assume responsibility for the school's overall success; manage the GDPST Leadership Team and reports directly to the GDPST Board of Directors
Christina Austin	Chief Academic Officer, GDPST	Manage a team of Curriculum Specialists to coach teachers, vet, select, and ensure fidelity of curriculum execution, and implement the assessment model. The CAO supports SPED program development and implementation, compliance monitoring, professional development, and psychologist supervision and management. She also manages the overarching vision for counseling and clinical services.
Daniel Penaranda	Chief Operating Officer, GDPST	Manage the financial and operational aspects of the Tennessee Regional Office and all Green Dot Tennessee schools; collaborate with principals to determine resource allocations for the schools and manages the facilities and IT teams
Jovan Orozco	Director of Finance, GDPST	Manage the financial aspects of the Tennessee Regional Office and all Green Dot Tennessee schools; collaborate with principal to determine the budget(s)
Marysa Utley	Chief of Schools, GDPST	Provide direct coaching and support to the principals and assistant principals

Is the sponsor a not-for-profit organization with 501(c)(3) status?	X Yes □ No □ In Progress
If no or in progress, please explain:	

Is the school currently in contract with or partnering with a charter management organization (CMO)?	X Yes □ No
If yes, identify the CMO or other partner organization: Green Dot Public Schools Tennessee	

Assurances Form

Assurances

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for Wooddale Middle School. is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the authorizer and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to Tenn. Code Ann. § 49-13-111(p);
3. Will provide special education services for students as provided in Tenn. Code Ann. Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act, Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
   a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
   b. complying with Open Meetings and Open Records laws (Tenn. Code Ann. §§ 8-44-101 *et seq.*; 10- 7-503, 504) (guidance is available from the Office of Open Records Counsel);
   c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and Tenn. Code Ann. § 49- 6-3003;
   d. following state financial (budgeting and audit) procedures and reporting requirements according to Tenn. Code Ann. §§ 49-13-111, 120, and 127;
   e. requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by Tenn. Code Ann. § 8-19-101; and
8. Will, at all times, maintain all necessary and appropriate insurance coverage.

Signature

Jocquell Rodgers

Printed Name of Authorized Representative

Executive Director, GDPST

Title of Authorized Representative

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Executive Summary

Mission and Vision: The **mission** of Green Dot Public Schools Tennessee (Green Dot or GDPST) is to help transform public education so *all* students graduate prepared for **college**, **leadership**, and **life**. At Wooddale Middle School (Wooddale MS), transformation is rooted in a culture of resiliency where students, parents, faculty/staff, and community members will demonstrate intentional effort to surpass academic as well as behavioral expectations while establishing trust in the community as we serve as a growth catalyst through transparency of self and others. Wooddale MS' vision is focused on promoting students and fully preparing them for **college, leadership, and life.** Our vision calls us to develop effective leaders and teachers capable of delivering a rigorous academic model, individualizing support for all students, and creating a safe, nurturing school environment.

Students Served: Wooddale MS currently enrolls 558 sixth to eighth-grade students who live in the southeast (SE) region of Memphis in the Parkway Village and Hickory Hill communities, which are in the 38118-zip code. Wooddale MS students are primarily low-income Black and Hispanic students. The SY2023-24 (YTD) demographic profile of the student population includes 58% African American, 40% Hispanic/Latinx, 93% Free and Reduced Lunch, 58% economically disadvantaged, 23% English Learners, and 7% students with disabilities. Between SY2015-16 and SY2023-24, the percentage of our students Hispanic/Latinx students more than doubled. Given consistently low-performance data of 3rd to 8th-grade proficiency in the Memphis Shelby County Schools (MSCS), the majority of our population are students who are not meeting minimum standards of academic proficiency, students at risk of dropping out of high school, and students in chronically low-performing schools. Wooddale MS enrolls all students, particularly students who are far below grade level. For example, the 2023 beginning of the year (BOY) iReady data shows 5% of our incoming sixth graders enrolled on grade level in reading and 10% of our incoming sixth-grade students enrolled on grade level in math. Most students enroll two or three grade levels below with an average incoming sixth-grade level placement of 3.12 (in reading and math).

According to the Educational Priorities Document Rubric, the potential for student need across the community is substantial (i.e., 2,352 middle school students in the region need a quality seat). The SE region has 17 schools with a School Performance Scorecard rating below 3. Eleven schools are on the Comprehensive Support and Improvement (CSI) list while six schools are on the Targeted Support and Improvement (TSI) list, and one school is on the Additional Targeted Support and Improvement (ATSI) list. Wooddale MS does not fall into any of the federal designations for intervention: CSI, ATSI, or TSI. **Wooddale MS has exited the priority list** based on its academic performance. When comparing the academic options for students in the Parkway Village community, **Wooddale MS, in conjunction with GDPST, offers the greatest opportunity for college and career readiness.** In SY 2022-23, Wooddale MS earned a "C" grade, our first letter grade since the system was revamped. All other neighborhood middle schools earned an "F." In 2018, 2022, and 2023, Wooddale MS achieved a schoolwide TVAAS Literacy & Numeracy Composite score of 5 while other area middle schools generally earned a 2. Further, the state report card shows significant evidence (5 of 5 points) that our economically disadvantaged students, English Learners, and Black or African American students made more academic growth and are learning and growing compared to the relative performance of their peers across the state. Wooddale MS has been on a strong academic trajectory because of reflective practices based in data, an unyielding admin team, and teachers who work collaboratively with each other to build capacity not only in their instructional practices but also in students.

Academic Program: Wooddale MS focuses on preparing students in grades 6-8 for **college, leadership, and life** by providing a small, college-preparatory program where all stakeholders actively engage in the education process. The TN Academics Standards drive instruction at Wooddale MS by providing the road map of what students need to know to be prepared for **college, leadership, and life.** The standards are expressly addressed in ELA, math, science, and social studies. Wooddale MS also offers a STEM pathway and various electives to allow students to explore their passions. Wooddale MS teachers utilize diverse teaching methods, differentiated instruction, and personalized learning plans. They engage parents in their child(ren)'s education through open and ongoing communication, allowing for collaboration in addressing a student's specific educational needs.

Additionally, Wooddale MS offers extensive programming for students requiring special education and English language development support. Wooddale MS prepares all students for college success in a strategically-cultivated school learning environment in which each student is actively engaged in learning. The academic plan is structured upon the following four academic elements that are common across all Green Dot schools: 1) Cultivating a College-going Culture, 2) Eliminating Barriers to Instruction, 3) Ensuring Quality Teaching and Instruction, and 4) Promoting Leadership and Life Skills. Standards-based curriculum supports us in achieving our mission and goals based on research-based evidence of effectiveness with a similar population to our student population, and best practices in high-performing schools across the State and nation. Our instructional methods and curriculum empower teachers to differentiate to meet students' individual needs and accelerate learning across the content areas to ensure students master the TN Academic Standards and the World-class Instructional Design and Assessments (WIDA) English Language Proficiency Standards. This approach is well-suited for our student population given varying incoming performance levels. Further, the college prep focus emphasizes skills needed for long-term success.

Successes: The goal of the partnership with GDPST and the Achievement Schools District (ASD) was to raise academic achievement to move Wooddale MS from the bottom 5% on the state performance framework. As of the 2023-24 school year, Wooddale MS has met the criteria for Priority School Exit status under the support of GDPST per the Tennessee Department of Education (TDOE). Wooddale MS and GDPST have successfully met the tenets of the agreement with the ASD, the TDOE, and the families of Parkway Village. This accomplishment demonstrates the academic growth and achievement Wooddale MS can continue to attain by remaining in partnership with GDPST (which will continue serving Memphis families as a newly named organization, IOTA, (Innovation, Opportunity, Transformation, and Access) Community Schools, beginning July 1, 2024). Moreover, Wooddale MS's Letter Grade Dashboard indicates Wooddale MS is closing the achievement gap. The Dashboard shows our economically disadvantaged, English Learners, and Black or African American student groups achieved Level 5 growth. Over the past three years (SY2020-21, 2021-22, 2022-23) Wooddale MS has successfully worked to rebound from disruptions to learning brought forth by the COVID-19 school closures which brought severe declines in academic achievement to schools across the nation, most significantly in low-income neighborhoods. In SY 2022-23, the percentage of students scoring proficient on TNReady state assessments in math has not only returned to but exceeded pre-pandemic rates. Prior to becoming a Green Dot school, Wooddale MS's success rate on state assessments was in the bottom 5% of TN schools. Now, (based on 2023 overall success rates), **Wooddale MS outscores 9% of all TN schools and outscores 10.3% of TN middle schools.** As shown within internal iReady and state assessment data, Wooddale MS students have made strong annual growth. For the past two school years, Wooddale MS students have achieved well over the typical amount of growth for similar students nationwide, in both math and ELA. In the current year, students have already averaged more than the typical goal amount in ELA and 87% of the goal amount in math, based on fall-to-winter growth (see assessment data in Attachments AA and BB).

The stability of the leadership team and high teacher retention has been the foundation of the success at Wooddale MS. Stability in leadership and personnel will endure as GDPST moves forward as IOTA Community Schools). This transition, formalized after submission of our initial application and capacity interview (until which time we were advised to not publicly discuss), will allow IOTA to continue to provide the same level of operational efficiency as it did as GDPST by providing the back-office support services previously provided by Green Dot Public Schools National in-house. Key operations and support team members, including members that have been engaged since Wooddale's first year under Green Dot (2015-2016) will shift to IOTA beginning on July 1, 2024. Retention of these staff members will facilitate high-quality continuity of services. IOTA will directly provide all back-office services (e.g., finance and accounting), data operations, IT systems, etc. as we remain devoted to serving students and families in the Memphis community as we have done for the past decade.

The team recognizes Wooddale MS experienced some data setbacks, including years when testing was not counted because of systematic errors and the pandemic; however, Wooddale MS has been on a strong academic trajectory because of reflective practices based on data, an unyielding admin team, and teachers who work collaboratively with each other to build capacity in their instructional practices. As evidenced through TCAP

proficiency data, our assessment strategies are aligned to TN standards to ensure that children have the opportunity to reach proficiency on state academic assessments. As shown in 2023 TCAP proficiency data, Wooddale MS students are trending positively toward proficiency; and, in math, they are outperforming their SCMS peers. Two other impactful opportunities for academic growth have been the implementation of an intervention program and the addition of daily double-blocked ELA and math periods (80 minutes each). The intervention program addressed the needs of the students with disabilities population at the school, while also improving outcomes for English Learners, who now make up approximately 40% of the student population. Intervention addressed the academic challenges of Tier 3 students while building support for students in Tier 2, moving them toward proficiency.

Challenge: A challenge Wooddale MS continues to face is the low-performance level of incoming students. Students are enrolling far below grade level. To address the challenge of students entering multiple years behind grade level, we have developed and implemented a robust RTI2 plan to provide students with foundational learning and skills needed to serve all students with fidelity. Finally, we've historically served a population for whom residential mobility is common. Despite efforts (e.g., creating a welcoming environment, quick turnaround for student records, offering resources that address the specific needs of students, working to understand and address reasons behind relocations), high student mobility rates are associated with lower school engagement and poorer grades in reading and math. **Lessons:** Our academic plan has evolved to meet the ever-changing needs of students, shifts in state standards; and in response to student achievement data and staff feedback. Since 2015, TN students and teachers have experienced changing standards in all four core content areas, as well as numerous shifts in TN Ready testing vendors. The shift is significant because a thoughtful academic plan includes opportunities for students to experience learning activities and assessments that incorporate the technology and item types the vendor utilizes. In response, we implemented a standards-aligned curriculum, formed a partnership with the Lavinia Group, and supported an IP collaboration for teachers to complement the delivery of data-driven and targeted PD. Lessons learned indicate teachers benefit from and are more effective when provided with robust PD, training, and ongoing instructional support. Our FT curriculum specialists' responsibilities include training and partnering with curriculum developers to provide meaningful PD. The curriculum specialists model lessons and offer an on-demand resource center to support teachers. We have also learned that staff welcome and appreciate the support and voice. Our 88.9% overall staff retention rate is an indicator showing we value and respond to feedback.

Material Modifications: IOTA's leadership team is embracing the opportunity to reimagine how to bring more innovation to its work of providing students with access to opportunities that expand possibilities and encourage them to dream bigger for their futures. One material modification is being requested. We seek to become IOTA Community Schools, effective July 1, 2024. Green Dot Public Schools National supports this next step for the Memphis organization and is assisting in its transition to IOTA Community Schools. As shown in the board resolution (See Attachment L that has been amended to include the two board resolutions), the GDPST Board voted on February 5, 2024, to approve action to change the name "Green Dot Public Schools Tennessee" to "IOTA Community Schools". On May 16, 2024, the GDPST Board voted (Please see board resolution in Attachment L) to amend its bylaws and articles of incorporation, and to approve modification of the intellectual property license agreement with Green Dot Public School National (GDPSN). Further, after analyzing WMS's current data and comparing current curriculum choices to these options, we saw a need for a shift to be more in alignment with the state of TN Therefore, in SY2023-24 Wooddale MS began to pilot curriculum and instructional materials recommended by the State Textbook and Instructional Materials Quality Commission and included on the Official List of Textbooks and Instructional Materials. The State review process uses TN standards and considers the needs of TN classrooms (https://www.tn.gov/education/districts/textbook-services/textbook-reviews.html). As the pilot demonstrates the materials are proven effective with our students, we anticipate making a schoolwide transition in SY2024-25. All selections are made to ensure teachers are fully supported in aligning their instruction with standards while continuing to meet various student needs and making learning accessible for all students.

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Application Narrative

Section 1: Academic Plan and Design

1.1 School Mission and Vision

In this section:

a. Provide the mission statement for the school.

Mission Statement

Since 1999, Green Dot Public Schools have been raising the bar in education reform, helping thousands of high-risk students in the nation's underserved communities succeed in college, leadership, and life. We strive to serve students who may fall through the cracks in the traditional school system – both in terms of academic preparation and the need for academic acceleration.

The mission of Green Dot Public Schools Tennessee (GDPST or Green Dot) is to help transform public education, so all students graduate prepared for college, leadership, and life.

At Wooddale MS (WMS), transformation is rooted in a culture of resiliency where students, parents, faculty/staff, and community members will demonstrate intentional effort to surpass academic as well as behavioral expectations while establishing trust in the community as we serve as a growth catalyst through transparency of self and others. In alignment with our mission, each eighth-grade student completes the career aptitude assessment and career interest inventory. The results help our students understand their skills and preferences which drive them toward career options as they begin the development of a high school and beyond plan ("the plan"). Each plan outlines and connects the student's goals for after high school to the courses, extracurricular activities, and training that will equip them with the skills necessary to meet them. The plan considers a variety of indicators, including academic strengths and needs, career assessment results, attendance, behavior, and course grades. These support efforts to measure and track mission achievement as our college-preparatory curriculum framework ensures that the specific needs and academic aptitudes of our Southeast Memphis student population are addressed. Through middle school programming, Wooddale students begin to understand what it will take to graduate prepared for college, leadership, and life. Moreover, our highly qualified and diverse staff ensure that all of our students are prepared for high school as a prerequisite to preparation for college, leadership, and life.

b. Describe the vision of the school and how the vision has effectively helped achieve the school's mission.

Vision

Wooddale MS is focused on promoting students and fully preparing them for **college, leadership, and life.** Our vision calls us to develop effective leaders and teachers capable of delivering a rigorous academic model, individualizing support for all students, and creating a safe, nurturing school environment. The vision serves as a guiding light; it supports decision-making and actions so our mission may be achieved.

Core Values

In addition to a mission and vision shared by all Green Dot campuses, our schools share a set of Core Values that illustrate our beliefs and guide our decisions. Implemented with fidelity, adherence to the values supports the school's ability to achieve the mission.

- **An unwavering belief in all students' potential.** Green Dot truly believes that all students, whatever their circumstances, hold the innate potential to achieve their goals and succeed in college, leadership, and life. We acknowledge that the belief may often be challenged and tested—either by personal experience in the classroom or external societal pressures—but we are unwavering in our commitment to consistently approach every student not in terms of what is lacking, but in terms of what is possible.

- **A passion for excellence.** Good enough is never good enough. Green Dot's success has only been possible through an ongoing commitment to learn, grow, and strive for excellence in everything we do. Self-reflection and an earnest desire to continually improve is an integral component of every level of the organization.

- **Personal responsibility.** Achieving excellence requires that we all take responsibility for our role in the success of students, colleagues, and the larger organization. We maintain a "no excuses" culture in which we push ourselves towards developing effective and sustainable solutions. But none of us does so alone: we rise together to meet the toughest challenges. Each of us actively plays a part in removing barriers to student success or, when possible, empowering our students to navigate such hurdles themselves.

- **Respect for others in the community.** Green Dot respects the communities in which we work and the people who live in them. We are not saviors looking to rescue students from their communities, nor are we naïve to the significant challenges that people can face. We reject the concept of a universal culture of poverty; recognizing our students and their families as individuals and valuing their contributions to the educational process.

- **All stakeholders are critical in the education process.** Respecting stakeholders requires the inclusion of all voices and active listening. School leaders regularly engage teachers in decision-making through the creation of professional communities of practice. Community engagement teams nurture the power of our parents to demand meaningful change in their neighborhoods. Schools build sustainable alliances with high-quality community partners to help remove barriers to student learning. Senior leadership actively engages decision-makers to accurately frame education reform issues. Across the organization, Green Dot consistently seeks to promote an environment of collaboration. We are more powerful together than we are alone: our individual impact is magnified in partnership.

c. Describe the ways in which the mission and vision of this school has met and continues to meet the prescribed purposes for charter schools found in Tenn. Code Ann. § 49-13-102(a).

Purposes

Green Dot's mission and model help us meet the six prescribed purposes delineated in Tenn. Code § 49-13-102(a):

1. Improve learning for all students and close the achievement gap between high and low students.

The goal of the partnership with Green Dot Public Schools TN and the Achievement Schools District, ASD, was to raise academic achievement to move Wooddale MS from the bottom 5% on the state performance framework. As of the current school year, Wooddale MS has met Priority School Exit status under the support of Green Dot Public Schools per the Tennessee Department of Education (TDOE). Wooddale MS

and Green Dot Public Schools TN have successfully met the tenets of the agreement with the ASD, the TDOE, and the families of Parkway Village. This accomplishment demonstrates the academic growth and achievement Wooddale MS can continue to attain by remaining in partnership with Green Dot Public Schools Tennessee. Moreover, Wooddale's Letter Grade Dashboard indicates Wooddale is closing the achievement gap between high and low students. The Dashboard shows Wooddale's economically disadvantaged, English Learners, and Black or African American student groups showed Level 5 growth.

2. Provide options for parents to meet the educational needs of students.

Wooddale MS provides families with a public school option that focuses on meeting the needs of all students by offering a robust college preparatory curriculum. Wooddale teachers utilize diverse teaching methods, differentiated instruction, and personalized learning plans; they engage parents in their child(ren)'s education through open and ongoing communication, allowing for collaboration in addressing a student's specific educational needs. Additionally, Wooddale offers extensive programming for students requiring special education and English language development support.

3. Encourage the use of different and innovative teaching methods, and provide greater decision-making authority to schools and teachers in exchange for greater responsibility for student performance.

Wooddale MS provides intensive coaching and professional development (PD) for teachers to ensure that they are prepared to successfully educate all students. Specifically, PD is tailored to target the skills and strategies teachers need to deliver high-quality, tiered instruction with the appropriate scaffolds and supports that allow access for all students. Innovation stems from building a teacher's ability to deliver exceptional grade-level instruction and to use data in real-time to adjust instruction based on student needs. Instructional methods aim to engage students and foster critical thinking while promoting a dynamic learning environment.

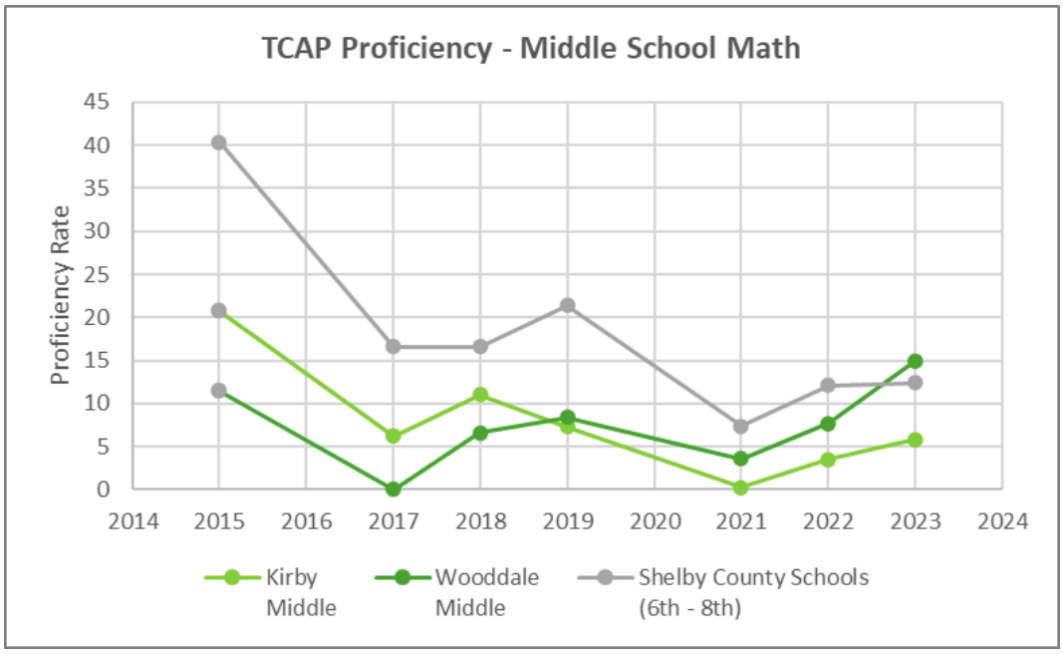
4. Measure the performance of pupils and faculty and ensure that children have the opportunity to reach proficiency on state academic assessments.

Wooddale measures student progress regularly through nationally normed testing (iReady), frequent (approximately every two weeks) assessments aligned to state standards, and frequent exit tickets. Student achievement data is reviewed consistently, and adjustments are made at various levels (course offerings, classroom instruction, individual intervention support) to ensure that students are moving toward proficiency. Ongoing assessments, taken in real-time, give teachers a unique insight into the knowledge level of each student. As evidenced through TCAP proficiency data, Wooddale's assessment strategies are aligned to state standards to ensure that children have the opportunity to reach proficiency on state academic assessments. As shown in the tables below, Wooddale MS students are trending positive, and, in math, they are outperforming their SCMS peers.

TNReady Math

Percent of students scoring On Track/Mastered

		2015	2017*	2018	2019	2021	2022	2023
Green Dot	Wooddale Middle	11.5	3.2	6.6	8.4	3.5	8	15
	Kirby Middle	20.8	6.2	11	7.3	0.2	3.5	5.8
Neighborhood Schools	American Way Middle	22.8	5.4	<5	<5	<5	5.3	7.2
	Hickory Ridge Middle	27.1	8.3	8.3	11.6	<5	9.1	9.9
	Highland Oaks Middle	48.1	15.1	14.8	16.1	6.1	10.6	10.7
	Ridgeway Middle	39.3	11.3	11	17.4	5.3	6.8	8
Shelby County Schools (6th - 8th)		40.4	16.6	16.6	21.4	7.4	12.1	12.4



5. Create new professional opportunities for teachers. Teacher development is an essential component in the design and structure at Wooddale MS. We invest in ongoing, authentic, collaborative, and embedded professional development (PD) that ensures our teachers are fully prepared to create a dynamic learning environment in which all students, including underserved and marginalized populations, can learn at high levels. Wooddale MS teachers engage in extensive summer training, twice-weekly professional development (PD), internalization planning sessions, and intensive real-time coaching. Green Dot schools also provide a myriad of teacher leadership opportunities (Instructional Leadership Team, Advisory Leadership Team, and School Culture Team) that allow for leadership development outside of classroom instruction. In fact, today nearly 50% of our school administrators began with Green Dot as teachers. Wooddale's high staff retention rate (88.9%) is evidence of overall job satisfaction. It suggests that teachers feel valued and are willing to contribute to organizational stability.

6. Afford parents substantial, meaningful opportunities to participate in the education of their children. Wooddale MS believes that engaging families in the life of the school in the middle grades is essential in successfully supporting student achievement. We actively engage parents as partners in the education of their children. We take time to build relationships with families so that we may communicate with awareness and knowledge of students' and families' unique backgrounds. Ongoing communication

(in both English and Spanish) is a method that works well for families (phone, text, or app), and the distribution of report cards and access to an online portal keeps parents informed of their child's progress throughout the school year. In addition to frequent communication, parents are given opportunities to lead the School Advisory Council (SAC) and are offered opportunities to provide feedback on the school through annual surveys and focus groups.

d. Describe how the mission and vision of the proposed school address any priorities set by the authorizer.

Wooddale MS's mission aligns with Memphis-Shelby County Schools' (MSCS) mission to "prepare all students for success in learning, leadership, and life." Similar to MSCS, GDPST identifies student achievement as our highest priority. Our mission serves as a guiding principle to focus efforts on common objectives. Wooddale MS shares MSCS's focus on academic goals, namely, those identified in the MSCS 2023-2024 Annual Plan: 1. To increase ELA meeting or exceeding proficiency rates, providing all students with daily access to rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready; ; 2. To increase the number of math students that are meeting or exceeding expectation percentages; s; and, 3. To increase the percentage of ready graduates and the graduation rate through college and career planning with each middle school student by identifying interests and career expectations.

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Green Dot evaluates mission effectiveness by setting specific annual goals focused on student achievement and school culture. GDPST home office and campus leaders set annual goals that are reviewed by the GDPST Board of Directors. GDPST leadership and school leaders review progress towards goals weekly, with quarterly step backs to reflect on data and revise action plans. Additionally, twice annually, full school teams reflect on progress toward goals and work collaboratively to make adjustments to ensure goals are met.

e. If there has been a change to the mission and vision throughout the term of the school or proposed within this application, describe the rationale behind that change.

Mission Throughout School Term

Wooddale MS's mission has remained constant over the term of the school.

1.2 Enrollment Summary

In this section:

a. Describe the community, including specific zip codes, from which the current school draws students, including the demographic profile and the school zones of other schools currently in operation within the community.

Green Dot has operated Wooddale MS as a zoned neighborhood school since SY2015-16. In accordance with TDOE determinations and the ASD matching process to help move students out of the bottom 5% of schools, Wooddale MS enrolls all students who live in the Parkway Village and Hickory Hill communities, which are in the 38118 zip code. Wooddale may also take 25% of enrollment from other priority schools in the area. Since joining the GDPST family, Wooddale has made a significant impact in the community it serves, working with parents, community leaders, and all stakeholders to build a great neighborhood school.

According to the Educational Priorities Document Rubric ("EPDR"), a required communication listed in SCBE Policy 1011 that provides an overview of the District's academic performance and seat capacities through the local School Performance Scorecard ("SPS"), the potential for student need across the community, specifically the Southeast region that is home to Hickory Hill, Oakhaven/Parkway Village, Ridgeway, Southeast/Southwind, is substantial. As shown in the table below, the SE region has 17 schools with a School Performance Scorecard rating below 3. Eleven schools from this region are on the Comprehensive Support and Improvement (CSI) list. Furthermore, six schools are on the Targeted Support and Improvement (TSI) list, and one school is on the Additional Targeted Support and Improvement (ATSI) list.

SOUTHEAST LOWEST-PERFORMING SCHOOLS

Hickory Hill, Oakhaven/Parkway Village, Ridgeway, Southeast/Southwind

Schools with SPS < 3 and/or designated as CSI, ATSI, TSI

The Southeast region has 17 schools with a School Performance Scorecard rating below 3. Eleven schools from this region are on the Comprehensive Support and Improvement (CSI) list.. Furthermore, six schools are on the Targeted Support and Improvement (TSI) list, and one school is on the Additional Targeted Support and Improvement List (ATSI).

Neighborhood	School	Intervention	Federal Designation	2023 SPS Rating	Utilization	FCI Category
Oakhaven/Parkway Village	American Way Middle	IZone	CSI	2.17	89%	4
Hickory Hill	Belle Forest Community School		TSI	2.88	116%	5
Hickory Hill	Crump Elementary			2.92	68%	1
Hickory Hill	Evans Elementary			2.94	84%	2
Hickory Hill	Hickory Ridge Elementary		TSI	2.47	89%	5
Hickory Hill	Kirby High			2.69	55%	3
Hickory Hill	Hickory Ridge Middle		TSI	2.76	101%	3
Hickory Hill	Memphis School of Excellence Elementary	*Charter*		2.98	89%	
Oakhaven/Parkway Village	Oakhaven Elementary			2.73	84%	4
Ridgeway	Ridgeway Middle		ATSI	2.66	65%	3
Oakhaven/Parkway Village	Oakhaven Middle	IZone	CSI	1.99	117%	4
Oakhaven/Parkway Village	Parkway Village Elementary			2.83	74%	5
Southeast/Southwind	Lowrance School		TSI	2.80	103%	5
Oakhaven/Parkway Village	Sheffield High		CSI	2.52	54%	3
Hickory Hill	Wooddale High	IZone	CSI	1.93	51%	4
Hickory Hill	Ross Elementary		TSI	2.99	50%	1
Oakhaven/Parkway Village	Sheffield Elementary	IZone	TSI	2.99	123%	1

38118 Middle Schools

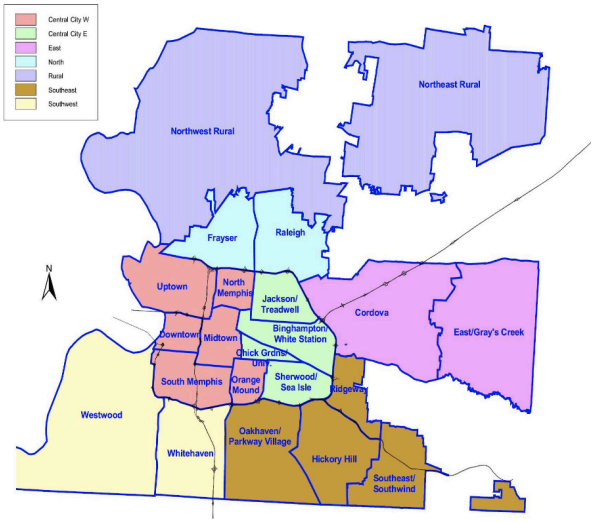
The 38118 zip code has three middle schools other than Wooddale Middle School. Each of the other three middle schools have a School Performance Scorecard rating below 3. Two of the schools in the area are on the Comprehensive Support and Improvement (CSI) list.

School	Total Enrollment (2022-23)	Intervention	Federal Designation	2023 SPS Rating	Utilization	Facility Condition Index (FCI) Category
American Way Middle	690	IZone	CSI	2.17	89%	4
Memphis School of Excellence (Middle/High)	526	Charter	-	2.98	89%	-
Oakhaven Middle	291	IZone	CSI	1.99	117%	4
Wooddale Middle	507	ASD Charter	-	n/a	n/a	n/a

These designations show the region needs 10,031 quality seats. When we isolate by grade band, data show that 2,352 middle school students need a quality seat. All but one middle school in the area has a designation due to performance. Also 64.7% of the schools in the community have a designation due to performance. Wooddale MS does not fall into any of the federal designations for intervention: CSI, ATSI, or TSI. **Wooddale Middle has exited the priority list** based on its academic performance. The school has earned an SPS score of 3 or better. The milestone is an achievement that validates the school's model and the work of our staff. When comparing the academic options for students in the Parkway Village community, Wooddale Middle, in conjunction with GDPST, offers the greatest opportunity for college and career readiness.

While the 2023-2024 EPDR shows MSCS has enough seats to meet the enrollment needs for the middle grade bands in the region, the 2023 SPS ratings (using 3+ as the marker of quality) indicate three middle schools in the 38118 zip code, serving nearly 1,500 students, are not providing quality middle school seats. Wooddale MS fills the need for quality seats and will help relieve overutilization, particularly at Oakhaven, the middle school with the lowest SPS and the most overutilized (117%) in the zip code. . Wooddale Middle School seeks approval to provide 715 quality seats. (See Enrollment table below.) All students living in the 38118 zip code deserve access to a **quality seat.**

The neighborhood (38118) can be classified socioeconomically as a Lower Middle Class zip code in comparison to other zip codes in Tennessee based on Median Household Income and Average Adjusted Gross Income (https://www.zipdatamaps.com/38118). It is part of the Hickory Hill community, but more specifically, Parkway Village. (Please see the sections shaded brown in the map of MSCS Regions & Neighborhoods to the right.) According to the U.S. Census Bureau (https://data.census.gov/profile/ZCTA5_38118?g=860XX00US38118), the total population is 39,627 with 13,157 families (i.e., total households). More than 106,000 students attend MSCS. It is Tennessee's largest school district and one of the country's top 25 largest public education systems. Thirty-two percent (32.1%) of the population in the 38118 zip code live in poverty–nearly triple the population in the state of Tennessee (13.3%). 53.4% of residents under 18 years of age live below the poverty line. This means the majority of students in our community lack access to basic needs such as food, clothing, and shelter. The median household income is $41,830 which is below (-35%) the median household income in TN ($65,254).



The majority of residents have failed to earn a high school diploma. The highest level of education that the majority (37.3%) of residents have attained is a high school diploma (or equivalency) while 11.8% hold a Bachelor's degree. This is important data to note as Wooddale aims to prepare students for college, leadership, and life because research shows children's educational outcomes are strongly correlated with their parent's educational achievement (https://pubmed.ncbi.nlm.nih.gov/32538645/). Nearly sixty percent of residents in the neighborhood and in the state are employed. The largest 38118 racial/ethnic groups are Black (75.9%) followed by Hispanic (16.3%) and White (5.5%). According to research from AreaVibes, Parkway Village is the second most dangerous area in Memphis; 326% higher than the national average with 627% more violent crimes than the national average (https://www.areavibes.com/memphis-tn/parkway+village-oakhaven/crime/). Shelby County is ranked 70th among Tennessee counties for the number of child and teen deaths per 100,000 and 62nd in the number of teen violent deaths per 100,000 children aged 15-19. The city is also facing a 17-year high in violent crime and such communitywide trauma has a devastating effect on academic achievement (http://www.scsk12.org/nr/?PN=article&aid=2231). Wooddale MS strives to provide Parkway Village students with a safe haven. We know, and research shows, "Feeling safe makes children more likely to build strong relationships, sleep well, and learn effectively, all of which can in turn support children's sense of safety" (https://www.urban.org/sites/default/files/coreneed-stabilizing-childrens-lives-safety.pdf).

We share these details of the community to highlight the socioeconomic and educational needs facing the students and the families we serve. Barriers to our children's well-being include exposure to violence,

family stress, inadequate housing, lack of preventative health care, poor nutrition, poverty, and substance abuse (https://www.memphis.edu/padm/ipnl/pdfs/philanthropy-report-shelbycounty22-23.pdf). All of which are associated with poor educational outcomes. Challenges our community's children face significantly impact learning. Green Dot chose this location to provide a high-quality educational program in a safe learning environment for the community's students and families.

Our commitment to our students is unwavering. The local community, our team members, and Wooddale's alumni share an aligned vision and a collective determination to provide the community with a high-performing neighborhood school. Other middle schools serving sixth, seventh, and eighth graders in the 38118 zip code include American Way Middle School, Memphis School of Excellence, and Oakhaven Middle School. The demographic profile within these schools is the following:

Table A: Demographic Data 2022-2023

Student Demographics: 38118 Neighborhood Middle Schools SY 2022-2023				
	American Way Middle *MSCS iZone*	Memphis School of Excellence *MSCS Charter*	Oakhaven Middle *MSCS iZone*	Wooddale Middle *ASD Charter*
Black or African American	65%	45%	86%	59%
Hispanic	35%	54%	14%	39%
White	<5%	<5%	<5%	<5%
Economically Disadvantaged	67%	52%	73%	62%
English Learners	28%	25%	12%	31%
Students with Disabilities	11%	5%	10%	8%
Total Enrollment	690	526	291	486
School Grade	F	C	F	C

b. Describe the specific population of students the school serves. How has this population changed throughout the life of the school?

Population Over Time

While Wooddale MS is open to any child who is eligible for admission to a public charter school under the laws of Tennessee, Green Dot works with families and communities in historically underserved communities to demand better school options for their students. Wooddale MS students are primarily low-income Black and Hispanic students living in the Parkway Village Community. Given the low socio-economic status of families in our community, the majority of our population is facing basic financial, social, and educational challenges. We've historically served a population for whom residential mobility is common. Exit interview data shows these moves are both voluntary, in search of more affordable housing or employment, and involuntary, resulting from eviction, foreclosure, etc.

Between SY2015-16 and SY2023-24, the percentage of school-age children who were Hispanic/Latinx more than doubled. It increased 126% from 17.6% to 39.8% while the percentage of Black or African American students slightly decreased by nearly 25% (-25.71%) from 77.4% to 57.5%. Over the past eight years, the number of Wooddale students whose first language is not English has increased from 17% to 23%. This aligns with statewide trends, Hispanics are the fastest-growing demographic group in schools (https://www.axios.com/local/nashville/2022/07/11/tennessee-population-demographics-changing). Similarly, the percentage of students who are identified as having special educational needs has increased as our screening processes and a focus on data-driven decisions and inclusive education have resulted in more accurate identification of students who require special education services.

Given consistently low-performance data of 3rd to 8th-grade proficiency in MSCS, the majority of our population are students who are not meeting minimum standards of academic proficiency, students at risk of dropping out

of high school, and students in chronically low-performing schools. Wooddale MS enrolls all students, particularly students who are far below grade level. For example, the 2023 beginning of the year (BOY) iReady data shows 10% of our incoming sixth-grade students enrolled two or three grade levels below with an average grade level placement of 3.16.

c. Discuss the academic performance and enrollment trends of the school over the past three years. How does this compare to the trends of other schools within the community?

Over the past three years (2020-21, 2021-22, 2022-23) Wooddale has successfully worked to rebound from disruptions to learning brought forth by the COVID-19 school closures which brought severe declines in academic achievement to schools across the nation, most significantly in low-income neighborhoods. In SY 2022-23, the percentage of students scoring proficient on TNReady state assessments in math has not only returned to but exceeded pre-pandemic rates. Prior to becoming a Green Dot school, Wooddale's success rate on state assessments was in the bottom 5% of TN schools. Now, (based on 2023 overall success rates), **Wooddale outscores 9% of all TN schools and outscores 10.3% of TN middle schools.** As shown within internal iReady and state assessment data, Wooddale MS students have made strong annual growth. For the past two school years, Wooddale students have achieved well over the typical amount of growth for similar students nationwide, in both math and ELA. In the current year, students have already averaged more than the typical goal amount in ELA and 87% of the goal amount in math, based on fall-to-winter growth. (See assessment data in Attachments AA and BB.) Unlike other schools within the community, Wooddale achieved "priority exit status" as defined by Tennessee's school accountability framework. In 2022, was named a semi-finalist in the first annual Building Hope IMPACT Summit and Awards in recognition of excellence in community engagement, educational innovation, and student empowerment. The grant awards spotlight Charter Schools that create powerful impacts on the students and families in their communities.

In SY 2022-23, Wooddale MS earned a "C" grade, our first letter grade since the system was revamped. "Among Tennessee's 1,690 schools that received letter grades, 3 out of every 4 received a C or better. A Chalkbeat analysis showed that the median grade-eligible Tennessee school earned a 3.2 out of a possible 5 points, or toward the higher end of the C range" (https://www.chalkbeat.org/tennessee/2023/12/21/tennessee-issues-first-a-f-letter-grades-for-schools-under-new-formula/). All other neighborhood middle schools earned an "F." Over the past three years, Wooddale has earned a schoolwide TVAAS Literacy & Numeracy Composite score of 5, with significant evidence (5 of 5 points for these subgroups of students) showing our economically disadvantaged students, English Learners, and Black or African American students made more academic growth and are learning and growing compared to the relative performance of their peers across the state. Other neighborhood middle schools earned a 2, which demonstrates growth was less than expected. Wooddale has been on a strong academic trajectory because of reflective practices based in data, an unyielding admin team, and teachers who work collaboratively with each other to build capacity not only in their instructional practices but also in students.

As explained in Reimagining 901 (https://www.scsk12.org/academic/files/23/Academic%20Framework%202022%2023.pdf), MSCS schools are struggling to support all learners. Students are not meeting proficiency standards. There are great areas of opportunity and growth, including needs that will be monitored throughout Reimagining 901:

- TCAP achievement rates are improving but are and have been, well below State norms
- TVAAS growth levels are and have been, below expectations.
- Chronic out-of-school rates have recently increased and are well above State norms.
- Overall attendance rates have shown declines compared to the same point in the previous year.

Moreover, reduced expulsion and suspension rates are key to success. Wooddale provides students with a safe, positive learning environment. Wooddale's most recently published suspension rate (2021-2022) was 5.8%

(below the MSCS average of 8.2%), a significant decrease from the pre-Green Dot suspension rate of 36.8% (which was in the top 20% of MSCS schools at that time).

Finally, enrollment numbers at Wooddale MS have increased as word of mouth, continuous solid academic gains, and the focus on positive relationships have contributed to high interest from the Parkway Village Community. Our current enrollment of 558 students highlights the year-over-year enrollment growth that the school continues to make.

d. Describe what the school does more effectively than the schools that are now serving the targeted population. How have these options increased student achievement?

Wooddale distinguishes itself from other schools through various practices that have proven to increase student achievement.

- Wooddale understands students have a variety of needs and face challenges that must be overcome to succeed in school. Green Dot strives to provide the academic intervention, counseling, and clinical services necessary to break down these barriers to learning. Our ability to nurture the whole child with a combination of personalized learning, mentorship, extracurricular activities, and social-emotional support develops both students' academic and social-emotional skills.
- Green Dot's basic learning environment is classroom-based, with targeted student-teacher ratios of 22:1. Our small classroom setting complements efforts to build authentic relationships among students, families, and staff. Positive connections foster a trusting environment, making it easier for students to engage in learning and ask for help when needed. Likewise, healthy relationships among students promote our positive school culture, nurturing collaboration and a strong sense of community. Finally, when parents are involved in their child(ren)'s learning it reinforces a solid support system, contributing to better academic outcomes.
- Wooddale MS welcomes our English learners and promotes the use of home languages. We employ bilingual office staff, including a Spanish speaking campus security officer (CSO), and speak in English and Spanish when reciting the school mantra and making other announcements.
- Feeling safe is fundamental for a positive school climate and learning environment. Wooddale works diligently to sustain a safe learning and work environment. The safety of students includes social-emotional programming to address mental health issues with early intervention. Our staff includes one full-time counselor and three (soon to be four) social workers. Wooddale students feel safe and respected. This improves their overall well-being, which is a prerequisite for academic performance, particularly in a neighborhood where crime surrounds students.
- Wooddale MS's Leadership believes in learning from mistakes and has nurtured a failure-friendly zone. Every Wooddale MS student knows they always have someone to turn to for help. We intend to purposefully build students' confidence. This intentionality is evident in our school's mantra that occurs twice a day and allows each student to hear that they are loved from someone. Our mantra (See text box below) resonates throughout the building and impacts every level of support we offer our students.

Wooddale Middle School Mantra

"Today, I will not be sad. I will hold my head up high. I am a genius, I am respectable, I am a soaring Eagle. We love you, and don't forget to make today great!"

Hoy no estaré triste. Mantendré la cabeza en alto. Soy un genio, soy respetable, soy un Águila en pleno vuelo. ¡Te amamos y no olvides hacer que hoy sea grandioso!"

- Wooddale MS hosts a free after-school program, open to all students attending Wooddale MS and their siblings who attend neighboring elementary schools. The ASP strives to provide students with opportunities not

available in the traditional school day, as well as interests students have beyond the school day. This highly structured program focuses first on the academic challenges students face by offering tutoring that is aligned with the curriculum. Once students have completed tutoring and homework, they can choose from an array of offerings: culinary arts, fitness, STEM, music, and more. Wooddale MS also connects students with mentorship programs in partnership with Christian Brothers High School.

e. Complete the provided templates Table 1: Past Enrollment, Table 2: Anticipated Enrollment and Table 3:Demographics

Enrollment Summary

Table 1: Past Enrollment

Enrollment trends over the past three years in comparison with other middle schools within the 38118-zip code are shown below.

Past Enrollment: 38118 Neighborhood Middle Schools

	American Way Middle *MSCS iZone*			Memphis School of Excellence *MSCS Charter*			Oakhaven Middle *MSCS iZone*			Wooddale Middle *ASD Charter*			
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2023-24*
Total Enrollment	713	707	690	555	552	526	325	320	291	524	530	486	558
Grade 6	238	279	244	86	85	76	104	100	96	167	174	144	181
Grade 7	253	209	244	86	91	80	122	99	99	182	181	174	193
Grade 8	222	219	202	82	84	87	99	121	96	175	175	168	184

**unofficial, internal enrollment Oct 2023*

Table 2 Anticipated Enrollment

School Year	Current Year*	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
6	181	181	188	196	201	207	212	217	223	228	234
7	193	194	200	206	210	215	220	226	232	237	243
8	184	185	192	198	205	210	215	221	226	232	238

Table 3: Student Demographics (current year: 2023-24)

% of Economically Disadvantaged Students	63%
% of Students with Disabilities	8%
% of English Learners	24%

*current data pulled as of December 1 of this school year (2023-24 data differs from 2022-23 data listed above)

**** NOTE: These percentages are an average of the demographics provided in Table A on page 8.**

1.3 Academic Focus and Plan

In this section:

a. **Describe the academic focus of the school.**

Academic Focus

Wooddale MS focuses on preparing students in grades 6-8 for college, leadership, and life by providing a small, college-preparatory program where all stakeholders actively engage in the education process. Extensive research emphasizes the overwhelming importance of middle school for establishing the academic trajectory of students. For example, ACT research presented in *The Forgotten Middle* shows that the level of academic achievement that students attain by eighth grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school (https://www.act.org/content/dam/act/unsecured/documents/ForgottenMiddle.pdf). Wooddale's educational program is designed to ensure all students, including students with disabilities and English learners, master content knowledge and develop critical thinking skills needed to be successful in high school and on track to be successful in college.

Green Dot promotes a rigorous, college-going culture; modeling high expectations and instilling self-confidence and personal persistence while delivering a college-preparatory curriculum and a structured program of support to and through college. Our approach to curriculum, instruction, and assessment, combined with our supportive culture, is designed to provide all students, including (but not limited to) students with IEPs and Section 504 plans, EL students, students identified as gifted and talented, students identified with having characteristics of dyslexia, and students at risk of academic failure or dropping out with rigorous, standards-driven instruction. We meet the academic and behavioral needs of all students. In addition to providing the specific services documented on a student's IEP, our teachers differentiate instruction, as necessary, for any student performing below grade level and offer tutoring services or other such assistance to ensure that all students remain successful.

Wooddale MS prepares all students for college success in a strategically cultivated school learning environment in which each student is actively engaged in learning. The academic plan is structured upon the following four academic elements that are common across all Green Dot schools:

1) Cultivating a College-going Culture,
2) Eliminating Barriers to Instruction,
3) Ensuring Quality Teaching and Instruction, and
4) Promoting Leadership and Life Skills.

- **Cultivating a College-going Culture**: Green Dot strives to attain high college acceptance rates by creating a college-for-certain culture. School leaders implement systems for ongoing academic counseling with counselors, advisory periods, and offer college tours, beginning in middle school. Courses are structured to build students' key cognitive strategies: intellectual openness, analysis, reasoning, accuracy and precision, and interpretation. Support is provided to build key behaviors necessary for success in college, such as self-monitoring, persistence, independent preparation abilities, and college-level study skills. All Green Dot schools provide support to build students' contextual awareness of college systems and culture.

- **Eliminating Barriers to Instruction**: Students who enroll at Wooddale MS come from various backgrounds and often require emotional guidance to succeed academically. Green Dot schools strive to provide the academic intervention, counseling, and clinical services necessary to break down these barriers to learning. The school schedule allocates time for support services such as special education, counseling, and language support to address individual student needs. Student schedules are designed to accommodate their IEPs. Green Dot school leaders successfully implement all three tiers of the Response to Instruction and Intervention Model and appropriately provide intervention in literacy, math, English Language Development, and Special Education. Green Dot schools offer a daily Advisory program that offers and promotes academic guidance, school culture and safety; college and career preparation; social-emotional learning, and personal development. Additionally, each school provides a menu of wrap-around services: mental health supports and psychological services; counseling groups; mentoring programs; and links to community partners for health and wellness programs. Given this approach, all students are included to the maximum extent feasible (LRE) according to needs of their IEP. Our learning environment, instructional strategies, RTI2 framework, staff development, staffing plan, the educational program, curricula, and instructional materials offer a significant amount of supplemental and support materials for all students. These materials and strategies are proven effective with students with disabilities, as well as English learners.

- **Ensuring Quality Teaching & Instruction**: Dedicated, effective teachers with a passion for their work and their students are at the core of the Green Dot model. Green Dot ensures high-quality teaching and instruction in every classroom through its research-based methods of instruction, teacher effectiveness initiatives, and robust professional development and supports. The TNTP Core Teaching Rubric (See more detail in Section 2.4e) defines the core competencies expected of all Green Dot teachers. In addition, Wooddale MS teachers benefit from PD and coaching support from the Instructional Coaches in the Green Dot Public Schools Tennessee Regional Office. Core math and ELA teachers participate in weekly intellectual preparation meetings for 80 minutes with other Green Dot teachers who teach the same course (i.e., Math 7) across the network. During these meetings, teachers engage in deep discussion that includes both content and pedagogy.

- **Promoting Leadership & Life Skills**: Green Dot aims to provide students with a broad set of tools, behaviors, and skills to prepare them for success in leadership and life. Systems for student leadership such as student government, our student ambassador program, student mentorship, and the School Advisory Council give students leadership experience. Our student ambassador program allows students to represent the success of Green Dot's educational model during school events and tours with external stakeholders. Student

ambassadors help guests and visitors understand the impact of a Green Dot education on students' lives and communities. The SAC provides input to the administrators about school policies and procedures. Participating students have an opportunity to directly impact how funding is used at their school site and various school policies. In addition, Green Dot schools aim to provide leadership opportunities for students outside the school setting. External experience is available through partnerships with community programs and mentorships. Lastly, within the school day, advisory programs teach and promote life skills, foster youth development, and enhance academic achievement.

Academic Plan

The Tennessee Academics Standards drive instruction at Wooddale MS by providing the road map of what students need to know to be prepared for college, leadership, and life. The standards are expressly addressed in ELA, math, science, and social studies. Wooddale MS also offers a STEM pathway and various electives to allow students to explore their passions.

b. How are the instructional methods and curriculum used well-suited for the targeted student population. How does the curriculum honor and/or reflect the diverse identities of your students?

Curriculum

Our college-preparatory curriculum framework ensures that the specific needs and academic aptitudes of our Southeast Memphis student population are addressed. Materials support varied assessment modes, helping teachers assess student learning daily and helping students monitor progress toward personal goals. Wooddale's highly effective teachers make content accessible and provide learning opportunities that facilitate higher levels of student thinking. Over the course of the school year, they develop norms for challenge, critical thinking, and problem-solving. They explicitly teach and model how to think through difficult problems, make inferences, pose thoughtful questions, and consider multiple points of view. Over time, they release responsibility, allowing more time for student-led activities that are rich in inquiry, dialogue, innovation, passion, and challenge.

Prior to the SY 2023-24, Wooddale exclusively implemented the research-based curriculum currently used across the Green Dot network nationwide, comprising course offerings, textbooks, curriculum maps, pacing guides, sample lesson plans, interim assessments, and intervention programs. However, after analyzing Wooddale's current data and comparing current curriculum choices to these options, we saw a need to be more in alignment with the state of Tennessee. Therefore, in SY2023-24 Wooddale began to pilot curriculum and instructional materials recommended by the State Textbook and Instructional Materials Quality Commission and included on the Official List of Textbooks and Instructional Materials. The State review process uses Tennessee standards and considers the needs of Tennessee classrooms (https://www.tn.gov/education/districts/textbook-services/textbook-reviews.html). As the pilot concludes in SY2023-24 and data demonstrates the materials are proven effective with our students, including students with disabilities and English language learners, we anticipate making a schoolwide transition in SY2024-25. All selections are made to ensure teachers are fully supported in aligning their instruction with standards while continuing to meet various student needs and making learning accessible for all students.

- **English Language Arts**

Green Dot Tennessee and Wooddale MS utilize CommonLit360 for Tier I ELA instruction. Completely aligned with Tennessee Academic Standards, the curriculum focuses on various text types, including high-interest novels, short stories, poems, and informational texts from a diverse group of authors. The curriculum builds grammar, vocabulary, and writing skills throughout each unit. That being said, to propel student achievement through standards mastery and best support various levels of English language proficiency, Wooddale MS teachers are currently piloting materials selected from the aforementioned state list, including ELA Pearson Education myPerspectives. The program's multi-genre reading selections are appropriately high as they support reading for

various reasons while offering authentic and robust opportunities for students to build content knowledge and meet grade-level standards in reading, writing, speaking, listening, and language. Major findings show myPerspectives has proven effective with our student population, including our growing population of non-English learners. "The instructional materials for myPerspectives 6-8 meet EdReports expectations of alignment, building knowledge, and usability. The materials include anchor texts that are well-crafted, content-rich, and rich in language and academic vocabulary. The tasks, questions, and assignments are connected to the texts students read and require students to collect textual evidence. Units are grouped around topics/themes to grow students' knowledge over the course of the school year. Throughout the program, there are culminating tasks and research opportunities that require students to expand and show their knowledge and understanding of the topics/themes in each unit. There is sufficient support provided for teachers to implement the program with fidelity. The materials provide comprehensive guidance, correlation information for the ELA standards, information for students and families to support learning, and a list of supplemental resources that support the teacher with instruction. The materials also include strategies, supports, and resources for diverse learners to work with grade-level content and to meet or exceed grade-level expectations" (https://www.edreports.org/reports/overview/myperspectives-2023).

● Math

Green Dot Tennessee and Wooddale MS have been utilizing Illustrative Mathematics (Kendall Hunt version) for Tier I math instruction since 2019. Wooddale has recently (SY2023-24) begun a pilot to identify a math curriculum that is included on the state list. The curriculum, such as Curriculum Associates iReady Classroom Mathematics, will be implemented with fidelity to augment standards-based instruction and grade-level content with connections throughout materials to interleave concepts. A strength of the curricula is embedded tools to assist teachers with differentiation to meet the needs of all learners, including students needing targeted intervention, special education students, and English language learners. The curriculum's focus on conceptual understanding of math encourages students to become active, real-world problem solvers with direct connections to their culture and community to solve increasingly complex math problems. EdReports shows the materials meet all expectations (https://www.edreports.org/reports/overview/iReady-classroom-mathematics-2021): Focus & Coherence, Rigor & Mathematical Practices, and Usability.

● Science

Green Dot Tennessee and Wooddale MS have been utilizing StemScopes, supplemented with Gizmos, as our science curriculum. StemScopes uses the 5E lesson model, facilitating student inquiry and exploration. Gizmos supplement the core curriculum by providing digital laboratory experiences. During SY2023-24, Wooddale is piloting science materials, such as Pearson Education's Interactive Science, on the state list, to transition to a curriculum that is strategically and expressly aligned with Tennessee Academic Standards and includes embedded, aligned benchmark assessments for teachers to guide their planning and student support. Hands-on inquiry labs and real-world activities will continue to engage learners in active learning that connects science concepts to their world.

● History Curriculum

The Tennessee Academic Standards for Social Studies were designed to engage students in inquiry-based learning through social studies practices—particular skills students use to interact with content—framed by the content strands, which are the lenses through which students view the content and their interactions with it. Green Dot Tennessee and Wooddale MS take a text-centered, primary source-rich approach to the history curriculum. While teachers currently have access to the Active Classroom history platform, an online depository of primary and secondary historical texts with tools that allow access to those texts for all students, Wooddale is piloting curricula, such as McGraw Hill's Tennessee History, from the state list to evaluate its effectiveness with our students. Central to history education is students being able to make meaning of the text and determine its value both in the time it was written and today. Literacy practices (e.g., gathering sources, examining sources,

synthesizing information, and framing an argument using evidence) are embedded within the revised social studies standards through the social studies practices. Additionally, students engage in rigorous discussion about why a source was originally produced and its [current?] value for the question being posed.

Electives

- **STEM Pathway**

To prepare students for success in high school, and to support their college and career pathways, Wooddale MS provides classroom instruction and project-based learning that matches high school CTE pathways and the needs of the Memphis workforce. As a result, students exit Wooddale prepared for success in high school — both academically and in having skills and certifications for college and career. Each year, 50 sixth-grade students take STEM *Explorers,* then move through the 7th and 8th-grade *Innovators* and *Designers* electives. By offering the three-year course pathway, students benefit from sampling different math and science specialties, allowing students to explore interests in middle school that lead to choosing a high school that represents their desired career path. As a result of having participated in the STEM program, the iReady Math and iReady ELA growth scores improve over baseline scores. In addition, STEM-student retention has proven to increase over total school population retention.

- **Physical Education, Art, Drama, and Music)**

Electives are incorporated into the school program. Electives meet 4 times per week to provide students an opportunity to explore their talents and broaden their areas of learning, setting the stage for college majors and career paths. Annual activities include Aviation Day (STEM) and an annual play that incorporates both art and music.

Green Dot's curriculum also draws from the following research-based instructional practices:

Planning and Preparation: "Essential Elements of Effective Instruction" by Madeline Hunter Madeline Hunter developed the teacher "decision-making model" for planning instruction known as Instructional Theory in Practice (ITIP). This approach to teaching uses Direct Instruction (DI) as the framework for planning. DI refers to a rigorously developed, highly scripted method that is fast-paced and provides constant interaction with students.	**Assessment and Learning:** "Understanding by Design" by Jay McTighe and Grant Wiggins The emphasis of Understanding by Design (UbD) is on "backward design", the practice of identifying the desired outcomes in order to design curriculum units, performance assessments, and classroom instruction that will enable students to achieve these outcomes.
Instructional Technique: "Teach Like a Champion 3.0" by Doug Lemov Teach Like a Champion offers effective teaching techniques that have proven successful at Uncommon Schools. The techniques used at Green Dot include No Opt Out, Right Is Right, Stretch It, Format Matters, Cold Call, Wait Time, Everybody Writes, Do Now, and SLANT. Lemov's experience, co-founding the network of Uncommon Schools that serves a student population that mirrors ours, has resulted in exceptional results. Uncommon Schools' students (82% economically disadvantaged) are outperforming local	**Classroom Environment:** Safe and Civil Schools, by Randy Sprick Building on over 30 years of experience, the Safe and Civil Schools Program helps foster respect and responsibility in students in conflict resolution as well as improve overall school culture.

students in math and reading, consistently beating state averages and closing the achievement gap.	

Instructional Materials and Curriculum

In adherence to our focus on preparing our students for **college, leadership, and life,** we have identified core, standards-based instructional methods and materials in language arts, mathematics, social studies, and science. Standards-based curriculum supports us in achieving our mission and goals based on research-based evidence of effectiveness with a similar population to our student population, and best practices in high-performing schools across the State and nation. Our instructional methods and curriculum empower teachers to differentiate to meet students' individual needs and accelerate learning across the content areas to ensure students master the TN Academic Standards and the World-class Instructional Design and Assessments (WIDA) English Language Proficiency Standards. This approach is well-suited to our student population given varying incoming performance levels. Further, the college prep focus emphasizes skills needed for long-term success. For low-income students and students who are often first-generation college students, this helps bridge educational gaps and opens doors to post-secondary opportunities, breaking the cycle of poverty.

We know that the best way to increase student achievement is to set high expectations for all students and increase student engagement. Wooddale students have access to a rigorous, evidence-based, standards-aligned curriculum that challenges, engages, and inspires them to learn. Our solutions meet learners where they are and feature relevant content that invites students to see themselves reflected in what they learn (https://www.savvas.com/company/learn-about-savvas/equity-and-inclusion). We support teachers in creating classroom environments that encourage student voices and elevate diverse perspectives; foster student agency by providing students with choices in how they learn; and build inclusive spaces where differences are celebrated as assets. Similarly, the curriculum reflects and honors our students' diverse identities, supporting teachers as they incorporate students' daily lives into the curriculum. Our teachers acknowledge and actively incorporate varied perspectives, cultures, and histories with content that represents different ethnicities, genders, abilities, and socio-economic backgrounds. Teachers tap their culturally responsive relationships; by understanding their students' lives, strengths, and weaknesses, they use the students' cultures and interests as tools to teach. Further, in alignment with our culture that empowers leaders and encourages diversity, we take steps as a schoolwide community to deliver a bias-free curriculum. We do this by making content inclusive for all learners and by teaching skills needed to identify and speak up to respectfully address incidents of bias. Teachers pre-plan open-ended questions to engage students in authentic engagement, prompting them to elaborate on their own thinking and the thinking of others while also teaching the importance of active listening.

Finally, our teachers build personal relationships with students and help them identify their unique talents and strengths. Each Wooddale student develops a personalized learning plan during their advisory period to develop learning goals and objectives on which they continually focus during their three-year tenure. Students build agency by setting rigorous goals, taking relevant action toward the goals, and reflecting on their progress toward those goals.

c. Describe key changes or adjustments to the academic plan that have occurred since the initial application. What was the rationale for these changes? What lessons were learned?

Key Changes

Our academic plan has evolved to meet the ever-changing needs of students, shifts in state standards; and, most recently, in response to student achievement data and staff feedback. Since 2015, Tennessee students and teachers have experienced changing standards in all four core content areas, as well as numerous shifts in TN Ready testing vendors. The shift in testing vendors is significant because a thoughtful academic plan includes opportunities for students to experience learning activities and assessments that incorporate the technology

and item types the vendor utilizes. In response, we implemented the Illustrative Math (IM) Math curriculum, formed a partnership with the Lavinia Group, and supported an IP collaboration for teachers to complement the delivery of data-driven and targeted PD.

Lessons learned indicate teachers benefit from and are more effective in pivoting when provided with robust professional development, training, and ongoing instructional support. Our curriculum specialists' responsibilities include training and partnering with curriculum developers to provide meaningful PD. The curriculum specialists model lessons and offer an on-demand resource center to support teachers. We have also learned that staff welcome and appreciate the support and voice. Our 88.9% overall staff retention rate is an indicator showing we value and respond to feedback.

A similar shift occurred in ELA in SY2021-22, driven by the need to close the gaps students experienced as a result of distance learning. It was also the desire to include a more diverse range of texts and increase the quality of materials, especially those that motivate teacher lesson internationalization. The result was similar to math for iReady, where students posted average growth across all subgroups. For Wooddale specifically, the school earned a TVAAS literacy score of 5 in SY2021-22.

Moreover, Fairley High School's return to the district provided us the opportunity to rethink and refine how we approach the development of leaders and teachers. Adjustments include the following:

- **Intensive Leader Development:** We believe effective leaders drive results, grow people, build teams, and execute our school model effectively. While we have traditionally provided weekly leader coaching and monthly leader collaboration, we have redefined our Leader Competency Framework; we have adopted new tools to focus on leader reflection; and, we have redesigned how we build instructional coaching skills. For example, on the first Thursday of each month, network principals gather for a full day of collaboration. At collaboration, you may find principals co-observing a class and providing real-time coaching during an actual lesson. The shift to practice, reflection, and more practice has helped principals become better instructional coaches, and in turn, has supported improved student learning.

- **Intensive Teacher Development:** Our schools have recently adopted the Tennessee Educator Acceleration Model (TEAM) evaluation rubric (https://team-tn.org/teacher-evaluation/). This adjustment has streamlined our vision for teaching excellence and the evaluation process. Beyond the three required annual observations (1 instruction, 1 planning, and 1 environment observation), school leaders are empowered with additional decision-making authority to allow more than the minimum number of observations based on individual growth score(s) or level of overall effectiveness. The observations are preceded by a summative conference; they include real-time coaching during the observation, written action steps articulated in our Whetstone system, and an in-person debrief that includes practice. By using observations and data together, TEAM allows teachers and school leaders to have an ongoing dialogue about how what happens in the classroom impacts student performance. Emphasis on teacher growth and improvement with the use of formative and summative data allows teachers and school leaders to have ongoing dialogue about how what happens in the classroom impacts student performance. Individual teacher coaching is supported by a robust professional development schedule. In addition to 10 days of summer professional development and collaboration (15 days for new teachers), teachers participate in twice weekly professional development sessions focused on building skills and collaborating with peers.

- **Collaboration:** Perhaps the most exciting innovation stems from our interest in collaboration within and across campuses. In years' past, monthly Skype collaborations were held by content area. For example, math teachers across the network would meet to unpack standards, review data, and share best practices. We have intensified our collaboration process. Master schedules were built to allow the same

preparation period for content teachers. Now, content area teachers across the campuses meet every Tuesday and Thursday from 8:45 - 9:30 am for Intellectual Preparation (IP). The IP sessions, facilitated by Curriculum Specialists, focus on developing a deep level of understanding of lesson content.

d. How will the school continue to review and analyze its academic plan and its impact on academic student achievement.

Green Dot Public Schools Tennessee currently employs six curriculum specialists who support the creation of pacing guides, common assessments, and coaching of teachers to implement the curricula with fidelity. Their work ensures that curriculum materials align with Tennessee Academic Standards and that assessments match the level of rigor and question item types that students will experience on state assessments. The curriculum specialists, as content experts, lead the twice-weekly intellectual preparation meetings where teachers develop a deep understanding of lesson content and how the lesson content moves all students toward mastery of Tennessee Academic Standards. In addition, we understand that time is needed to establish and support data analysis. During systematic and routine data meetings, test results are analyzed and discussed to determine which of the academic standards need to be retaught at the individual level, the small group level, or the whole class level. Further, given the importance of data and the ongoing cycle of data analysis, the amount of time dedicated to data stretches far beyond the planning period, directly into blocks of classroom time that are dedicated to responding to real-time assessment results. Additionally, during intellectual preparation and coaching meetings, teachers set goals for student proficiency on daily exit tickets and weekly or unit assessments. Performance on these goals serves as a leading indicator of success on benchmark goals established in the Green Dot strategic priorities.

e. Describe any key academic plan features for the school that will differ from the existing school's operation, the rationale for implementing these different features and any new resources they would require.

As stated above, Wooddale is currently piloting materials from the state's Official List of Textbooks and Instructional Materials. The impetus for the pilot is based on feedback from stakeholders as well as data, including student achievement data, classroom observation data, survey data, etc. New resources would be implemented, allowing for more real-time practice, and prompting students to connect TN Academic Standards with their daily lives.

Secondly, with the significant increase in the EL population, all teachers will receive ongoing WIDA standards training as a supplement to the required annual training provided by the ESL curriculum specialist. Wooddale MS teachers will be expected to complete WIDA training modules and participate in scheduled collaborative planning sessions. Each teacher will be given access to a WIDA.org account to access modules and WIDA Standards materials.

f. Explain how the academic plan aligns with Tennessee's academic standards and how it incorporates foundational literacy.

Alignment

Wooddale's schedule and calendar dedicates 160 minutes weekly for teacher collaboration in and across grade-level teams (i.e., intellectual preparation meetings). This time provides an opportunity for teachers to ask questions such as, "What do we want students to learn? and How will we know that they learned it? This way, we ensure that our curriculum is horizontally and vertically aligned through a set of common expectations and prepares students to meet all standards in the current level and the next grade level, as well as to show mastery on grade-level assessments. Teachers also consider how they assess students' mastery of TN's academic standards throughout the units and in preparation for state assessments; identify potential areas for reinforcing

and interleaving learning across units and content areas; and encourage spiraling of essential skills so that students see the same topics throughout the learning continuum.

Foundational Literacy

Our academic plan integrates foundational literacy by embedding a focus on reading, writing, vocabulary, and critical thinking skills across all content areas, emphasizing the interlaced nature of knowledge. We use rich and diverse texts to immerse students in texts related to the subjects they study. It includes a balanced curriculum with opportunities for writing and reading, teaching students how to conduct research and developing students' comprehension and communication skills. It involves strategies including independent reading, vocabulary development, and real-world connections that promote a deep understanding of literary elements. Struggling middle school readers equally need motivational support and purposeful opportunities to practice their reading skills not just in preparation to enter high school, but to close the reading achievement gap and graduate college ready(https://www.proquest.com/openview/36a904921de358aef81d687fb9e9744d/1?pq-origsite=gscholar&cbl=18750&diss=y). The holistic approach ensures students develop a strong foundation in literacy which is essential for college, leadership, and life.

g. Provide the foundational literacy skills plan for the proposed school as Attachment A.

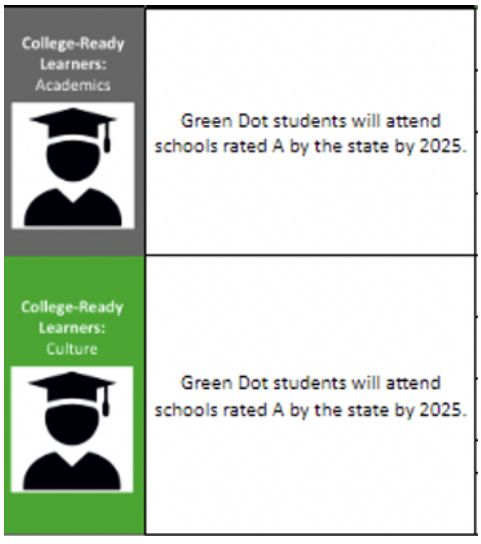
N/A. Foundational Literacy Skills plans have historically been for schools serving grades K-5. Wooddale MS serves students in grades 6-8.

1.4 Academic Performance Standards

In this section:

a. Describe the school's annual and long-term academic achievement goals. How do these goals align with the department and authorizer's model performance framework.

Annual and Long-Term Goals



Wooddale MS's annual and long-term academic goals are currently being developed as part of our five-year strategic plan. In alignment with the department and authorizer's model performance framework, the year over year academic goals will incorporate the MSCS School Performance Framework which consists of the School Performance Scorecard (SPS). Indicators will include overall SPS, achievement and growth scores, college and career readiness, students on grade level and a climate score. Using baseline data, the goals will be rigorous, measurable, and set high standards for learning.

Note: 2024 Annual Goals table removed

IOTA's goals will align with our priority of preparing students for college, leadership, and life. We'll continue to purposefully divide them into two buckets, sustaining our focus on two strategic priorities: College-Ready

Learners: Academics and Culture. The culture goals are critical for academic success because they support initiatives that ensure as many students as possible are in school, ready to learn, each day. We know and research shows that students who are chronically absent in the middle grades are at very high risk of being off-track for graduation. Therefore, a critical step in achieving academic outcomes is student attendance. This entails keeping absenteeism and suspension rates low. Attendance in middle school is associated with substantial differences in high school outcomes (https://consortium.uchicago.edu/sites/default/files/2018-11/UChicago%20CCSR%20Middle%20Grades%20Press%20Release.pdf).

Our academic goals will continue focus on both state and internal assessment: student achievement and growth. Achieving a goal to earn TVAAS composite of 4 or higher would indicate a high level of success on TN Ready testing. Other academic goals will continue to be based on iReady assessments, which are administered three times annually. These assessments are more sensitive to measuring incremental student growth and closing gaps than annual state assessments. Additionally, each student is assigned a stretch growth goal by iReady that, if met for consecutive years, would significantly reduce or close the gap between the student and grade-level peers. Curriculum Associates defines quantifiable stretch growth targets as "personalized, potentially multiyear targets aligned to the level of growth needed to reach grade-level readiness (https://cdn.bfldr.com/LS6J0F7/at/4xcb936b2q7487g9sqxnp5fv/ca-pathways-to-success-executive-summary.pdf). They report, "that across Grades K–8, the proportion of students who started two or more grade levels below and reached grade level in two years was at least three times larger among students who achieved Stretch Growth compared to Typical Growth" (Ibid).

Wooddale MS's goals have aligned with strategic priorities set forth by the Tennessee Department of Education's Best for All strategic plan, the State Board of Education's strategic focus, and goals set for the MSCS Destination 2025 Academic Plan and its updated vision, "Reimaging 901," namely, to improve post-secondary readiness and prepare all (100%) Tennessee students for success in high school, postsecondary and career. Wooddale will support MSCS's expected year-over-year outcomes to ensure students in our county graduate on time and students' math and reading skills are on grade level (https://www.scsk12.org/academic/files/23/Academic%20Framework%202022%2023.pdf). Our goals ensure we monitor students' ability to meet stretch growth goals, contributing to their ability to achieve grade-level performance. Data shows middle school students who meet their stretch goals after two years are more likely to attain grade-level placement, compared to students who achieve only typical growth targets (https://cdn.bfldr.com/LS6J0F7/at/4xcb936b2q7487g9sqxnp5fv/ca-pathways-to-success-executive-summary.pdf). Both our goals and the authorizer's performance framework focus on achievement and growth.

b. Describe the school's approach to helping remediate students' academic underperformance and learning loss, including plans for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines.

Green Dot provides multiple supports for students who are underperforming academically. Teachers provide quarterly benchmark exams and interim assessments in core content areas to monitor their student's progress. Green Dot is committed to serving the needs of every student, no matter their background. Green Dot succeeds with some of the most socioeconomically disadvantaged student populations in the city and has specific academic interventions and strategies to support such high-need students: remove reference to office hours

- **Reading and Math Intervention Programs**

Standards-aligned programs and skill-based interventions for reading and math are provided to students demonstrating academic deficits. Students participate in an initial screening diagnostic, followed by a skills-based benchmark to determine the specific area(s) of need. Core ELA and Math class times have been increased to 80 minutes daily. Additionally, Tier II and III Math and ELA students receive an added layer of intervention (RTI) in a separate setting. In each specific intervention setting, teachers leverage credible resources such as the iReady Teacher Toolbox, the iReady goal setting and lesson assignment features, AimsWebPlus to

progress monitor and benchmark, and varying online platforms to ensure data reflecting academic progress is continuously collected and shared with the parents and students. Please note that all efforts for remediation and intervention are adapted accordingly to the IEP and ILP service hours.

- **After-School Tutoring**

Students who are not achieving a satisfactory grade within a particular class and need more support in a subject can attend tutoring, which is offered for an hour every day after school and run by a credentialed teacher. GDPST provides a free after-school program to all students to improve academic outcomes. The Academic Site Coordinator ensures that the tutoring sessions are aligned with the school day lessons and topics so that students receive additional academic support. Enrichment activities that incorporate learning within fun activities such as Coding with Code Crew, Cosmetology, Fitness, Student Council, Art, Drama, and Girls On The Run. These activities reinforce topics taught during regular instruction periods of the school day.
Note: Reference to office hours has been removed.

Learning Loss

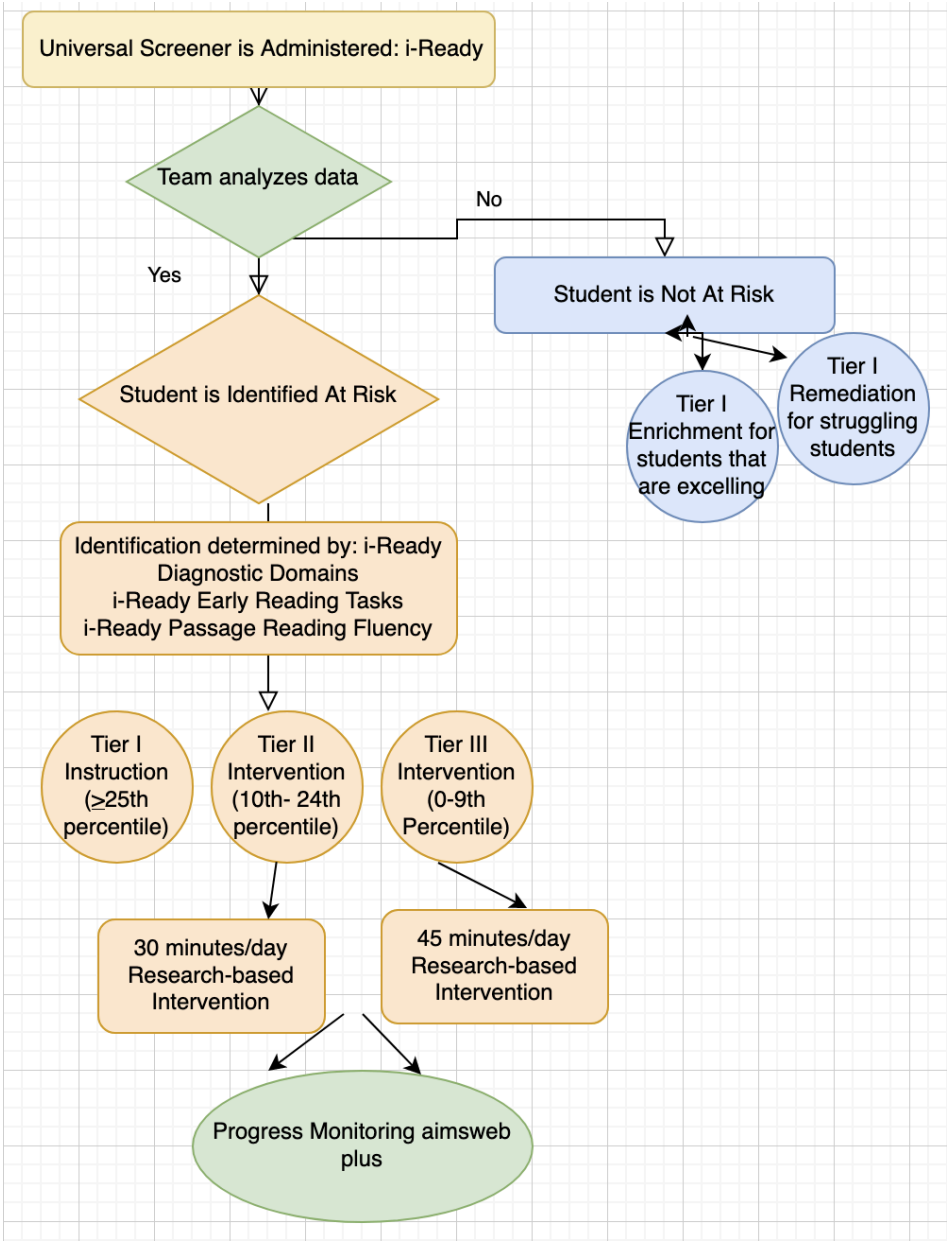
Green Dot demonstrated a commitment to the continuity of learning throughout the pandemic. Emerging from the pandemic, research supported a steadfast commitment to Tier I instruction with embedded supports to address gaps in pandemic learning loss or the long-term effects of poor educational opportunities (see Appendix A). Green Dot's approach to instruction throughout the pandemic focused on live instruction, using our teachers and our curriculum. We utilized Zoom to continue to operate on a normal, synchronous schedule. Additionally, Green Dot opened its doors to in-person learning in January 2021, earlier than many neighboring schools. Refer to Appendix A for Green Dot's initial spring 2020 and school year 2020-21 COVID plans.

Wooddale Middle also offered the Summer Boost program to provide students more "at-bats" for Tier I instruction, coupled with tiered interventions. Summer Boost was a program targeting students new to Wooddale MS, especially rising 6th graders, that offered enrichment to better prepare them for middle school and the rigor of the middle school curriculum. Because many students enter 6th grade reading three or more grade levels behind, this programming enabled us to get a jumpstart on early interventions. Data showed that students who participated in the program improved the entry-level data for iReady benchmarks. Summer Boost participants also showed stronger gains in math and were able to build relationships with new teachers before the start of the school year.

Response to Intervention

Wooddale MS follows the Response to Intervention Framework as outlined by the Tennessee Department of Education. Our implementation process is as follows:

- Step 1: Wooddale administers the iReady diagnostic as the universal screener.
- Step 2: The school data team analyzes Step 1 data using the chart below.



- Step 3: Students identified as at risk will complete the Survey Level Assessment using AimsWebPlus to identify specific skill deficits and the appropriate grade level for interventions. Following this assessment, progress monitoring will occur weekly or bi-weekly.

- Step 4: Once students are identified through the RTI2 process, the data team will meet twice quarterly (every 4.5 weeks) to assess progress toward intervention goals. The first meeting for the team will focus on the framework for academic milestones for Tier 2 and Tier 3 interventions. The data team will assess data to determine areas of skill deficits for students and also select research-based instructional strategies that ensure the best outcomes for students. Once RTI2 has been implemented, the team will meet to evaluate and disaggregate the data using the progress monitoring. This is an opportunity for the team to fine-tune instructional strategies and evaluate goal progression. Using the systems set up in Tableau, the data team compares how the student performed on the first iteration of iReady, exit tickets, and teacher-created assessments to determine if performance is leading to overall success toward academic goals along with progress monitoring in AimsWeb. In analyzing data sets, the data team can determine how well the strategies they planned at the previous meeting are working, if new instructional strategies need to be implemented, or decide to continue with the existing strategies as they relate to the student goal

and fidelity of instruction. This system of analyzing student performance data will continue throughout the year, providing opportunities to adjust instructional practices to steadily increase student movement through tiers, ultimately moving students out of intervention. If a student is not responding to intensive intervention, the Student Support Team will begin the next steps for possible identification of a learning disability.

Per the Tennessee RTI^2 Framework, schools with a high population of struggling students may use relative norms (comparing students to the school's population rather than national norms, solely) to determine which students have the greatest need for intervention. This is particularly important to note for Wooddale, as roughly 50% of Wooddale's population falls below the 25th percentile.

Tier	Percentile (According to RTI Framework)	Intervention	Frequency of Progress Monitoring	Approximately % of Students in RTI Tier at Wooddale
Tier I	> 25th Percentile	Receives Tier I instruction	N/A	80 - 85% of students
Tier II	10th - 24th Percentile	Stand-alone Tier II classes	Bi-weekly	10 - 15% of students
Tier III	< 9th Percentile	Stand-alone Tier III classes	Weekly	5 - 10% of students

Special Needs
Designated SPED students are provided with extra support to reflect the needs outlined in the Individualized Education Plan (IEP). See section 1.7 for details on Green Dot's special education program.

English Language Development
ESL services, pull-out, sheltered and content-based instruction, are provided to support students based on the student's individual learning plan (ILP) developed in TN Pulse. ELLs who receive ESL services may be identified and qualify for intervention. See section 1.7 for details on Green Dot's ELD program.

English language learners (ELs) are included in our Response to Instruction and Intervention (RTI2) process. All educational decisions regarding English Learners (ELs) are made collaboratively with input from the ESL teacher and other academic stakeholders. Thoughtful consideration should be made when determining how ELs will participate in tiered interventions.

If an EL falls below the 25th percentile on the universal screener, iReady Diagnostic, then a review of data will be conducted by the RTI^2 Data Team, which must include the ESL teacher, to determine if he/she has acquired sufficient English language to allow access to academic interventions.

Sources of data to be reviewed:

- WIDA ACCESS scores (**Tableaux, Ellevation, TN PULSE**)
- Student attendance (**PowerSchool-SART)**
- Academic TOR attendance (**School Administration**)
- Access to Tier I instruction and ESL services during COVID (2020-2022)
- Historical diagnostic data **(iReady**)
- Enrolled in US School date (**PowerSchoo**l)
- Enrolled in LEP Program date (**PowerSchoo**l)

- Interruption in formal education (**Ellevation, EIS**)
- Internal assessments (***Illuminate***)
- Enrollment History (**EIS**)
- Historical and Current Grades (**PowerSchoo**l)
- ILP Progress Monitoring forms (**Ellevation**)
- Goal Progress **(ILP TN PULSE)**
- Data of peers with similar circumstances (Ellevation or TN PULSE)
- Proficiency in their first or native language

If it is determined that the EL **has not** acquired sufficient English language to access academic interventions and is within two years of enrollment in a US School, the student may receive additional ESL Services rather than participate in RTI^2 .

Should the RTI^2 Data Team, after reviewing available data (including teacher observation), recommend that RTI^2 is a need within the first 2 years of enrollment in a U.S. school, this recommendation should stand due to the recognition of a possible need not related to language acquisition.

If it is determined that an EL **has** sufficient English proficiency, the student should receive RTI^2 interventions based on his/her specific area of need**.** An explanation is documented in the **Exclusionary Factors Worksheet.** Additionally, parents will be informed of how RTI2 will meet their child's needs.

Our system of support is appropriate for all students. The RTI2 team includes a diverse group of experts who collaborate to identify and address student needs, guaranteeing access to our rigorous curriculum. This approach is based on meeting immediate needs and nurturing individual strengths. It works to provide at-risk students with research-based, targeted, and systematic interventions as students begin to struggle through to proficiency. Universal screening methods eliminate extended waiting periods. Tiers are flexible. With frequent progress monitoring, interventions are delivered to students in varying intensity levels, making it possible for students to work with, or around, the effect of their specific need while retaining equal access to the academic content standards. Further, combining intervention with classroom instruction (such as small group instruction) supports students who are performing far below grade level better than instruction alone, allowing teachers to differentiate learning, offer targeted instruction, provide supplemental support, and deliver tiered interventions to meet the range of student needs.

The RTI2 team participates in regular data-based meetings minimally twice quarterly (every 4.5 weeks), during which time is spent assessing student's academic performance to quantify a student's rate of improvement (ROI) or responsiveness of instruction to ensure that tiered instruction is meeting the needs of its students, students are making adequate progress, and to suggest additional evidence-based practices that are connected across the three tiers. The meeting time is also used to present expectations, keep staff accountable, and ensure that interventions are implemented with integrity.

Social and Life Skills Development

Our RTI2 procedures include three areas of prevention: primary, secondary, and tertiary in which whole school tiered interventions utilize systems, data, and evidence-based practices to increase social, emotional, and academic success for all students. The tiered approach permits staff to identify and address the underlying reasons for misbehavior and supports personalization of the preventive supports and proactive techniques that are used in the classroom. All students receive Tier I support, including relationship building and direct instruction of schoolwide expectations that are designed to reduce overall rates of misbehavior and support a positive learning climate. These supports reduce the percentage of students in need of more targeted

interventions. Data collected across the tiers of implementation are utilized to determine the need for more targeted and intensive tiers of support. Tier II supports are for some students who are at risk for further impact, while Tier III supports focus on individuals.

Wooddale MS students also participate in a daily Advisory class with the same group of students and teachers for the entirety of their middle school career. Advisory activities are organized around four pillars: 1) school culture and safety, 2) academics, 3) social life skills, and 4) civic engagement. During Advisory, students reflect on their academic progress and develop SMART goals and a plan to strengthen their academic performance pertaining to our mission:

- College: Increase their awareness of and commitment to college in the early grades.
- Leadership: Develop their identity by understanding themselves and what makes them unique; develop their understanding of basic leadership principles; develop their basic influence strategies and eventually apply these skills as they advocate for change in their school and/or community.
- Life: Acquire different study skill strategies, test-taking strategies, and communication tools that will enable them to succeed in their academic career; understand health questions related to being a young adult including but not limited to puberty, relationships, mental health, family, substance abuse, etc.; Gain self-efficacy skills that will allow them to address the barriers to learning with resiliency; gain job skills and gain a basic understanding of personal finance.

Working with the same teacher and student peers for the duration of their time enrolled at Wooddale benefits students with a familiar support system built into the school day. Wooddale MS administers the CASEL CORE SEL survey twice a year to collect data on key social-emotional metrics, such as self-management and social awareness, as well as school climate and culture.

c. Describe any lessons learned pertaining to student attendance over the past 3 years. Describe what has been done to ensure high rates of student attendance. How will this continue?

Student Attendance

Over the past three years, lessons learned regarding student attendance have underscored the importance of collecting data; working rapidly to identify and monitor students who fall below thresholds for attendance, and working collaboratively to address barriers to attendance. In response to these barriers, our attendance team, which includes Student and Family Support Specialist, make daily phone calls to students and parents to remind them of the importance of school attendance. Once students have missed three days without an excused absence, the attendance team makes home visits to assess their needs and to determine if further resources are necessary to ensure the student can come back to school safely. The Student Attendance Review Team (SART) considers students' individual needs to develop a personalized approach to improve individual and schoolwide attendance rates. Our engaging curriculum and dynamic lessons incorporate real-world connections and cater to diverse learning styles and interests to capture and sustain student engagement. The curriculum and lessons are based on real-time data and student feedback to make learning relevant and meaningful. Incentives and positive reinforcement have proven effective in helping us ensure high rates of student attendance. For example, students may earn a celebratory lunch or be recognized during a schoolwide assembly. We have also leveraged our partnership with NIKE to offer onsite mentorship opportunities. When students have been absent, Wooddale offers tutoring to support students in catching up. Engage TN and the Graduation Alliance continue to provide Academic Success coaches for our students struggling with attendance. Data shows attendance at Wooddale surpasses that at local comparison schools. We will continue to prioritize intentionally welcoming students into a nurturing learning environment and sustain proactive communication with parents, leveraging technology to track and intervene early. Our push notification system will continue to facilitate real-time notification to address absenteeism in the moment while monthly parent and community SAC meetings help us build strong relationships and sustain family involvement.

- **Describe the school's process for identifying and addressing chronic absenteeism.**

Wooddale uses the GDPST Tableau data visualization system alongside PowerSchool to identify, address, and monitor chronic absenteeism. Tableau permits the team to sort data to quickly identify students with the lowest attendance rates. It creates lists to identify students with poor attendance for whom intervention will be prioritized. As an attendance tool, PowerSchool unified operation attendance intervention suite facilitates customized communication with families, providing them with actionable attendance data (https://www.powerschool.com/blog/improve-school-attendance-with-attendance-intervention-tool/). The SART uses data to identify and holistically respond to the root causes of student truancy. For example, we partner with Lifedoc Medical to connect families with a full-time nurse on-site to address health needs. Our Student and Family Support Specialist makes daily calls to families whose student has been absent for # or more days. Our tiered, research-based strategies involve the following five core principles based on the level of student need: 1. Data monitoring; 2. Family and Student Engagement; 3. Positive Recognition; 4. Personalization; and 5. Barrier Removal(https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/219853/TIERED-RESOURCES_FOR_ROE.pdf). The tiers increase in intensity based on need. For example, at Tier I, we create a welcoming learning environment with positive messaging for all students. At Tier II, we increase communication with the student and his/her family to identify barriers and provide for family needs. At Tier III, outreach is intensified, and referrals are made to appropriate service agencies.

e. What are the school's exit standards for students, including graduation requirements? These should clearly set forth what students in the last grade served will know and be able to do, and what is required.

The TN Academic Standards define what students should understand and be able to do at the end of each grade level. The standards are rooted in the knowledge and skills students need to succeed in their postsecondary studies and/or careers. Upon completion of eighth grade, Wooddale MS students will have demonstrated proficiency on the TCAP (or the TCAP-Alt per a student's IEP). Students must earn a minimum of 60% to pass a class and earn course credits to advance to the next course. Students who fail more than two courses per school year may not be promoted to the next grade level (i.e., that student may be retained in the same grade level for the following school year). Students who fail one or two courses in a school year may be required to pass summer school to be promoted to the next grade level and exit the school. Students will have learned and demonstrated excellent attendance habits. (e.g., students will be in attendance for 165 of 180 days or miss no more than 15 days of school). Additionally, Wooddale students will have participated in advisory periods and will have acquired study skill strategies, test-taking strategies, communication tools, time management, goal setting, and social-emotional development. Evidence of these skills is demonstrated through the successful completion of assignments, projects and participation of advisory units.

A Wooddale student must earn a minimum of 60% to pass a class and earn course credit. Grades in all courses/subjects, including art, music, and physical education, will be reported on report cards and transcript records using numerical values as indicated below:

A 90 -100
B 80 - 89
C 70 -79
D 60-69
F Below 60

Semester exams are not given in grades 6-8, except for high school level courses that are taken in eighth (8th) grade. Students who successfully complete any of the State Board-required high school credits as evidenced by a

passing grade in the course prior to grade nine (9), shall receive the graduation credit for that coursework. Semester grades earned in high school courses will be recorded on the high school transcript. The grades earned will be included in the high school GPA. For students in grades 6-8, scores on the State of Tennessee Student Assessment System shall comprise a percentage of a student's final spring (second) semester grade in mathematics, English language arts, science, and social studies. The weight of the assessment on the student's final average shall be based on the minimum requirement established under State Board of Education Policy 2.102. However, if students' scores are not received at least five (5) instructional days before the end of the course, then it may not be required to include students' scores in the students' final grades in the subject areas of mathematics, English language arts, science, and social studies.

1.5 Assessments

In this section:

a. **Identify the formative and summative internal assessments the school uses to assess individual student and sub-group learning needs and progress throughout the year.**

Complementary to the snapshot data that state assessments provide, our ongoing formative and summative assessments allow for close monitoring and guiding of student performance over time. Wooddale staff members use assessment results to adapt instruction, make adjustments to intervention, develop small-group support, and determine immediate PD needs. The following table identifies the assessments that are used to evaluate student progress toward mastery of standards in all core subjects.

Assessment	Purpose	Student(s)	Frequency
Universal Screener, Diagnostic and Interim: IReady math and reading diagnostic	To measure and track student progress (proficiency and growth) in reading and math. iReady generated reports align individual, small group, and class results to TN Academic Standards, allowing teachers to make data-informed decisions that will address student gaps; to provide a snapshot of a student's performance and growth and determine intervention needs. iReady assessments are central to the goals. Screening for Characteristics of Dyslexia is part of the Universal Screening Process. After the Universal Screener is completed, the screening results for SWD (excluding self-contained classes) and their general ed peers will be reviewed by the school's RTI^2 Data Team. Students are identified as displaying characteristics of dyslexia if they score: ✔ below the 25th percentile on the i-Ready Diagnostic Test (or identified by Early Warning System) **AND** ✔ Displays deficits in 50% or more of the grade-appropriate subtests using the URS Crosswalk provided by the state of Tennessee	6-8	BOY, MOY, EOY
GD Comprehensive Assessment Program (CAP) Summative Assessments	Created by GD Curriculum Specialists to align with the rigor and style of TNReady assessments. Curriculum Specialists ensure alignment between curriculum materials, TN Academic Standards, and the assessments. Performance data is used to make decisions on reteaching, remediation, test preparation, and test prediction.	6-8	Mid and end-of-quarter
Common Exit Ticket- formative	Green Dot teachers utilize formative assessments like exit tickets almost daily. Curriculum specialists create once a week priority exit tickets for each content area	6-8	Ongoing: at least weekly
WIDA MODEL Online	Opportunities for students to demonstrate their English language proficiency in the four language domains: Listening, Speaking,	active ELs	Semester 1

	Reading and Writing Scores from WIDA MODEL; predict student performance on ACCESS for ELLs.		
AimsWeb Plus	Utilized by special education and intervention teachers to isolate skill gaps and monitor progress.	IEP students	BOY, MOY, EOY
Brigance Transition Inventory Assessment	To measure present levels of performance in four transition skill areas: academic skills; post-secondary opportunities; independent living; and community participation	For students in self-contained classrooms	Ongoing
Functional Independence Skills Handbook	To help determine goals for future educational or developmental training programs for students in middle and high school self-contained classrooms. Sample lesson plans are provided, with teaching technique examples for each item evaluated, relating the assessment directly to the curriculum.	6-8	Ongoing

b. Explain how the school utilizes a data cycle. How does the school collect and analyze student academic data and use it to inform instruction, professional development and teacher evaluations?

At Wooddale MS, data-based decision-making is the ongoing process of collecting and analyzing a variety of appropriate data gathered through ongoing assessment to determine the most appropriate instructional pathway for each student and to inform and drive instructional decisions for all students. Data provides information needed to make informed decisions about skills-based interventions, re-teaching, and enrichment. Multiple sources of data (see Assessment section) are used to identify individual student strengths and areas of need. The principal, with support from the Chief of Schools and the Chief Academic Officer, holds responsibility for the oversight of the collection and analysis of assessment data. In addition, we understand that time is needed to establish and support data analysis. The school principal, the Chief of Schools, and the Chief Academic Officer conduct monthly data analysis meetings to measure student and staff progress and to highlight and refine our rapid improvement plan to meet the goals of the school. Additionally, the school principal and the teachers conduct weekly data review meetings that are dedicated to data analysis with specific expectations and practices outlined in partnership with the Chief of Schools and Chief Academic Officer. During these systematic and routine data meetings, student test results, and exit tickets are analyzed and discussed to determine which of the academic standards need to be retaught at the individual level, the small group level, or the whole class level. Further, given the importance of data and the ongoing cycle of data analysis, the amount of time dedicated to data stretches far beyond the planning period, directly into blocks of classroom time that are dedicated to responding to real-time assessment results.

The data cycle ensures teachers remain knowledgeable about student performance and show evidence of setting goals for each child that are based on grade-level benchmarks or expectations. Data is used to monitor how well students are progressing toward their individual and schoolwide goals. All data, including data derived from the universal screening process (i.e., iReady diagnostic assessment three times per year), should be considered when making instructional decisions for students. If a student is not making adequate progress in Tier I, the team uses data to determine if additional support through Tier II or Tier III intervention is necessary. A variety of data sources, including assessments and teacher observations, are used when determining intervention and instructional needs.

Data Cycle	
Network  **School Leaders**	**School**  **Teachers**
During Step 1 the Data Team: ● Set the vision for data use across the district ● Build a culture of inquiry to promote systemic data use ● Establish a Network Data Team to drive this work ● Build data literacy ● Establish systems and policies to inventory, collect, and disseminate data	**Step 1** will help the School: ● Establish a schedule to review data continuously
During Step 2 the Data Team: ● Creates and presents effective data displays and data overviews ● Identify the data needed to answer the questions	**Step 2** will help a School use the above roles and vision to: ● Create and present effective data displays and data overviews ● Identify the data needed to answer the questions
During Step 3 the Data Team will use the above questions and data to: ● Collect and organize data ● Make inferences from multiple sources of data	**Step 3** will help a School use the above questions and data to: ● Collect and organize data ● Provide data to all instructional personnel ● Make inferences from multiple sources of data
During Step 4 the Data Team uses the inferences generated above to: ● Identify and explore the root causes of the problem (analyze)	**Step 4** will help a School use the inferences generated above to: ● In collaboration with Teachers, identify and explore the root causes of the problem (Analyze) ● In collaboration with Teachers, identify the highest leverage evidence-based practices that will increase positive outcomes
During Step 5 the Data Team uses the knowledge generated above to: ● Articulate meaningful measures of implementation and change ● Develop action plans, if necessary, to implement new strategies or to implement existing strategies more effectively ● The Chief of Schools meets biweekly with the school principal to review and discuss data points and progress toward goals	**Step 5** will help a School use the knowledge generated above to: ● Co-develop action plans, if necessary, to implement new strategies or to implement existing strategies more effectively ● PRN will meet with school-based ILT to review and discuss data points

• Provide professional learning and development materials to school-based Instructional Leadership Teams on how to use and identify further data professional learning needs	
During Step 6 the Data Team uses the action plan generated above to: • Analyze evaluation data • Identify and develop a communication strategy • Celebrate wins • Continue the process of inquiry	**Step 6** will help a School use the action plan generated above to: • Consistent PLC meetings to review data and make intentional adjustments in T practice • During the continuous coaching cycle, data is integrated, discussed, and actions made based on performance • Evaluation of instructional adjustments • Celebrate wins

In addition, PD is designed and delivered in response to specific teacher and student needs, as informed by data analysis. A recent example of PD that was delivered in response to data includes the Semester One Staff Data Dive. This PD focused on supporting teachers in analyzing students' academic performances on semester one state standards to create a learning plan that will improve student achievement. Data also informs teacher evaluation and teacher coaching. More specifically, by using observations and student growth and achievement data together, teachers engage in ongoing dialogue about how what happens in the classroom impacts student performance. During evaluation (See teacher evaluation in section 2.4e), evidence is collected to ensure instructional decisions are based on data from formative assessments, effective differentiation is informed by data, assessment data is used to inform planning, and lessons are differentiated.

c. Provide the school's state mandated assessment testing plan as Attachment B.

Wooddale MS's state mandated assessment testing plan is provided in Attachment B.

To maintain test security, testing materials are locked in a restricted, secure storage area (centrally located locked room that is accessible to only the building testing coordinator and school counselor. The room is inaccessible to unauthorized personnel. The building testing coordinator (BTC) holds responsibility for administering, monitoring, and maintaining security of all state-mandated tests. Responsibilities include counting materials, distributing and collecting materials, completing the Test Materials Chain of Custody form, attaining signatures (as required), etc. Minimum test security expectations are outlined in the TN State Board of Education's Test Security Procedures. All personnel involved in testing are trained annually by the BTC. Staff are prohibited from discussing test content; reproducing, duplicating, or paraphrasing test items, using test items to create instructional activities, and must create a secure testing environment for their students (e.g., seating arrangement, signage, calculator use, etc.) At a minimum, Wooddale will follow the State Test Administration Security Protocols contained in the then-current Test Administration Manual. Finally, in accordance with State law, any employee found to have violated security guidelines shall be placed on immediate suspension, and such actions shall be grounds for dismissal and revocation of state license.[1] The Superintendent (designee) shall immediately report a potential breach of security and/or any testing irregularity to the appropriate offices responsible for state-mandated testing at the Tennessee Department of Education.

[1] T.C.A. §49-1-607

1.6 School Calendar and Schedule

In this section:

a. **Provide the annual academic calendar for the school as Attachment C.**

Wooddale MS's annual academic calendar is provided in Attachment C.

b. Provide the school's detailed daily schedule by grade as Attachment D.

Wooddale MS's daily schedule is provided in Attachment D. The schedule provided in Attachment D has been amended.

• Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies.

As shown in the 2024-2025 schedule provided in Attachment D, the schedule includes six periods per day. The schedule has been designed to support incoming sixth grader's transition into middle school. Daily core content classes (opposed to a block schedule) help them build the strong academic foundation that is needed to succeed throughout middle school. Seventh and eighth graders' engagement in daily core content courses promote in-depth learning of content with ongoing opportunity for active learning, practice, and discussion.

The schedule includes a daily advisory period. This time is used to not only focus on students' future pathways but to also build connections among students and staff. Tiered interventions take place during advisory or a block of the school day depending on the intervention needed. Tier 2 and enrichment take place during the advisory block. Tier 3 will be in a regular period. Tutoring takes place after school through our After School Program. Students will participate in daily PE courses where they develop variety of skills, increase confidence and mental health. Elective rotation includes STEM, art, drama, and music, providing students opportunity to discover new interests and skills that broaden students' future options.

Instructional Hours		
Content Area	Minutes per Day	Minimum Number of Minutes per Week
Language Arts	60	300
Mathematics	60	300
Science	60	300
Social Studies	60	300
Elective (PE, STEM, art, and music)	60*	600
Advisory	40	200
Intervention (if Identified)	30-60	150-300
Total	400	2000

* PE: minimum of 90 minutes/week following § 49-6-1022.

c. Explain how and why the academic calendar and schedule is optimal for student learning. How have you planned time for tiered interventions, enrichment, tutoring, and other academic activities?

The daily and weekly schedule meets the needs of the academic program; instructional time in the school day is expressly dedicated to teaching and learning. The academic year is divided into two 18-week semesters, providing teachers and students with the time needed to meet a rigorous set of academic requirements while integrating personalized learning and differentiated learning into the schedule. Each 8-week cycle culminates with exams.

The school day is seven hours and thirty minutes in length (8:00 am-3:31 pm) with school doors opening at 7:20 am for breakfast and closing at 6:15 once after-school programming concludes. Through observation and regular

walkthroughs, instructional time is monitored by the principal or designee to ensure that it is being used to maximize learning and to address students' needs and interests.

All Wooddale teachers are prepared to deeply understand, connect with, and support each one of their students. Every student participates in a daily advisory period where they work with a dedicated staff member with whom they build a relationship over their term of enrollment to determine the course of action needed to meet standards-aligned goals and receive additional academic support and/or intervention. Within the RTI2 model, every student benefits from Tier I, engaging and purposeful instruction. Tiered interventions take place during advisory or a block of the school day depending on the intervention needed. Tier 2 and enrichment take place during the advisory block. Tier 3 will be in a regular period. Tutoring takes place after school through our After School Program.

d. Describe any extra-curricular activities, co-curricular activities or any other student- focused programming the school offers, including when they begin, how often they occur, and how they are funded.

Students not achieving a satisfactory grade within a particular class and needing additional academic support can attend our free tutoring program, which is offered during our After-School Program (described below). Wooddale MS also believes that co-curricular sports, clubs, and community service activities are central to effective education. Depending on student interest and sufficient fundraising, we offer a variety of boys' and girls' sports, including football, boys' and girls' basketball, girls' softball, girls' soccer, girls' volleyball, competitive cheer, and boys' and girls' track and field. Additional practice and game facilities are secured through partnerships with local parks, recreation centers, MSCS, and in some cases, district facilities. Wooddale MS also offers a variety of clubs and activities both within and outside the academic program. Enrichment activities that incorporate learning within fun activities such as Coding with Code Crew, Fitness, Student Council, Art, Drama, and Girls On The Run. These activities reinforce topics taught during regular instruction periods of the school day.

e. If Saturday School, summer school, additional remediation and tutoring after school hours, or other after school programming is offered, describe the program(s), including those in alignment with Tenn. Code Ann. § 49-6-3115.

- **Explain the schedule and length of the program, including the number of hours and weeks.**
- **Address the number of students and the methodology used to identify them.**
- **For identified students, is the program mandatory?**
- **What are the resource and staffing needs for these programs?**
- **What measures are used to identify the success of these programs?**

Summer School

Supplementarily to our 180-day school year, Wooddale offers a six-week summer school annually. It begins approximately one week after the final exams. Each summer school day begins at 8:00 am and ends at 3:15 pm. The summer program focuses on skill gaps and on developing both academic and social skills in preparation for grade-level content in the upcoming school year. The staff works voluntarily for summer programming but receives additional income for their participation as they implement the Lavinia Group's RISE summer school program. Backed by pre-and-post assessment data collected over the past two years, Lavinia Group's ready-to-implement RISE Summer Program proves students make big gains in math and literacy in just five weeks (https://laviniagroup.org/rise-summer-school-program-boost-2023/). The Lavinia Consultant Group provides onboarding, ongoing PD, comprehensive instructional materials (detailed lesson plans and student materials), and data analysis tools, helping teachers identify gaps and provide student support. The program helps students gain the confidence needed to excel in learning. Students are selected based on their risk in attendance, student grades, and student I-Ready data. Program success is measured by giving a pre- and post-test. In the Summer of

2023, the Summer Boost grant funded programming. Approximately 100 students attend Wooddale's summer session.

After School Tutoring

GDPST provides a free after-school program that is open to all students to improve academic outcomes. (At this time 170 students participate.) The program operates Monday – Thursday from 3:30 pm – 6:00 pm. The program is not mandatory, teachers can refer students to the program if they need additional tutoring; however, all students participating in athletics must attend 1 hour of tutoring per week. Each afternoon students can participate in 45 minutes to an hour of tutoring sessions conducted by certified teachers. These sessions target struggling areas in each core subject for the students who participate. Our Academic Site Coordinator, a certified teacher, primarily creates a structured environment for academic growth for participating students. This individual meets weekly with school-day teachers and reviews biweekly student progress reports. The Academic Site Coordinator ensures that the tutoring sessions are aligned with the school day lessons and topics so that students receive additional academic support. These activities reinforce topics taught during regular instruction periods of the school day. Tutoring programs begin the third week of August and end a week before final exams. The after-school program is grant-funded by 21stCCLC (Century Community Learning Centers). The staff consists of teachers and outside vendors. The success of the program is measured by grades, attendance, and enrichment participation.

f. If the school offers Saturday School, Summer School, or an After School program, include the plan(s) as Attachment E.

Please see Wooddale MS's Summer School and After School program plans in Attachment E. Attachment E has been amended to include an after-school enrichment schedule, evidence of our sports programming and a summer programming overview with 2024 summer dates, learning loss bridge camp details, summer curriculum, sample schedule, and staffing table.

1.7 Special Populations

In this section:

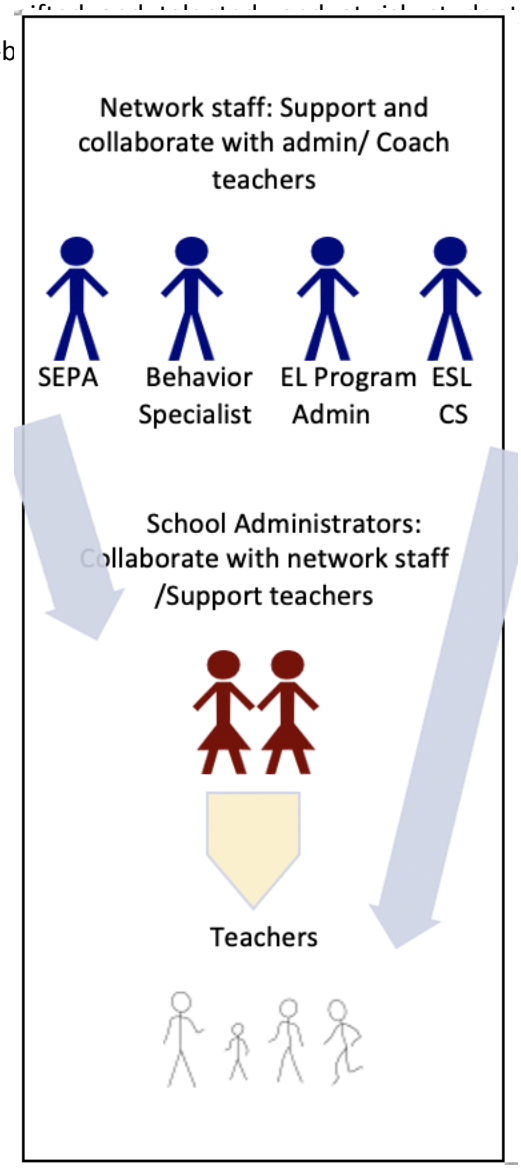
a. **Describe the staff (by role and number), including support staff, that the school has in place to address the needs of the special populations identified in subsections (c), (d), (e) and (f)?**

Special Populations Staffing

Green Dot believes that all students can meet high expectations and achieve at high levels within a supportive, data-driven learning environment. In accordance with our mission and our role as a public school, we are

committed to educating all students, including students who need additional support to meet their educational goals. Our personalized approach, small learning environment, and continuum of supports is designed to support equity, provide flexibility, close achievement gaps, and prepare students for college, leadership, and life. Wooddale MS's staffing plan is designed to provide all students with adequate and equitable support in the least restrictive environment (LRE) within an inclusive learning environment as informed by their individualized education plan (IEPs). We provide accommodations as required in students' 504 plans.

Green Dot Tennessee employs a Special Populations team that has extensive experience in working directly with students with disabilities, ELLs, students with Section 504 plans, [illegible] populations. Students and teachers benefit from network and school-b



Special Education Program Administrator (SEPA):
Tomisha Murrell has nineteen years of experience in the field of special education. Ms. Murrell currently holds professional endorsements in special education K-12 modified, K-12 comprehensive, and ESL PK-12. She has previously served as a functional skills teacher, inclusion teacher, resource teacher, special education coordinator, and behavior specialist. As the SEPA, Ms. Murrell is responsible for ensuring that all students with IEPs are receiving services through the management of the school leaders and special education teachers with fidelity. Additionally, she monitors district and school-level compliance; facilitates special education professional development for all district and contract employees; and collaborates with external partners to ensure a continuum of services for students with disabilities. Additionally, Ms. Murrell is a certified Crisis Prevention Intervention (CPI) instructor who co-facilitates training in conjunction with the Behavior Specialist.

Behavior Specialist: Ashley Scudder has over nine years of experience in Pre-K - 12 special education and behavioral programs at the school, network, and district levels. She is a CPI-certified instructor who facilitates annual district and school-level training on crisis management, Isolation and Restraints, Functional Behavior Assessments and Behavior Intervention Plans. Ms. Scudder also collaborates with school leaders on guidelines and execution of best practices for RTI-B and school culture.

EL Program Administrator: Beth Stayton has twenty-five years of educational experience in Memphis, TN. As an instructor, she taught social studies, science, physical science, and reading at one of Memphis City Schools' most diverse 7-12 middle/high schools, then joined the instructional leadership team as Curriculum Coordinator. In her tenure as the Director of Instruction for one of Tennessee's first charter schools, she refined curriculum, instructional, and assessment practices, codifying an effective instructional program. After a decade in this work, she returned to Memphis City Schools (SCS) as an Instructional Facilitator where she successfully replicated key components of this instructional program. Over the course of the next three years, she focused efforts toward building teacher capacity, specifically through the utilization of an effective co-teaching model and school-wide literacy strategies, which can be correlated with significant increases in both schoolwide and subgroup (LEP) Literacy TVAAS scores. Currently, she holds a professional license with Elementary 1-8 and ESL endorsements. As the EL Program Administrator, Beth currently manages all activities

related to student enrollment, assessment, goal setting, personal education planning, and instruction for English language learners. She designs and selects curricula and resources for ELL programs.

ESL Curriculum Specialist (CS): The recently filled (January 2024) ESL CS role holds responsibility for supporting school administrators with creating plans for collaboration and ensuring ILPs are developed and implemented by all educators. The ESL CS supports ESL and general education teachers to identify student needs through multiple sources of data and use this information to plan for differentiation. Amber Gustafson is the new ESL Curriculum Specialist. She has prior experience teaching English, Read 180, French, and ESL at the high school level with Green Dot. She recently received a Master's in Program Evaluation and Improvement Research in Education. As assessment manager for a literacy nonprofit in Detroit, Michigan, she coordinated data collection, data analysis, program evaluation, and coaching among nine different program sites.

Special Education Teachers: Wooddale MS has budgeted to hire four special education teachers (two inclusion, two functional skills) and three special education instructional aides for SY2024-25. (Please note: Additionally, staffing assumptions outlined in other sections of this application may be adjusted for SY2024-25 if there is an increase of students with disabilities.) Wooddale MS will always comply with MSCS guidelines regarding ratios. In the inclusive classroom setting, there is a 40% max or no more than 12 students. At this time, Wooddale MS maintains, on average, a 1 to 10 ratio.

ESL Teachers: Wooddale MS has budgeted for five full-time ESL teachers. The staff-to-student ratio is currently 1:33 with a max of 35 students per ESL teacher at any point in time. Certified ESL teachers provide services; this teacher is in the general education FTE counts on the budget worksheet (Attachment X).

Gifted Teacher(s): As of the 2023-24 school year, Green Dot Tennessee employs at least one (depending on student IEPs) certified gifted teacher who can provide services across one or more Green Dot campuses, including Wooddale MS. Margeau Eddington currently serves as our certified Intellectually Gifted teacher. She has worked in the field of special education for more than six years. She works closely with general education teachers at Wooddale to serve gifted students, create students' IEPs, and deliver instruction for all gifted students across the three schools. Should the need for gifted services increase, we will reevaluate our staffing numbers and revise the budget as necessary.

Related Service Providers: As of SY 2023-24, Green Dot contracts with licensed related service providers, including MSCS, for psychological assessments, occupational therapy, physical therapy, speech and language therapy, hearing and vision screenings, school nursing services, and athletic and health physicals.

Green Dot contracts psychological and psychometric testing through Streeter and Do associates.
Dr. Karen Streeter serves as the school psychologist and actively participates in fulfilling the following duties:

- Serve as a member of the Student Support Team of Wooddale MS.
- Assesses Wooddale MS students' functional capabilities, home, and/or classroom environment for the purpose of determining students' functional level and developing recommendations and/or placement.
- Attend all Wooddale Response to Intervention (RTI) meetings for the purpose of interpreting the data to intervene, offering interventions, and eventually determining eligibility.
- Interpret progress monitoring data, assessment data, and classroom data to help inform decision-making for students with disabilities at Wooddale MS.
- Serve as the legal interpreter of evaluation results according to Tennessee Law at all Wooddale Middle Eligibility results meetings.

Dr. Helen Do serves as the school psychometrist. As the school psychometrist of Wooddale, Dr. Do is directly responsible for administering and scoring cognitive and social/behavioral tests and may be used to aid in test interpretation and eligibility information. She actively participates to fulfill the following duties:

- Conduct evaluations including intellectual testing, achievement testing, social/emotional testing, and adaptive behavior assessments within the legal timeframes (e.g. 60 calendar days to complete initial consent testing) for Wooddale Middle
- Score, analyze and interpret intellectual, academic, social/emotional/behavioral and other psychometric assessments.
- Interview parents, teachers, and others to gather relevant data regarding student performance.
- Integrate all elements of assessment data and work under the direction of the school psychologist to develop a cohesive report for the purpose of resolving initial referral question(s) and determining eligibility for special education.

Green Dot contracts nursing services through Lifedoc Health. The school nurse works to provide essential daily and other regular services for all Wooddale students, including students with disabilities and specific medical needs.

Green Dot contracts with Memphis Shelby County Schools (MSCS) and other local agencies to provide student services that cannot be provided effectively on the Wooddale MS campus. For externally placed students, the Special Education Program Administrator (SEPA) collaborates with the MSCS Department of Exceptional Children teams to determine appropriate placement for students. The SEPA and Wooddale's special education lead facilitates all IEP meetings before and after the student has been placed to ensure that they are following the services as designated in the IEP. The SEPA receives all original documents from the IEP meeting and makes certain they are housed at the LEA school.

Green Dot partners with Le Bonheur to provide students with the following related services: Speech and Language Therapy, Occupational Therapy and Physical Therapy. All services must be rendered by qualified, certified and registered therapists in accordance with the state of TN guidelines. Service providers will maintain a practice log and electronically archive communications concerning service delivery. Service providers are required to participate in the development and implementation of each student's IEP; attend all IEP meetings; and collaborate with case managers to create IEPs and progress reports with fidelity in accordance with Green Dot's policies and procedures.

As part of the transition from the ASD to MSCS, the IOTA and Wooddale Middle teams would engage in a needs assessment and planning with the MSCS Special Populations department(s) to determine how to most effectively provide these services to our students. MSCS will provide all related services (funded through the Wooddale budget). Wooddale MS will comply with all MSCS guidelines and expectations. Two school-based employees, the Chief of Staff and the Chief of Schools will be designated to coordinate compliance efforts (related to their specific compliance area(s)) and to monitor the school's compliance with all applicable MSCS and State Board policies on a schedule and method selected by MSCS.

b. Describe how the school prepares for their special populations. How does the school's daily schedule address the diverse needs of these students?

Green Dot Public Schools Tennessee and Wooddale MS prepare for our special populations by implementing inclusive practices, offering diverse curriculum and learning resources, budgeting for and adhering to a robust staffing plan, providing specialized support services, and training teachers to effectively address individual student needs.

We adhere to all Federal, State, and local laws and regulations related to serving special populations. This includes (but is not limited to) students with state and federally-identified disabilities, students with Section 504 plans, English Language Learners, and students identified as intellectually gifted. Wooddale MS has been meeting the needs of diverse learners since the beginning of operating the school in the fall of 2014.

Wooddale MS will effectively serve our special populations and at-risk students through the following approaches: Regulatory Compliance; Leadership; Staffing; High-Quality Instruction; and Focus on Outcomes. Green Dot Public Schools execute the following principles on which Wooddale MS supports students with disabilities:

- Ensure a comprehensive screening and assessment plan emphasizing the early identification and evaluation of students with disabilities;
- Utilize the Individualized Education Program (IEP) team for reviewing assessments, formulating programming, and determining placement for every student with a disability, meeting their unique needs with a plan reviewed annually
- Ensure that placements are made to educate students with disabilities with nondisabled, age-appropriate peers to the maximum extent appropriate;
- Execute discipline practices in accordance with the requirements of state and federal laws;
- Involve parents of students with disabilities in a meaningful dialogue throughout the process
- Allow parents to express complaints or grievances through the appropriate school channels, and if still unresolved, through the authorizing body.

Professional Development

In addition to professional development related to inclusion instruction, special education teachers receive professional development from the SEPA and Green Dot home office teams on topics relevant to non-instructional aspects of special education, e.g. writing IEPs and disciplinary procedures, including manifestation determination reviews.

- During summer professional development, special education teachers and their identified general education will participate in content and special education-specific sessions as a team. For example, the Math 7 teacher and special education teacher providing inclusion in the Math 7 classroom will both receive professional development on the math curriculum, including embedded support for special education students, and assessments.
- Additionally, PD is delivered to ensure the two teachers are prepared to work collaboratively to meet the needs of all learners. As required by law, general education teachers provide all modifications and accommodations mandated by students' IEPs.
- Special education teachers attend monthly professional development meetings to ensure a continuum of the following: an improvement of student learning outcomes, strengthening teacher instructional practices and improving the Individual Education Plan (IEP) process.

Schedule

To address diverse student needs, the school schedule allocates time for support services such as special education, counseling, and language support to address individual student needs. Student schedules are designed to accommodate their IEPs. The school schedule also allocates time for these support services to address individual student needs, ensuring that all modifications and accommodations mandated by students' IEPs are provided daily. Students may receive services two, three, or five times per week for 45 to 60 minutes for ELA and/or Math in alignment with their IEP. During these sessions, students will receive varied instructional support in small groups, one-on-one, or whole group settings, depending on the required intervention or accommodation. Further, during 60-minute blocks, teachers implement varied teaching methods to differentiate instruction that meets diverse student learning preferences and needs; teachers have ample time to execute Tier 1 and Tier 2 instruction. After sixty minutes in the general setting, a student may be pulled out for the remaining twenty minutes for targeted intervention and progress monitoring. Flexible grouping strategies accommodate students working at a different pace or varied levels of understanding. According to the Council for Exceptional Children, co-teaching is the most common method of delivering specially designed instruction to students with disabilities in the least restrictive environment (https://exceptionalchildren.org/topics/co-teaching). Teacher

collaboration is built into the schedule to provide teachers with dedicated time for discussing strategies and reviewing data, to maintain ongoing awareness of students' individual learning needs, and to accommodate a variety of needs through differentiated instruction. The calendar includes regular professional development for teachers to stay most current with best practices for diverse student populations.

Wooddale's daily schedule allows for ESL services to meet the needs of our diverse EL population. Students who qualify for tailored services can receive between 30 to 60 minutes of service per day or 80 minutes every other day. ELs that need more support receive 60 to 80 minutes of direct ESL service daily. Dually identified students (those with both an IEP and an ILP) receive direct ESL services in conjunction with special education services as defined in their individualized plans. ELs who qualify and are placed in tiered intervention can continue to receive direct ESL services as well. Lastly, ELs scoring below 3.5 on the prior year's ELPA assessment receive 80 minutes of pull-out service daily.

c. Describe the following related to students with disabilities:

• Methods used for identifying students with disabilities and avoiding misidentification or over-identification;

Wooddale MS enrolls students with existing IEPs or 504 plans, as well as students who have not yet been identified as having a special need or disability. The path to identification includes a universal screener and RTI2 framework to identify and provide a continuum of services. We know early and accurate identification increases a student's success; and have moved away from a discrepancy model, sometimes called a "wait to fail" approach. Since July 1, 2014, the RTI2 model has been our statewide approach to identifying students with SLDs. The Rules of the State Board of Education require all districts and schools to use RTI2 as a component of the process to determine the eligibility of students to receive special education services for SLDs; however, identification is not the sole purpose of RTI2.

Wooddale MS follows Federal Child Find requirements (34 CFR §300.111), which requires a process for schools to locate, identify, and evaluate students in need of special education services.

Interagency Cooperation: Staff in other agencies that serve children often have opportunities to interact with children and their families and gain insights that may not occur within the local school setting. Wooddale partners with Youth Villages, the Department of Children Services (DCS), area homeless shelters, and refugee agencies in their geographic region that serve children to determine if special education services are needed.

Wooddale utilizes its Student Support Team (SST), composed of Green Dot and/or school-level administrators, school counselor(s)and/or social worker(s), general education teacher(s), and the school psychologist. Student identification can be divided into two categories, each outlined below.

Existing Individual Education Programs (IEPs): When completing registration and enrollment tasks in SchoolMint, we ask parents/guardians questions to indicate if their child has been diagnosed with a disability or if they have received special education services in the past. An affirmative answer to this question would trigger a request to the student's previous school to obtain their IEP, and a request is sent to EdPlan to transfer the IEP to the current district and school. Once received, the team will convene to review the student's current IEP, ensure the correct least restrictive environment (LRE), and make any changes deemed necessary by the IEP team. There are some situations in which a parent might answer in the affirmative, but the student's disability does not require an IEP or 504 plan. If a parent indicates there is not an existing IEP or 504 plan, we anticipate that our universal screener, RTI2, and referral processes will prompt the school to check if a previous plan was in place or contact a parent for more information.

Referrals

School staff and parents/guardians may request an evaluation to determine if a student is eligible for special education services. Immediately after a referral is made, all available information relative to the suspected disability, including information from the parent and information about the interventions that have been

implemented, is collected and considered before determining whether additional data (e.g., medical information or evaluation results) are needed. All evaluations of students under Section 504 comply with the timelines provided by the IDEA, including proper Notice of Procedural Safeguards under Section 504 (e.g., right to examine relevant records, request for an impartial due process hearing, and a review procedure). Green Dot and Wooddale Middle follow all laws, regulations, and procedures for notifications and timelines during this process.

The procedures below are followed to provide screening and intervention before a referral.

○ Universal Screener. All Green Dot Tennessee schools administer the iReady assessment, a nationally normed, skills-based universal screener as part of the universal screening process. Students take the iReady benchmark in reading and math at the beginning, middle and end of the school year. iReady is approved as a universal screener by the state of Tennessee. This assessment provides all students with a baseline performance level (by early/mid/late grade level) and can be used to determine students who are academically at risk. The goal of early screening is to diagnose student needs rapidly and determine what extra help can be initiated early so gaps may be addressed. Research from the past 10 years clearly shows that signs of learning difficulties can be identified earlier than previously thought possible (https://www.ncld.org/the-importance-of-early-screening/). At Wooddale, the RTI team uses and analyzes the results of the skills-based universal screener and other classroom-based assessments. These may include but are not limited to standards-based assessments, grades, formative assessments, summative assessments, classroom performance, teacher observations, etc. This information is used to confirm or challenge a student's performance on the skills-based universal screener.

○ Implementation of RTI^2 ~~P~~rocess As stated above, GDPST employs the RTI2 framework to identify a student with a specific learning disability. In the case that a student does not respond to the most intense level of intervention, s/he is referred for comprehensive psycho-educational evaluation. Immediately after a referral is made, all available information relative to the suspected disability, including information from the parent and information about the interventions that have been implemented, is collected and considered before determining whether additional data, such as medical information or evaluation results, are needed. Once written parental consent is obtained, all agreed-upon components of the evaluation are evaluated. The RTI2 team determines whether the evaluation results indicate the existence of a disability and whether the identified disability adversely impacts the student's educational performance such that s/he needs the most intensive intervention (i.e., special education) within 35 calendar days. The school data team may recommend students whose iReady results suggest support may be needed to meet academic or behavioral needs.

If at any point, a student fails to respond to interventions and is suspected of having a specific learning disability, then the student must be referred for an initial evaluation for special education regardless of what tier of intervention the student is currently receiving or how many weeks the student has been receiving intensive interventions~~.~~

○ Creation of an IEP. If a disability that requires special education or related services is indicated during the evaluation process, an IEP that contains rigorous goals and instructional plans will be created within 30 days of the initial eligibility meeting. The creation process will include input from the school psychologist, general and special education teachers, school administrators, parents/guardians, and the student (if appropriate). Once developed, the IEP will be implemented with fidelity. The Special Education Program Administrator (SEPA) owns this responsibility.

○ Creation of a 504 Plan A 504 plan is developed by the school counselor that states the nature of the concern, the specific accommodations, and the related support services to be provided to an eligible student. A student with a physical or mental impairment that substantially limits one or more major life activities meets the criteria for a 504 plan. Additionally, the determination of whether a student has a physical or mental impairment must

be made on a case-by-case basis and supported by medical documentation. The Chief of Academics owns this responsibility.

Misidentification

Following the referral process outlined above with fidelity is key to avoiding the misidentification of students referred by the school. The multi-tiered nature of RTI2 requires frequent progress monitoring and data review before moving students from Tier II to Tier III and then again before moving from Tier III to the referral process. If students progress well on their skills and goals, they will not be referred for evaluation. Additionally, frequent monitoring and coaching of the teachers providing intervention support play a key role in ensuring that the adjustments to the intervention instruction are made based on observations and data.

Green Dot seeks to avoid the misidentification of students for special education services, providing intentional, individual attention to student needs. The process noted above ensures that teachers use all typical intervention strategies as part of the daily instructional model. Then, all stakeholders analyze academic and behavioral data for the child presented for their evaluation. Every child receives an individualized plan and evaluation that allows and encourages specificity in determining an exact identification of needs for that child to assist each child in their academic track for success.

Wooddale's policies and procedures aligned to IDEA are in place to prevent overidentification or disproportionate representation of students with disabilities. This includes the use of multiple data sources and work samples to make informed decisions before referring a student for evaluation and selecting assessments that are culturally sensitive and appropriate for our demographic. Additionally, as outlined in the school culture section, Wooddale MS strives to create an environment that is welcoming and supportive to students of all cultures and backgrounds. Our curricula are selected to show diverse experiences and respect students' perspectives and experiences.

• Specific instructional programs, curriculum, practices, and strategies the school has employed to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with disabilities, and what will continue and/or change with transition to the home LEA;

Academic Programming

In accordance with IDEA, students with special education needs enrolled in Green Dot schools are provided a free appropriate public education (FAPE) in the least restrictive environment. We believe our program and practices, including personalized learning and small classroom size, allow teachers to know students well and to know them in a wide range of ways. Given this approach, all students are included to the maximum extent feasible (LRE) according to the needs of their IEP.

Inclusion

The LRE for most of Wooddale's current students entails enrollment in general education classes with services provided via an inclusion model. Research supports proper inclusion for students with even the most severe disabilities, showing that their general education peers make higher gains given the extra help and support these classes offer (https://www.inclusionevolution.com/7-research-studies-can-use-childs-next-iep-meeting-win-fight-inclusion/). Students with mild, moderate, and severe disabilities will receive similar services in the general education classroom (at intensity levels determined by need) with nondisabled peers to the maximum extent possible. Special education teachers will provide inclusion class services using the co-teaching service model. In the co-teaching model, the general and special educators share responsibility for planning, delivery, and evaluation of instruction for a heterogeneous group of students. The special education teacher and general education teacher jointly deliver instruction. The general education teacher acts as the content matter expert and presents the lesson; the special education teacher is the expert in differentiation and accommodations. The general

education and special education teachers lean on their areas of expertise while planning to make joint decisions regarding instructional routines, organizational routines, behavior management, and grading and testing. It is expected that both teachers have a strong understanding of the lesson objectives and individual student data and needs for the class.

All students, regardless of their LRE, have access to the standard general education curricula and corresponding instruction. For students with disabilities, the curricula may be modified (per the IEP) and/or accommodations provided to help students access grade-level content and skills. If a student's IEP indicates that specially designed instruction is better provided in a separate setting, such support will be provided in accordance with the IEP.

Special Education Intervention. Removal from the general education environment is limited to times when the nature or severity of the disability is to the extent that education in the general education classes with the use of supplementary aids and services cannot be achieved satisfactorily (as determined by the IEP Committee). When a student's IEP includes special education and related services, we deliver a continuum of alternative placements. Students unsuccessful with the first level of support received additional interventions, called special education interventions. Special education intervention provides academic support in a separate special education setting. This is small group instruction provided in the Reading/Language Arts and Math areas of instruction. In this area of support, students work on their deficit levels of academic areas of needs in a smaller group or individual group setting.

Gifted and Talented

Students who have been identified as gifted receive academic and cultural enrichment. These services are offered in the general education setting, as a part of the inclusion program, and in a separate pull-out model. One teacher with gifted endorsement splits time to serve students (2) across the network. At this time no students have been identified for gifted services at Wooddale MS. Should there be an increase, the staffing model will be adjusted.

Students Identified as Intellectually Gifted: The current process for identifying students for screening during the 2023-2024 school year includes using data from the i-Ready and AimsWeb for all students within GDPTS network along with other measures of academic achievement. Students must earn an <u>overall</u> grade level on these screeners that is at least 2 levels higher than their current and appropriate grade level to be identified for screening. Following the administration of each Benchmark exam, results are analyzed to identify students who may be eligible for gifted services.

Gifted and talented students work on extended learning projects to compete in the Science Olympiad. Teams of students develop teamwork and problem-solving throughout the year in preparation for each of the events. Middle school teams initially compete in one-day regional tournaments that are held at several locations throughout Tennessee. The top 24 teams from each division advance to the state tournament held at the University of Tennessee, Knoxville, in the spring. The winning team in each division then competes in the National Tournament generally scheduled in late May.

- Students will be screened using other measures, such as TNReady percentiles and TN gifted checklists to determine if there is a need to start the process of completing a comprehensive evaluation with a school psychologist to consider gifted services through an Individualized Education Program, or IEP.
- Identified students will be served as outlined in the TDOE Gifted Manual. Gifted students will be taught using the Destination Imagination Curriculum Math and Language Arts curriculum. All units are aligned to the TN State standard of the grade and a maximum of three grade levels above the grade level.
- Intellectually gifted students will be monitored based on their performance on Imagination Destination projects completed during their gifted pullout sessions. In addition, data from core classes will be monitored based on their performance on daily exit tickets, weekly quizzes, TNReady / TCAP results, and

quarterly Interim Assessments.

Functional Skills

Students receive special education services in a classroom environment specifically designed to address their needs, which are typically intensive or extensive. Currently, CEG schools provide self-contained classrooms for students who have cognitive or adaptive scale scores below 70 based on the IQ and Adaptive assessments that are provided by the school psychologist. The structure of the classrooms are as follows:

- **Students with Moderate to Severe Disabilities.** All students identified as receiving special education will receive accommodations/modifications identified on his/her IEP. Programs for students with moderate to severe disabilities provide students with modified instruction that meets the needs and goals of their IEP. When deemed appropriate by the IEP team, students who are assessed on the Alternate Assessment (TCAP ALT, KITE) will engage in a path aligned to TN Academic Standards that would lead to receiving the Alternate Academic Diploma. Additionally, where a special education diploma or occupational diploma is the appropriate path, students will receive direct instruction in specialized, self-contained classes focusing on functional and occupational skills and consultative support for elective classes in general education. Lesson plans will reflect modified instructional strategies to support students with learning functional skills and applying the skills in real-life contexts through Community Based Instruction. Transition services are provided by special education teachers and Pre-employment Transition Specialists through a state of TN agency, and integrated into all periods of instruction by focusing on functional skills instruction, transition planning, and building on student interests and skills.
- **Curriculum**: The students receive instruction in reading, writing, math, Pre-Vocational, life and social skills and adaptive living skills. The curricula that are used to support these areas are ATTAINMENT Company for functional reading, writing math and life skills; EDMARK Functional Word Series, Functional Independence Skills Handbook (FISH) and Checklist of Adaptive Living Skills (CALS). Instructional strategies that are used include explicit direct instruction and the incorporation of multiple intelligences (kinesthetic, visual, musical.)
- General education curriculum is always the primary option for children to find learning success. Exposure to the general education curriculum can be provided to all students through participation in general education settings. Students unable to be successful in general education classrooms for core subjects will still attend support classes such as P.E and Art. These activities allow and encourage participation with general education peers and maximize the interactions between students within the school setting to ensure academic success to all students enrolled in the school setting.

Students with 504s

Students who have 504s receive instruction in the general education classroom. Teachers implement the needs of the 504, which may include frequent breaks, modified assignments, accommodations, modifications, etc. Students who have counseling as part of their 504 plan will receive this service from the school counselor. The school counselor will monitor the student's progress and revisit the 504 Plan at least every 30 days by gathering input from the student's teachers, related service providers, parents, and any other person who helps to implement the 504 Plan.

• Plans for monitoring, evaluating, documenting and communicating the progress and success of students with disabilities, including coordination with the authorizer's monitoring and evaluation

Monitoring and Evaluation

Fidelity checks are completed on all students with disabilities to ensure that appropriate instructional practices are being implemented for student success. A stakeholder who does not provide academic services to the child completes these checks. School psychologists, the Special Education Program Administrator, the English Language Learner Curriculum Specialist as well as appointed staff will complete these as unbiased and

nonjudgmental observations that are presented to the team for review. Progress monitoring is completed weekly in the areas of Reading and Math to provide data for individual levels of growth and progress. These are completed via a computerized program, AimsWebPlus.

Progress monitoring occurs in alignment with IEP goals and is reported accordingly. Generally, progress reports for IEP goals and objectives are updated every nine weeks and sent home for parental review. We look at the assessments of students with disabilities receiving special education services, including improvements in performance on the iReady and end of course assessments, and teacher-created assessments to determine our program's effectiveness. We disaggregate assessment results between students with disabilities and those without to continuously monitor and improve the efficacy of our special education program and we report those results. Should adjustments be necessary, any team member can call an IEP meeting to facilitate making the necessary adjustments.

Annual IEP updates occur each year to guarantee that the child is making adequate progress in their learning program. When needed, meetings with the team are scheduled, and a new learning plan is developed to support the child's present performance levels. IEP addendums can also occur to make any needed adjustments in the learning path provided by the IEP goals and objectives.

Re-evaluations occur every three years and can provide the team with additional data as needed for student success as well as to continue services. If a classification or identification of disability needs to be adjusted, this is the time and place for it to occur for student academic success. The Chief Academic Officer, Special Education Program Administrator and school personnel work together to coordinate communication with the LEA and other critical stakeholders in the process.

The school and leadership team work together at year-end to review the progress of all students with disabilities to identify students ready to exit the special education program. Exit From special education occurs when the student:

- No longer meets the Tennessee eligibility standards,
- No longer requires special education and related services,
- Parent revokes consent in writing for their child's receipt of special education services after the child is initially provided special education and related services
- Graduates with a regular diploma
- Exceeds the age of eligibility for FAPE (age 21) before the start of the school

Plans for promoting graduation for students with disabilities (high school only).

Not Applicable. Wooddale MS does not serve high school students.

d. Describe the following related to English Learners (EL) in accordance with State Board of Education Rule 0520-01-19-.03:

- **Methods used for identifying EL students and avoiding misidentification;**

Student enrollment applications and registrations are completed in *SchoolMint*, our online enrollment system. New-to-Green Dot parents/families are required to complete a Home Language Survey (HLS) which includes the following three questions:

1. *What is the first language this child learned to speak?*
2. *What language does this child speak most often outside of school?*
3. *What language do people usually speak in this child's home?*

SchoolMint provides HLS reports that include responses from the three fields above. Two weeks prior to the school's start date, and weekly thereafter, the EL Program Administrator accesses this report to determine which applicant responded to any of the three questions with a language other than English. The EL Program Administrator will enter in PowerSchool an ELB Status of "N" (Non-English Language Background or NELB) for those who did. These newly identified NELB students are now considered potential ELs. (*By July 1, 2024, Green Dot will determine if continued use of Ellevation is necessary. Until then, our enrollment and progress monitoring processes will include Ellevation as described).*

Immediate next steps:

1. The EL Program Administrator notifies the certified ESL Specialist of the potential EL with a secured email that contains the student's SchoolMint HLS. The ESL Specialist downloads the HLS, marks it as "Secondary" or "Duplicate", and places it in the EL Cumulative Insert housed in the student's cumulative record.
2. The EL Program Administrator or the ESL Specialist reviews any other information that may have been submitted at the time of registration. Specifically, information pertaining to any direct services received, initial placement or continuing language program scores, or transcript/report card showing language support courses.

If previous year WIDA ACCESS scores **are provided**, the EL Program Administrator will update the student's ELB Status in PowerSchool accordingly:

- Overall Composite 4.3 and below, ELB Status= (L) Language Learner
- Overall Composite 4.4 or above, and Literacy Composite 4.1 and below, ELB Status=(L) Language Learner
- Overall Composite 4.4 and Literacy Composite 4.2, ELB Status= (1) Transitional Year 1

If previous year Alternate ACCESS scores **are available**, then the EL Program Administrator will update the student's ELB Status in PowerSchool accordingly:

- P1 Composite or higher and P1 Literacy or higher, ELB Status= (1) Transitional Year 1
- All others, ELD= (L) Language Learner

Once the student's State ID populates in PowerSchool and the student is rostered in TN PULSE, the EL Program Administrator will assign an ESL Specialist to the EL's ILP Team.

If previous year WIDA ACCESS or Alternate ACCESS scores **are not provided** at the time of registration, the EL Program Administrator will request files, scores, and other demographic information (ELB Status) by

- contacting previous district's ESL Data Specialist,
- requesting EL Cumulative Folder from previous school,
- requesting the student's Cumulative File Folder through *Ellevation* (for TN districts utilizing *Ellevation*),
- reaching out to the previous school's ESL Specialist, or
- submitting a file transfer request in TN PULSE.

If ELPA scores or records are not received within ten calendar days of enrollment, a second request will be made. If on the fourteenth day after the initial request, the student's scores or records have not been obtained, a third request will be made, and the MSCS Special Populations Director will be notified. If no scores or records are received by the twentieth calendar day after enrollment, the ESL Specialist will schedule and administer the WIDA Screener.

For potential ELs who never attended a U.S. school, or those who never attended school in Tennessee (verified by Green Dot Data Specialist in EIS or MSCS) and do not have previous year WIDA ACCESS or Alternate ACCESS scores, the EL Program Administrator will notify the GDPST Data Specialist that a State ID is needed. Once the student has a State ID in PowerSchool , the EL Program Administrator will enter Home Language Survey

information in TN Pulse. The WIDA Screener will be scheduled and then administered by the ESL Specialist within fourteen calendar days of enrollment.

> *At any time throughout the academic year a student's ELPA score is received and shows the student has met state requirements and exited the English language program, the student's ELB Status is updated in PowerSchool, and Direct/Indirect ESL Service is discontinued. The Exit Date determines if the student's status is T1 or T2 (Transitional monitored), T3 or T4 (Transitional), or F (Former). Exit Scores and Date are entered into Ellevation by the EL Program Administrator and documentation is added to the student's EL Cumulative Insert housed in the cumulative folder. The EL Program Administrators will correct the ILP Type in TN PULSE and notify the MSCS Special Populations Director.*

Potential ELs or NELB students who score below a 4.5 on the WIDA Screener shall be identified as EL and receive Direct ESL Services.

To minimize misidentifications, Green Dot's Data Specialist sends EIS reports monthly after the first twenty days of school, as well as five days before each state testing data upload, to the EL Program Administrator. If there are discrepancies with student ELB Status, the EL Program Administrator will review school records and any other information received from previous districts to determine or verify the correct ELB status. If corrections to ELB Status are needed, the EL Program Administrator notifies Green Dot's Data Specialist within forty-eight hours. The Data Specialist then makes corrections in EIS. The EL Program Administrator is responsible for maintaining ELB Status, Home Language, Date First Enrolled in US School, Date First Enrolled in LEP, and Birth Country fields for all ELs in PowerSchool.

Because we serve students in grades 6-8, parents/families may not provide the same responses on the SchoolMint HLS as they did when their child entered school years prior. In these cases, we depend largely on teacher/staff observations to help with the identification of potential English language learners. During our annual staff development that occurs before the start of each school year, the ESL Department encourages teachers and staff to contact the ESL Department if a student who is not identified as L, T, N, F, or W and uses a language other than English to communicate, or if their parent/guardian communicates in a language other than English. Administrative staff will reach out to parent/guardian, secure an interpreter approved by the school or *Boostlingo* if needed, to determine if responses to Green Dot HLS need to be amended. The EL Program Administrator will make every effort to obtain original HLS from previously attended school/district.

- **Specific instructional programs, curriculum, practices, and strategies the school has employed to ensure academic success and equitable access to the core academic program for EL students, and what will continue and/or change with transition to the home LEA;**
- **Plans for ensuring individual learning plans (ILPs) are maintained and addressed; and**
- **Plans for monitoring and evaluating the progress and success of EL students, including**
- **exiting students from EL services.**

Direct ESL Services
Previous year ACCESS, or for newly identified ELs, initial Screener results, are used to determine services:

Service Schedule				
Description	**Service**	**Model**	**Min /day**	**Course**

ACCESS and Screener Overall 3.4 and below,	Direct	Pull-Out	60	ELD (grade specific)
ACCESS and Screener Overall 3.5 and above	Direct	Sheltered	60	ESL Support 6-8
ACCESS Overall, Reading and Writing 3.5 and above + Speaking or Listening 3.5 and above	Tailored	Content-Based	40	ESL Support 6-8
ACCESS Overall 4.4 + Literacy 4.2	Exited - Transitional ILP and Monitoring			
Dually Served (IEP and IEP)	(specific to each student)			

Core Academic Curriculum
ELD Curriculum
ESL teachers are currently utilizing CommonLit 360 Units as their ELA colleagues. All ELs are provided access to the same curriculum, complex texts, and intellectually challenging activities focused on building content knowledge that is essential to learning academic English and developing their productive communication skills. After 2024 WIDA ACCESS testing, ESL teachers of ELD courses will pilot state-approved ELA lessons and materials such as Pearson Education myPerspectives. If MCSC has a curriculum specifically designed for RAELs or LTELs, we will incorporate it into our existing curricula.

ELs are provided with access to scaffolds to improve engagement with academic content and linguistic development. These scaffolds include multiple means of representation such as videos, graphics, texts, and read-aloud support features. Lesson scaffolding includes sequencing from whole-group instruction to independent practice; frequent checks for understanding; paired conversations; graphic organizers to enhance access to content; and language models, such as sentence frames and academic vocabulary walls.

Language programs primarily utilized during ESL Support 6-8
The grade-level *TEAM* curricula, from Continental Press, provide students with meaningful opportunities to both develop and practice receptive and productive language skills. Lessons are designed so that students acquire rich, targeted academic language in each content: Reading Language Arts, Math, Science, and Social Studies. Guided and independent practices are formatted like WIDA ACCESS items.

Finish Line for ELLs 2.0 is a program that provides instructional units designed to improve performance across the language domains and familiarize students with tested item types. Each lesson has a central theme that ties to a content area in the classroom. Item types mimic those on WIDA ACCESS, including multiple-choice, short and extended writing tasks, and oral responses.

ILP Chats
MLLs engage in ILP Chats with their ESL Specialists. During these individual conferences, Language Goals and other academic data are reviewed, and Instructional Scaffolds and Accommodations are discussed. These data chats provide students with the opportunity to provide input. Student input is recorded in the “Notes” section of the Ellevation Supplement.

WIDA Standards and Language Expectations and Core Curriculum
To ensure academic success and equitable access to the core academic program, all teachers of ELs will implement WIDA 2020 ELD Standards. The Tennessee Academic Standards that guide instruction across the state exemplify many of the language features of WIDA’s standards framework, specifically:

- a focus on oral language development;
- literacy across the content areas;
- use of instructional supports; and
- attention to genre, text type, register, and language forms and conventions.

Developing Capacity
Those who collaborate with, coach, or are responsible for the development of general education teachers, participate in professional development supported by WIDA eWorkshops. These workshops include:

- Classroom Teachers: Engaging Multilingual Newcomers
- Developing Language for Learning in Mathematics
- Engaging Multilingual Learners in Science: Making Sense of Phenomena
- Home Languages in the Classroom
- Making Language Visible in the Classroom
- Reframing Education for Long-term English Learners
- Social Studies: Engaging Multilingual Learners through Inquiry
- The WIDA ELD Standards Framework: A Collaborative Approach

General Education Curriculum
Prior to the start of school, the ESL and content Curriculum Specialists work collaboratively to identify prominent Key Language Use (KLUs) and Language Expectations of each unit of study. These are documented on Green Dot Curriculum Maps and reviewed with teachers during *Unit Launches* conducted throughout the year.

Making Data Accessible
In order to provide teachers and administrators **immediate** access to students' recent and historical ELPA and iReady data, "Notes" containing student input, Wooddale may continue to use *Ellevation* during the 2024-25 school year. (Because official ILPs are created and housed in TN PULSE, the information housed in Ellevation will be referred to as "ILP Supplement".) The EL Program Administrator will be responsible for maintaining Ellevation.

Regularly Scheduled Collaboration Time
Throughout the year, particularly during the intellectual prep time once per week, teachers, with support from content and ESL Curriculum Specialists, and school administrators, will utilize Curriculum Maps, TN Pulse ILPs, ILP Supplements from *Ellevation* and formative data to identify student needs, plan for differentiation and identify language features that may need to be explicitly taught to help carry out specific language functions associated to the unit's Language Expectation. Teachers document in their lesson plans or IGs, the instructional scaffolds and differentiation strategies to be provided.

Beginning of Year (BOY) ILP Review
Within the first twenty days of the school year, ESL Specialists, the Academic Counselor, school administrators, and teachers of ELs, will work collaboratively to create annual ILPs for returning ELs. This BOY ILP Review will occur during after-school professional development session(s) and other regularly scheduled sessions during the school day. Participation will be documented through sign-in sheets as well as signature pages in TN Pulse.

New Eagle Review
For new-to-the-district ELs, and ELs enrolling after the start of school, initial ILPs will be developed during scheduled ILP meetings, mirroring the IEP process. After ILPs are finalized in TN Pulse, hard copies will be shared and reviewed with teachers and administrators during after-school professional development sessions occurring on the second and fourth Thursdays of each month throughout the year.

ILP Progress Monitoring

Progress toward language and academic goals will be evaluated and documented quarterly. Teachers of ELs, **including those who teach students in their first or second year of transition**, will complete Progress Monitoring forms generated in *Ellevation***.** These forms contain the following fields that general education must complete for active ELs:

1. Please provide the student's current grade in your class.
2. If the current grade is 69 or below, please describe all classroom supports and scaffolds you have implemented for this student.
3. If the student has a failing grade in your class, select ALL factors that you believe contributed to the grade:
4. Language Goal Progress: Listening, Reading, Writing, Speaking (On Track, Off Track, No Evidence, Met)
5. I could use additional support in working with my ELL students (Yes or No)
6. As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that: (Continue - student should continue as monitored or Intervention - student is recommended for intervention)
7. Comments

Transitional monitoring forms include:

1. Please provide the student's current average in your class.
2. If the student has a failing grade in your class, select ALL factors that you believe contributed to the grade:
3. If the student is failing, describe all the supports you have implemented. If not failing, enter Not Applicable.
4. Student Performance & Progress: (Never, Sometimes, Frequently, Always)
   Does the student meet behavior expectations?
   Does the student engage in academic dialogue during class?
   Does the student work independently?
5. As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that: (Continue - student should continue as monitored or Intervention - student is recommended for intervention)
6. Comments

This is an opportunity for teachers to share invaluable information about how MLLs are performing in class and observations made regarding their language and academic progress. Each ILP monitoring period lasts one week, giving teachers ample time to provide valuable feedback. During this window, the EL Program Administrator and school administrators use Ellevation's Progress Monitoring Reports to track submittal rates and identify teachers who may need support with monitoring students' progress. ESL Specialists use completed Progress Monitoring forms as a source of data when evaluating student's progress. ESL Specialists and general education teachers have opportunities to discuss Goal Progress and clarify Instructional Supports during dedicated collaborative sessions scheduled on the second and fourth Thursdays of each month. Specifically, October 17th, December 12th, February 13th, and April 10th will be when observations are entered in students' ILPs (TN PULSE) and adjustments to goals are finalized.

The EL Program Administrator ensures monitoring and evaluation of student progress occurs in accordance with *TDOE New Rule 0520-01-19.1* by conducting on-site file audits four times per year. We will implement the MSCS system for monitoring ILPs and program evaluation if directed.

e. Describe the following related to at-risk students:

- **Methods used for identifying at-risk students through academic and behavioral processes; and**
- **How the school addresses the learning needs of at-risk students and monitors their progress. Specify the programs, strategies, and supports that will be utilized.**

Academic Intervention

Wooddale's approach to identifying academically at-risk students is aligned with the TN RTI^2 framework and outlined below.

- Administer Nationally-normed screener. All students will complete the iReady math and reading diagnostic benchmark three times annually. Student scores will serve as initial data to determine student academic proficiency. This includes overall grade-level placement bands, as well as domain-specific placements such as phonological awareness, high-frequency words, comprehension for reading, numbers, and operations, algebraic thinking, and measurement and data in math (as examples).
- If a student is identified as at-risk, the school data team will use the flow chart in the Academic Focus and Plan section to identify the next steps. Additional diagnostic assessments will be administered via AimsWeb to students assigned to Intervention. These diagnostics will determine the specific skill(s) gaps a student may have and what the focus of their intervention should be.
- Data Team Meetings. School data teams analyze data every 4.5 weeks to determine how the student is responding to the interventions. The initial meeting should focus on ensuring planning for instruction and goal setting for Tier 2 and Tier 3 students to ensure intervention is being implemented with fidelity. Data teams should select instructional strategies that directly address the identified benchmark instructional level and skill deficit areas that meet the identified frequency and duration for the identified tier. Instructional strategies should be research-based. The follow-up meetings should involve much more evaluation of analyzing progress monitoring data, fine-tuning instructional strategies, and the evaluation of goal progression. In follow-up meetings, previous student data should be made available for review to perform a comparative analysis to determine performance over time. AimswebPlus progress monitoring, iReady, and classroom performance data sets are most helpful in determining if there is an overall improvement in student performance. In analyzing data sets, the data team can determine how well the strategies they planned at the previous meeting are working, if new instructional strategies need to be implemented, or decide to continue with the existing strategies as they relate to the student goal and fidelity of instruction. As the year progresses and student data sets are analyzed, the data team will be able to determine if students can move by increasing the instructional level, progressing in tiers, moving in and out of various intervention groups, and ultimately out of RTI^2 Intervention. If a student is not responding to intensive intervention, the Student Support Team will begin the next steps for possible identification of a learning disability.

As previously explained, Wooddale MS defines the RTI^{2}tiers according to the TN RTI^2 Framework.

Tier	Percentile (According to RTI Framework)	Intervention	Frequency of Progress Monitoring	Approximate % of Students in RTI Tier at Wooddale
Tier I	> 25th Percentile	Receives Tier I Instruction	N/A	80 - 85% of students
Tier II	10th - 24th Percentile	Tier II interventions embedded in extended ELA and math periods.	Bi-weekly	10 - 15% of students
Tier III	< 9th Percentile	Stand-alone Tier III classes (on block schedule)	Weekly	5 - 10% of students

Tier II interventions are research-based and aligned to specific skill-deficit(s). Tier 3 interventions must be more intensive than Tier 2 interventions. The essential part of RTI2 is small group teacher-led face-to-face intervention, where students receive multisensory, explicit instruction, aligned specifically to the student's skill deficit, which is language-based and presented in a systematic and cumulative approach. Students in Tier II receive 30 minutes daily of Intervention, while students in Tier III receive 45 minutes daily. Instruction in these interventions should include the following:

- Tier II- two days a week of small group intervention and three days a week of computer intervention time
- Tier III- two days a week of computer intervention time and three days a week of small group intervention

Behavior Intervention

Wooddale MS in alignment with TDOE policies and Federal/State requirements, implements Response to Intervention for Behavior (RTI2B) to address a range of student behavior needs. Similarly to the RTI2A process described above, the RTI2B process includes referrals for at-risk students, universal screening, progress monitoring, the provision of tiered supports, and data-driven decision-making based on student response to intervention. See below for the RTI2B Action Guide which outlines key components of the process.

Response to Instruction and Intervention (RTI2B)

Tier I

The prevention of problem behavior and promotion of positive behavior by establishing processes that should facilitate success for 80% of the student body through universal support.

- Increase instructional time in core and elective classes
- Build strong relationships between students and staff
- Develop and implement strong school and classroom expectations that include positive reinforcement and Tier 1 interventions/ consequences

Data Sources:

- Culture Team Information Tracking System(s)
    - Hero/Trello
    - Google Drive
- Referrals & Input
    - Parent
    - Student
    - Staff
- SEL Survey – student-facing
- Culture Team Observations & Data Collection/Analysis
- ELA and Math Assessment completion rates

Problem Solving:

- Culture Team Committee
- Advisory Committee
- Grade Level Teams
- Student Advisory Council

Intervention Examples and Suggestions:

- Consistent and Effective Advisory Programs
- Cultural Team Protocols/Programs
- School Rules & Behavior
    - Essential 5 Expectations Are Explicitly Taught
- Parent Education and School participation
- Teacher Office Hours

Tier II

More intensive supports that proactively address behavior and intensive individual supports that focus on the needs of individuals who exhibited patterns of severe or extreme problem behavior.

- Support & expectations are consistent across students & throughout the day
- Evidence-based Interventions are implemented with fidelity and immediately following behaviors
- Staff & student trainings are aligned with interventions/referral procedures and provided frequently enough to achieve implementation fidelity
- Intervention selection will include behavioral function when/as appropriate
- Students will be assessed on progress throughout the day
- Provide additional instruction for key social, emotional, and/or behavioral skills
- Remediate academic skills deficits
- Increase focus on possible function of problem behavior
- Develop a home and school plan
- Build supports to teach self-monitoring

Data Sources:

- Culture Team Information Tracking System(s)
    - Hero/Trello
    - Google Drive
- Referrals & Input
    - Parent
    - Student
    - Staff
- SEL Survey – student-facing
- Culture Team Observations & Data Collection/Analysis
- ELA and Math Assessment completion rates
- Behavioral data collection (i.e., Hero/Trello, BSP, informals, discipline logs, etc.)
- Academic Performance & Attendance
- Formative & summative assessments (universal screeners, benchmarks, TCAP, etc.)
- Outside agencies & service providers (doctors, previous school documents, etc.)

Problem-Solving:

- Consistent and Effective Advisory Programs
- Cultural Team Protocols/Programs
- Parent Education and School participation
- Teacher Office Hours: Individual conferences with Student
- Conference with Parents & Students
- School Team Meetings (student progress & needs)
- Culture Team Committee
- Advisory Committee
- Grade Level Teams
- Student Advisory Council

Intervention Examples and Suggestions:

- Behavior Support Plans
- Behavior Contracts
- Safety Plans
- Check-in/Check-out
- Peer mentoring
- Proximity

- Frequent prompting & reinforcement of expectations & routines
- Social, emotional, & self-management skills
- Organizational & Coping Strategies
- Consistent and effective advisory Programs
- Cultural Team Protocols/Program
- Parent Education and School participation
- Teacher Office Hours

Tier III

Intensive individual supports that focus on the needs of individuals who exhibited patterns of severe or extreme problem behavior.

- Implement individualized interventions (School behavior plans, Functional Behavioral Assessment, Behavior Intervention Plan) based on behavioral assessment.
- Reduce the amount of dangerous, highly disruptive behavior.
- Re-build relationships

Data Sources:

- Culture Team Information Tracking System(s)
    - Hero/Trello
    - Google Drive
- Referrals & Input
    - Parent
    - Student
    - Staff
- SEL Survey – student-facing
- Culture Team Observations & Data Collection/Analysis
- ELA and Math Assessment completion rates
- Behavioral data collection (i.e., BSP, informals, discipline logs, etc.)
- Academic Performance & Attendance
- Formative & summative assessments (universal screeners, benchmarks, TCAP, etc.)
- Outside agencies & service providers (doctors, previous school documents, etc.)
- Function Behavior Assessments
- Behavior Intervention Plans

Problem Solving:

- All of Tier 1 + 2 Plus
- District student service level support
- Community partnerships
- Referral programs

Intervention Examples and Suggestions:

- Functional Behavior Assessment
- Individualized Behavior Support Plans
- Individualized Behavior Goals and Progress Monitoring
- Individualized Attendance Plans (SART)
- Individualized Academic Interventions
- Alternative to Suspension Programs
- Functional Behavioral Assessments
- Individual Therapy
- Family Therapy

- Community Agency Programs

Executing Quality RTI2B on All GDPST Campuses					
Lever	**Goal/Plan of Action**	**1st 30 Days**	**45/90 Days**	**60/120 Days**	**Yearly Evidence**
•Execute RTI2B	•To Effectively & Efficiently Implement & Document RTI2B	•Identify RTI2B Team & Outline School Staff Roles •Develop Tiered Processes & Procedures •Ensure Staff Complete Training •Schedule & Complete Bi-monthly Meetings (School & Home Office)	•Quarterly Data Review & Analysis • Data Driven Decision Making (program &/or tiering adjustments, etc.) •Complete the Universal Screener (updated)	•Continue to Implement Tiers & Document Processes/Procedures using the Designated Monitoring Systems •Continue Data Driven Decision Making (program &/or tiering adjustments, etc.) •Complete Data Specific, RTI2B Training with Staff (AGDD) •Continue Bi-monthly Meetings (School & Home Office)	• Data Accurately Entered in System • Increased Student Performance • Decrease in Chronic Absenteeism & Discipline Data (as outlined in strategic plan)

Wooddale's approach to behavior intervention is similar in structure to academic intervention, including a cycle of data review and increasingly intensifying interventions.

Data is collected from multiple sources frequently and analyzed by school and network teams to determine student response to intervention and the need for programmatic adjustments. This includes, but is not limited to, CASEL CORE SEL survey (administered twice annually in advisory), Tableau Culture Dashboard (including data on attendance, discipline, grades that can be manipulated to dial in on specific student populations, if needed), teacher referral trends, school culture walk-throughs (conducted by school admin and Culture Team), student point system, HERO.

Below is an example of a Behavior intervention/Tiering Guide, used to ensure student supports are aligned with need.

RTI-B Tier	**Percent of Students**	**Goals**	**Focus Data Examples**	**Review of Data**	**Intervention Examples and Suggestions**
Tier 1	80-85%	● Prevention of problem behavior ● Promotion of positive ● behavior ● Maximize instructional time in core and elective classes ● Build strong relationships between students and staff. ● Develop and implement strong school expectations, with positive reinforcement.	Tableau Culture Dashboard Teacher Referrals CASEL CORE SEL Survey Culture Team Observations	School Admin. Green Dot Home Office School Culture Team School	● Green Dot Advisory Programs ● School-based Cultural Team protocols & programs ● Wooddale 5 (common behavior expectations) ● Explicitly teach (and reteach) expectations to ALL students ● All students regularly & consistently acknowledged adhering to behavior expectations

		● Develop and implement strong classroom l expectations, with positive reinforcement.	Hero	Advisory Team	● Consistent redirection by all adults when behavior expectations are not met. ● Parent education opportunities ● Opportunities for academic support via afterschool program ● Teacher office hours (minimum of twice weekly, per teacher)
Tier 2	10-15%	● Proactively address behaviors before escalation. ● Consistent support & expectations across students & throughout the day ● Evidence-based interventions are implemented with fidelity and immediately following behaviors ● Staff trained on intervention and referral procedures. ● Students monitored multiple times daily if needed ● Remediate behavior skill deficits ● Increased focus on the possible function of problem behavior ● Develop at-home and school plan ● Focus on teaching self-monitoring	Data from Tier 1, plus Formative & summative assessments Outside agencies & service providers documents or assessments Parent & Student Input & Referrals Staff Referrals	Individual Student Conference Parent/Student Conferences Admin. Meetings Culture Team Committee Advisory Team Meeting Student Advisory Council	Tier I Interventions plus: ● Behavior Support Plans ● Behavior contracts ● Safety plans ● Check-in/Check-out Process ● Peer mentoring ● Proximity ● Frequent prompting & reinforcement of expectations & routines ● Social, emotional, & self-management skills ● Organizational & coping Strategies
Tier 3	5 - 10%	● Intensive individual support for students who exhibit patterns of severe or extreme problem behavior. ● Implement individualized interventions based on behavioral assessment (School behavior plans, Functional Behavioral Assessment, Behavior Intervention Plan). ● Reduce the number of dangerous, highly disruptive behaviors. ● Re-build relationships	All of Tier 1 & 2, plus: Behavior Assessment Behavior support team	All of Tier 1 & 2, plus: District student service level support Community partnerships Referral programs	● Individual Behavior Support plans ● Individualized Behavior Goals and Progress Monitoring ● Individualized Attendance Plans (SART) ● Individualized Academic Interventions ● Alternative to Suspension Programs ● Functional Behavioral Assessments ● Individual Therapy ● Family Therapy ● Community Agency Programs

f. Describe the following related to gifted students:

- **Methods used for identifying and meeting the needs of intellectually gifted students,**
- **including specific research-based instructional programs, practices, strategies, and**
- **opportunities the school provides to enhance their abilities; and**
- **Plans for monitoring and evaluating the progress and success of intellectually gifted students.**

The current process for identifying students for screening during SY2023-2024 includes using data from the iReady and AimsWeb for all students along with other measures of academic achievement. Students must earn an overall grade level on these screeners that is at least two levels higher than their grade level to be identified for screening. Students will be screened using other measures, such as TNReady percentiles and TN gifted checklists to determine if there is a need to start the process of completing a comprehensive evaluation with a school psychologist to consider gifted services through an Individualized Education Program, or IEP. Identified students will be served as outlined in the TDOE Gifted Manual. Gifted students will be taught using the Destination Imagination Curriculum Math and Language Arts curriculum. All units are aligned to grade-level TN state standards and up to a maximum of three grade levels above the grade level.

Students who have been identified as gifted receive academic and cultural enrichment. These services are offered in the general education setting, as a part of the inclusion program, and in a separate pull-out model. Students may also work on extended learning projects to compete in the Science Olympiad. Teams of students develop teamwork and problem-solving throughout the year in preparation for each of the events. Middle school teams initially compete in one-day regional tournaments that are held at several locations throughout Tennessee. The top 24 teams from each division advance to the state tournament held at the University of Tennessee, Knoxville, in the spring. The winning team in each division then competes in the National Tournament generally scheduled in late May.

Intellectually gifted students will be monitored based on their performance on Imagination Destination projects completed during their gifted pullout sessions. In addition, data from core classes will be monitored based on their performance on daily exit tickets, weekly quizzes, TNReady/TCAP results, and quarterly Interim Assessments.

1.8 School Culture and Discipline

In this section:
a. Provide as Attachment F the Student Handbook and/or forms that will be required of students and families.

The student handbook and forms that are required of students and families (e.g., the parent/student policy manual signature page at the end of the handbook) are provided in Attachment F. Please note: Attachment F has been replaced/amended.

b. Describe the school culture or ethos of the school and how it promotes a positive academic environment and reinforces the school's mission, goals, and objectives.

GDPST believes that it is essential to establish and maintain a positive academic environment that supports learning and achievement. As previously stated, Wooddale MS sets high expectations for academic achievement. To meet the high expectations for academic achievement, our behavioral expectations are equally high. The following core values serve as a road map behind our school's achievement of its mission.

1. An Unwavering Belief in All Students' Potential
The famous experiment about the impact believing has on performance, the Hawthorne Experiment, proved the incredible positive impact that believing has on performance of all types. The study showed that incredible poverty, racism, broken homes, violence, and drug problems could be overcome by schools that believe it is their responsibility to change students' lives, not just hope for better students (https://www.cfedsolutions.com/blog/2018/10/9/we-must-believe-all-students-can-learn). A grounding force at Wooddale is the belief that all students can succeed. Green Dot truly believes that every student, whatever their circumstances, holds the innate potential to achieve their goals and succeed in college, leadership, and life. While we acknowledge that the belief may be challenged and tested—either by personal experience in the classroom or external societal pressures—we are unwavering in our commitment to consistently approach every student not in terms of what they lack, but in terms of what is possible.

Wooddale MS creates opportunities and systems that facilitate the adoption of a true belief in a student's potential. This begins with authentic listening to hear and understand the student's interests and goals a student has identified or set themselves. Through active listening, staff understand the lived experiences that have shaped each student's why and goals for their life. Time for listening is built into the daily advisory period. Wooddale MS's advisory period dedicates time for students to share these goals in a systematized method with trusted faculty members. Throughout the academic year, students are provided with opportunities to reflect on progress toward their goals, as well as to adjust goals as they change. For example, after each I-Ready benchmark assessment and grading period, students complete a reflection, assessing if their current academic progress is moving them toward their goals. In the event that a student recognizes they are not moving at the pace they would like toward their goals, time is used to collaboratively develop the next steps for the student. For example, to reengage a student, the counselor may connect a student with a community businessman who holds a career in a field of interest. Wooddale has formed a partnership with Memphis Belles through which more than 200 students have been introduced to a group of female pilots to learn about their experience and spark interest in a future career in aviation. We encourage students to focus on their continued improvement and help them understand what is needed to succeed. Our advisory period provides the structure to implement this value with consistency. Failure is not an option.

2. Passion for Excellence
Good enough is never good enough. Green Dot's success has been made possible through an ongoing commitment to learn, grow, and strive for excellence in everything we do. Self-reflection and an earnest desire to

continually improve are integral components at every level of our organization. We seek to share this passion with our students. The Student & Family Support Specialist and instructional leadership team regularly update visuals that are designed to ignite passion and inspire excellence. The administrative team establishes incentives and competitions that recognize students' commitment to excellence. Research consistently indicates that students are more affected by positive feedback and positive behaviors are correlated with positive academic outcomes. More specifically, research shows, "A positive school climate is critically related to school success. For example, it can improve attendance, achievement, and retention, and even rates of graduation, according to research. While negative school climate is linked to lower student achievement and graduation rates, and it creates opportunities for violence, bullying, and even suicide." (https://safesupportivelearning.ed.gov/school-climate-improvement). Examples of incentives students may earn include free dress days, gym time during advisory, snacks or treats, field trips, and celebrations. Competitions are held to promote and provide motivating recognition for efforts, such as competitions to encourage consistent attendance, and to recognize collaboration or minimal disciplinary infractions and academic growth among individuals, and classes. During the advisory block, teachers support students as they monitor their individual journey toward excellence. In addition, Green Dot Public Schools Tennessee, led by its Executive Director and Board of Directors, have established annual goals for the organization that will ensure it is on track to meet the goals and priorities defined in its five-year plan. School climate measurement is a tool we use to help keep us accountable. An annual student survey, focus groups, and reviews of disciplinary and attendance data are used as measurement tools.

3. Personal Responsibility

Achieving excellence requires that we all take responsibility for our role in the success of students, colleagues, and the larger organization. We push ourselves towards developing solutions, but none of us do so alone. We rise together to meet the toughest challenges. Each of us actively plays a part in removing barriers to student success or, when possible, empowering our students to navigate such hurdles themselves. In order for an individual to practice personal responsibility, they must be aware of what they are responsible for and have the cognitive and technical capacity to fulfill their responsibilities. In support of this, Wooddale MS leadership distributes a weekly newsletter (via print or electronically) to teachers that clearly outlines the immediate and long-term foci for the school, including instructional and school culture priorities. Monthly one-pagers are distributed to notify the school community of upcoming events. Teachers meet weekly with Curriculum Specialists in intellectual preparation meetings to ensure they are equipped to provide students with a high-quality, equitable education. Teachers also review the effectiveness of instruction by conducting data reflections after common assessments. Wooddale Middle's administrative team follows up on these data reflections to support teachers, as well as facilitating crucial conversations, as needed, to encourage personal responsibility. School leaders meet weekly with members of GDPST's executive leadership team to review progress toward goals, to discuss practices that move the school toward established goals, and take responsibility for making adjustments when necessary.

4. Respect for Others and the Community

Green Dot respects the communities in which we work and the people who live in them. We seek to hear and give the community a voice. Wooddale MS believes every individual's story is unique and that each community has a unique story. While Parkview Village is part of the larger story of the city of Memphis–it also has a unique identity. Wooddale Middle hosts monthly parent meetings and events to celebrate students and build community. These meetings provide families with the opportunity to share their perspectives on the effectiveness of the school's work and engage in collaborative problem-solving with administrators, faculty, and staff. Additionally, the school strategically uses this time to connect with members of the greater community whose members share valuable services with our families. For example, Lifedoc offers many health services (e.g., vision tests, physicals, and other screenings) at no cost.

Another aspect of our continual commitment to the community is the relationship we have with the Mid-South Food Bank. Through our food pantry, we are able to provide families in need with nutritious food. This

relationship with the Mid-South Food Bank also opened the opportunity for Wooddale to become a mobile food pantry during the pandemic shut down, serving hundreds of residents in the Hickory Hill/Parkway Village community with food at this most vulnerable time.

5. All Stakeholders are Critical in the Education Process

Respecting stakeholders requires active listening and the inclusion of all voices. School leaders regularly (e.g., biweekly or at least monthly) engage teachers in decision-making through the creation of professional communities of practice. Community engagement teams (consisting of internal and external team members, such as administrators, teachers, community representative/partners, parents, and students) nurture the political power of our parents to create meaningful change in the neighborhood. For example, the team collaborated to begin a neighborhood watch and sustain open communication with the local high school to join forces when an issue (e.g., neighborhood crime) needs attention. Schools build alliances with high-quality community partners to help remove barriers to student learning. Senior leadership team members challenge policymakers on the inequities of state funding. Across the organization, Green Dot consistently seeks to promote an environment of collaboration. We are more powerful together than we are alone: our individual impact is magnified in partnership.

c. Explain how the school has created, implemented, and sustained this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan the school will use for acculturating students who enter mid-year.

Implementation

The school culture is introduced to teachers during the interview process. Teachers become further acquainted with the school culture during our week-long pre-opening PD for all new staff members. While the school's leadership team, with support from the Chief of Schools, is responsible for creating and sustaining the school culture through clear direction and support, all teachers advance the culture in their classrooms through modeling and practice. Parents and students are introduced to the school culture during outreach efforts as they learn about the school. Families are given a hard copy of the Student and Family handbook that outlines culture, expectations, and practices. Parents also create many aspects highlighted in our Student and Family Handbook by participating in the school's School Advisory Council. The Student and Family Handbook is also on our school website to reference for our current families and for potential new families to review. As school begins, students participate in a three-day orientation that introduces them to the school culture and communicates shared messaging.

Values, skills, and expectations are then integrated into lessons and interactions. Visuals are displayed throughout the classrooms and hallways (e.g., posters) to reinforce common norms of communication and to unite all in our mission. Through repeated practice, students use and eventually adopt shared language as their own. They learn to recognize the presence (or absence) of the values in their own and others' actions. They become intuitive, ultimately reaching "automaticity" as they support a strong schoolwide culture.

Acculturating Students Who Enroll Mid-Year

For students who enroll mid-year, the students and their families will participate in a one-on-one orientation with the school principal and counseling team to learn the school expectations and routines and an opportunity to build relationships. The Advisory class also serves to integrate them into the Wooddale culture. Often, the student will shadow another student for a day to understand school operations and expectations.

d. Explain how the school's culture embraces special populations, including students with disabilities, English Learners, and students at risk of academic failure or dropping out.

School Culture for All Students, including SPED, ELL, and those at risk of Academic Failure

Wooddale's college and career-driven culture is intended to instill in all students an unwavering belief that they can be successful in their future careers. Wooddale believes that with the proper support, high expectations, and a college and career-driven attitude, all students can and will succeed in school and become lifelong learners, including students at risk of academic failure, students with disabilities, and ELL students. We will consult with Le Bonheur, MSCS, Lifedoc, and our school psychologist, to ensure school culture takes into account and serves our students with special needs. Wooddale's small learning environment and staff members' shared commitment contribute to a learning environment of safety and literacy. Caring teachers and culturally responsive classrooms positively impact student achievement and help students develop the resilience and self-confidence to succeed despite pervasive risk factors.

Because we have an unwavering belief in all students' potential, our school culture places emphasis on educating the whole child. This goes beyond academics. We strive to develop our students' character through our advisory program, which includes opportunities for community service, learning about current events and cultures, and other activities that focus on character development. We believe that our school should be inclusive of everyone, including students at risk of academic failure, students with disabilities, and ELL students. We commit to implementing strategies that are tailored to each student's needs. During our advisory block, advisory teachers serve as mentors for students at risk of academic failure, students with disabilities, and ELL students by providing academic and personal support.

- **Provide the student discipline policy as Attachment G (if not already included in Attachment F- the school handbook).**

The student discipline policy is provided in the school handbook that is provided in Attachment F. As stated above, Attachment F has been replaced/amended.

f. If not addressed in the student discipline policy, describe the philosophy for student discipline that supports the school's model, including:

- **Practices the school uses to promote equitable discipline, including both penalties for**
- **infractions and incentives for positive behavior;**
- **A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively; procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school employs for students facing expulsion;**
- **An explanation of how the school protects the rights of students with disabilities in disciplinary actions and proceedings;**
- **The job description and qualifications of the administrative individuals responsible for carrying out the school's discipline policies; and**
- **How students and parents will be informed of the school's discipline policy. A detailed description of due process controls for when a student is suspended or expelled and the process for how the school will protect the rights of students with disabilities in disciplinary actions and proceedings.**

Philosophy for Student Discipline

Our positive, inclusive culture is predominantly shaped by positive behavioral and tiered interventions and restorative practices. We focus on positive reinforcement to encourage desired behavior while RTI2 provides students with targeted support and restorative practices emphasize repairing harm and fostering a sense of responsibility. This combined philosophy aims to create a supportive, inclusive learning environment, proactively addressing behavior issues while promoting overall student well-being. The discipline policy in Attachment F outlines several of the prompt's requirements while the remaining prompts are addressed below.

Positive Behavior

Our approach to positive behavior involves engagement in meaningful learning as well as RTI2 that is rooted in supporting the "whole child," whether a highly capable or struggling learner, through academic, behavioral, physical, social and emotional services. By differentiating with three tiers of support (primary, secondary, and tertiary) for all, some, and a few students, staff effectively support students at their specific level. RTI2 team members integrate mental health through a single system of support (or "interconnected systems framework.") Initiatives include bully prevention and restorative practices. We promote positive behavior by encouraging teachers to have a 3:1 ratio of interactions with every student (i.e., 3 positive interactions for every negative interaction). Lastly, Wooddale MS offers monthly school-wide incentives (free dress days, gym time during advisory, and other spirit/culture events) for students who meet expectations. RTI2 members collaborate to align opportunities that support efficient and effective systems. Students are linked to evidence-based interventions that meet their individual needs.

Restorative Practices

Restorative Practices are integrated through our program to focus on the harm done, rather than on rule-breaking. When a student makes a poor choice, as we expect all students may do as they learn, we help students reflect on errors, engaging them in collaborative problem-solving to support them in making better decisions and re-engaging them in learning. Restorative consequences are typically designed to restore the wrongdoing. This means that individuals who hurt the school community must make amends and give back to the community for their infractions and repair relationships they have damaged. The "giving back" does not necessarily replace punitive actions that may result from the infraction. Instead, they are often in addition to such actions. For example, covering the wall with paint is a reasonable restorative consequence if graffiti is an infraction. When trust is broken, facilitated conversations and or apologies may result. The goal is that students always take responsibility and make amends. Green Dot has achieved evident success with its discipline philosophy at our existing Green Dot schools in California and Tennessee. For example, Wooddale's most recently published suspension rate (2021-2022) was 5.8% (below the MSCS average of 8.2%), a significant decrease from the time prior to Green Dot operating the school when the suspension rate (36.8%) was in the top 20% of MSCS schools at that time.

Job Description of Individuals Responsible for Carrying Out Discipline Policies: While all certificated staff are required to play a role in student discipline to maintain a positive school culture, the Principal, Assistant Principal, and Campus Security Officers or CSOs (two armed security officers who are contracted through Men in Blue and three campus security officers every day) will lead these efforts.

An administrator's job is to be an instructional leader on campus and supervise all staff members. Additionally, principals play a lead role in student discipline and attendance and are responsible for monitoring data, tracking, leading parental communication, and school-wide initiatives related to discipline. Principals are also responsible for coordinating and supervising the safety plan. Please see Section 2.4 for the complete duties and responsibilities of a Principal and the qualifications.

Campus Security Officers, employed by Green Dot, ensure the safety and well-being of all students and staff at each school site. Primary responsibilities include supervising in and around campus buildings, facilities, and areas adjacent to the school site, maintaining an orderly atmosphere, and assisting site staff in all necessary support activities. CSOs are called to:

- Provide visibility, patrol, assistance, and county emergency contacts for all staff, students, faculty, and guests of the school site.
  Ensure that school property is secure and locked when appropriate.
- Report all threats to health and safety, and incidents of misbehavior to the proper school authority.
- Provide safety escorts for students, staff, faculty, and guests when requested.
- Provide general campus supervision before, during, and after school, including but not limited to: classrooms, cafeteria, recreational and athletic areas.
- Direct campus visitors to the appropriate parties and prevent unlawful loitering.

- Provide security for parking areas and supervise restroom and locker areas.
- Respond to all alarms, security situations, breaches, maintenance problems, and fire and building hazards. Document all events previously listed.
- Assist local law enforcement and other emergency response staff as requested.
- Complete all documentation and reports as established by school site personnel.
- Serve as a positive role model for students.
- Develop and maintain effective working relationships with all stakeholders within the Green Dot network.
- Conduct home visits.
- Assist with minor discipline issues.
- Arrive to work and any meetings or appointments in a timely manner and in uniform
- Maintain professional standards and a school environment that is safe and secure for all students and staff.
- Participate in Green Dot and individual professional development programs.
- Participate in other events aimed at promoting or developing Green Dot and its schools (i.e. student recruitment).
- Other administrative duties and projects as assigned.

CSOs must be familiar with school site general policies, procedures, and mission statements and knowledgeable about modern investigative and law enforcement procedures, laws pertaining to juveniles, controlled substances, and their effect on student behavior and customs, and activities indicative of undesirable youth groups. They provide off-hour on-call support as needed. At Wooddale MS, they are known for their ability to supervise and direct students in a friendly, unemotional manner, remain calm under pressure, and handle all situations with discretion. CSOs build relationships with students and get trained in the Culture Team to help students constructively resolve conflict and work cooperatively and effectively with faculty and staff. They must capture their findings in reports, so we have supporting documentation and are skilled in interpreting and enforcing rules and regulations according to varying situations. Lastly, CSOs have prior experience in security and must be CPI, CPR, and First-Aid certified.

1.9 Recruitment and Enrollment

In this section:
a. Provide as Attachment H the school's Enrollment Policy, which should include the following:

- **Tentative dates for the application period and enrollment deadlines and procedures,**
- **including an explanation of how the school receives and processes application forms and**
- **run a lottery, if necessary (considering the authorizer's open enrollment and lottery**
- **schedule);**
- **Nondiscriminatory admission policies, pursuant to Tenn. Code Ann. § 49-13-107;**
- **Any existing or proposed articulation agreements, pursuant to Tenn. Code Ann. § 49-13-113;**
- **Identification of any pre-admission activities for students or parents;**
- **Enrollment and application communication methods;**
- **Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.**

Enrollment Policy

The school's Enrollment Policy is provided in Attachment H. The enrollment policy in Attachment H has been amended to outline the processes Wooddale MS will implement once authorized by MSCS.

Wooddale MS will conduct an open enrollment period during which a parent or guardian of a student residing within the LEA may apply for enrollment of the parent's or guardian's student in a school that the student is not zoned to attend. During the open enrollment period, a parent or guardian may submit an application for transfer to a school identified by the district as having space available to enroll and serve additional students. At the end of the open enrollment period, an application for transfer may be approved if space is available for the student at the requested school.

Pursuant to Tenn. Code Ann. § 49-13-107, GDPST serves all students. As stated in the plan, enrollment is non-discriminatory on the basis of disability.* Wooddale does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation, including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide in its programs and activities and provides equal access to all students. Per Tenn. Code Ann. § 49-13-113 (https://codes.findlaw.com/tn/title-49-education/tn-code-sect-49-13-113/), the school will hold a lottery should applicants or when the number of applications for transfer to the school exceed the number of seats to determine who is enrolled and/or transfers. There are no required pre-admission activities for students or parents.

b. Describe the school's recruitment plan including the strategies, activities, events, responsible parties, and a timeline.
- **What established community organizations have you targeted and will you continue to target for marketing and recruitment?**

Recruitment Plan
The GDPST Executive Director, Chief of Schools, Special Projects Manager, Director of Student Attendance and Recruitment, and Wooddale MS leaders collaborate to implement a multi-pronged outreach strategy. Each year,

the GDPST leadership team works with schools to enact the playbook's strategies. Wooddale student recruitment will be conducted in communities throughout Parkway Village within fifteen-mile proximity of the school.

Meet with Key Influencers: Green Dot will continue community organizing to gain support for Wooddale MS. We will host one-on-one meetings with significant influencers, including Wooddale Community Watch, Greater Community Temple (church), COGIC key community members, and business stakeholders.

Meet with Parents: The Green Dot Public Schools Tennessee Leadership team and Wooddale MS team will continue to directly reach out to and maintain open communication with current parents, surrounding area, and feeder school parents through brochures, flyers, phone banking, door knocking, open houses, school tours, and informational sessions.

Foster Relationship with Students: We will continue to maintain the embedded traditions of the Wooddale MS Eagles. Our students are the key to our culture of continuous growth and learning, and we will continue to create opportunities to solicit student feedback that ensures the success of Wooddale MS.

Plan to Recruit Students: As stated and outlined in section 1.2, once authorized by MSCS, Wooddale MS will recruit students throughout Memphis within a fifteen-mile proximity of the school. Due to this large radius, Wooddale MS may have to employ a lottery system if the number of student applicants surpasses the number of spaces available for any given class.

If applications for enrollment exceed the available spaces at Wooddale MS, the lottery system will be implemented for all eligible applicants. Several additional lotteries may also be required. The specific date(s) for lotteries will be announced and the public will be invited to attend. The Board of Directors will administer the system to avoid possible conflicts of interest or any improprieties.

Additionally, to reduce hidden barriers to access, we do not have onerous pre-admission activities; we require a family orientation but work to accommodate all schedules.

Moreover, once MSCS approves Wooddale MS, the school will complete the following recruitment efforts: Specific examples of the recruiting efforts for Wooddale MS include:

- Visiting feeder schools * (As part of the ASD, GDPST was not allowed by the administrations of MSCS feeder schools to meet with students and families at the school for recruitment purposes.)
- Canvassing houses within the community
- Posting flyers and attending events of community partners, churches or other religious organizations, and local businesses
- Hosting enrollment events
- Hosting open houses or school tours for families or community leaders to build word of mouth
- Conducting a referral campaign with current families
- Calling families who expressed interest in SchoolMint
- Hosting camps, e.g., band, cheerleading, football, for incoming students
- Alumni hosted recruitment events* (Wooddale MS alumni have committed to working with GDPST to rebuild the band program, choir and other structures that will lead to enrollment growth for the school)
- Collaborate with our Community Partners to host Back to school city-wide Wellness Fair*(Through our relationship with Lifedoc and ShotRx, GDPST will continue to use our resources to focus on building community health initiatives, while also connecting with the community to further draw students to the school.

To broaden our audience for student enrollment, Wooddale MS will also use the following advertisement methods in Spanish and English to spark further awareness and interest in Wooddale MS:

- Social media posts

- Digital ads*(Digital ads enable GDPST to expand our brand awareness and reach families who were not previously targeted by our recruitment efforts)
- Radio ads
- Newspaper ads
- Billboard ads
- Mailers
- School website
- News stories
- Yard signs

Wooddale MS leverages its partnerships with the following established community organizations to support target for marketing and recruitment:

- McFarland Community Center
- Greater Community Temple
- Latino Memphis
- Memphis Connect Youth Basketball
- Memphis Police Department Mt Moriah Station
- One Accord International Ministries
- City of Memphis Youth Services
- Mid-South Food Bank
- IHeart Media
- ShotRX Memphis

Please note that all new recruitment strategies (listed in the following tables) are labeled with an *

Additionally, Wooddale MS will use the timelines below to build relationships with and enroll potential students.

May	June	July
Though technically still the school year, this is your last time with students in the building until August, and your summer *R&E plan needs to be completed by mid-May. If you put in the work on R&E in the summer, August and September will be easier for you and allow you to focus more on instruction.* New – This is your last chance to get into feeder schools while kids are still there, whether that means speaking to their advisories or, if you're not allowed in, speaking to families near the school. This is a top priority for the month. Returning – This is your last chance to speak to your returning students face-to-face. Daily, your school should be running a list of non-registered	*If you put in the work on R&E in the summer, August and September will be easier for you and allow you to focus more on instruction.* New – Even though some families have enrolled in schools, many are deciding where to send their students. This is the time to be in frequent communication with families, both enrolled and prospective. Door-to-door canvassing is a top priority. Returning – Just because a returning student has enrolled doesn't mean that they will be in a seat on the first day of school. For enrolled returning students, communicate frequently to let the family know that you value them. For returning students who are not enrolled, work to get them enrolled and excited about the coming school year.	*If you put in the work on R&E in the summer, August and September will be easier for you and allow you to focus more on instruction.* New – Continue to recruit new students. For students who are enrolled, frequently communicate with the families to build their excitement for the upcoming school year and drive attendance to any Welcome Back activities. Door-to-door canvassing is a top priority. Returning – For enrolled returning students, frequently communicate with the families to build their excitement for the upcoming school year and drive attendance to any Welcome Back activities. For returning students who are not enrolled, attempt communication daily until they are enrolled or a transfer reason is noted in PowerSchool. For high school students,

returning students and getting them registered.		ensure transfer paperwork is in their file.

Task	Date	Notes	Owner
Social Media *Posts*	Weekly	- Post an enrollment reminder every Friday and boost it. In the post, you could have a student say why they love the school. End it with having them tell people to enroll and the link to SchoolMint. - Post a student or staff spotlight every Tuesday	Assistant Principal
Ads – Digital	Weekly	- Run ads on Facebook and Instagram - Run video ad on YouTube	Special Projects Manager
Visit feeder schools*	Weekly or as needed	- If your feeder school is running any activities for students or summer school for students, visit them to distribute enrollment information	Principal, Director of Community Engagement, and School Student Support Specialist
Flier – churches*	Weekly	- Call the churches first to make sure that it's OK to come and distribute fliers, leave a yard sign for them to put in front of church - Go to (list names of churches) - Ask if we can speak to the congregation or a youth group - If they have a social media page, ask if they can feature your school on it	Director of Student Attendance and Recruitment and Special Projects Manager
Flier – local businesses*	Weekly	- Visit (list names of businesses) - Distribute fliers and a yard sign if it makes sense - Ask them if they know of any students who could enroll and have them either give contact information or message on social media - If they have a social media page, ask if they can feature your school on it	Director of Student Attendance and Recruitment and Special Projects Manager
Flier – community centers*	Weekly	- Visit (list names of community centers) - Distribute fliers and yard signs if it makes sense - Schedule a time to talk to potential students and their families - If they have a social media page, ask if they can feature your school on it	School Operations Manager, Student & Family Support Specialist
Canvas – neighborhood*	Weekly	- Visit the homes of students within your school zone - When possible, collect their information in SchoolMint - During summer canvas neighborhood and frequently visited locations such as the farmer's market	Enrollment Team
School Messenger*	Weekly, then Daily	- Send automated calls, texts, and emails to families reminding them about the first day of school and that they need to be enrolled - One week before school starts, begin sending communication daily to families	School Operations Manager

Personal calls*	Daily	- Call five families per day to express excitement for their enrollment, see if they have any questions, and invite them to the Welcome Back event - In May, do this immediately after school During the summer, use student call list to do a phone banking blitz	Student & Family Support Specialist Specialist and counselor
Home visits*	As needed	- Visit the homes of returning students who have not enrolled for the school year, have not responded to phone calls, and have not indicated that they are attending a different school	Counselor
Mailer – zoned houses*	By May 1	- Send a postcard to the zoned zip code to inform families that we are open to them - On postcard, include link to SchoolMint, information about any enrollment events and Summer Bridge	Special Project Manager
Mailer – Back to School*	By July 1	- Send a mailer home to families that includes a letter from the principal, dress code, bell schedule, flyer for Welcome back event, spots schedules (if applicable), etc.	Special Project Manager
Yard signs	By July 15	- Deliver yards sign to parent and student ambassadors - Deliver yards sign to (businesses, churches)	School Operations Manager and
Welcome Back event*	By August 1	- Host a welcome back event for families	School Leadership Team and Staff
Enrollment Nights*	July- Aug	- Usually the Tuesday before school starts - Have enrollment stations set up for families to quickly register - Communicate frequently about this event to families not registered, use SM and personal calls	Enrollment Team
Parent Appreciation Night	By July 31st	- The summer can be hard on parents with their kids home so show them some love with food, joy, and celebration.	Director of Student Attendance and Recruitment, Student & Family Support

R&E swag	Distribute by May 25th	- Every Friday, have staff wear this shirt - Students who are enrolled can get a wristband in advisory on Thursday to wear a school shirt - Remind staff to wear this swag as often as possible when in the community - If they meet a family, email the family contact info to appropriate staff member	School Leadership Team
Host camps	TBD	- Band – taking place X - Cheerleading – taking place X - Football – taking place X - Volleyball – taking place X - Connect with all coaches to make sure that they recruit from feeder schools - Make sure that all new students are enrolled before attending camp	School Leadership Team
R&E check in's and goal setting*	Weekly Begins May 1	- The goal is to enroll 25 students per week - Include this goal in the weekly email to staff	Enrollment Team

Returning students enrollment campaign in advisory*	Launch May 1	- Train staff on this campaign - Launch this - Advisory incentive by grade level	Chief of Schools, Director of Student Attendance and Recruitment, and Special Projects Manager
Summer Bridge*	Based on GDPST calendar	- All athletes are required to attend this	School Leadership Team

August	September	October	November/December
This month is about enrolling students and getting them into school each and every day. You will want to frequently communicate with families to ensure they are committed to your school. When school begins, you should monitor attendance aggressively to see who is in the building and who is missing to determine what you will do to bring the missing students to school. New – Continue to enroll. Ensure that students are in the building and that families feel welcome. Returning – Continue to enroll. Ensure that students are in the building and that families feel welcome. For students who do not attend school, you will want a daily communication attempt.	One of the best R&E strategies is running an excellent school. If students are learning, feel welcomed, and are enjoying their experience, they will stay and possibly recruit their friends to attend your school. Enrollment norming happens this month which can lead to cuts if you are below your enrollment goals. You want to ensure that all students who are enrolled are in your building. New – Ramp up some of your R&E strategies for new students as this will be the time that families become dissatisfied with other schools and are looking for a better option. Returning – Continue to check in with students and families to ensure that they feel welcome and excited about attending your school.	One of the best R&E strategies is running an excellent school. If students are learning, feel welcomed, and are enjoying their experience, they will stay and possibly recruit their friends to attend your school. During this month, you will want to secure your R&E team. New – Begin connecting more intensely with your feeder schools, community centers, etc. By the end of the month, they should know your name and be excited about your school. Inviting prospective students to homecoming can be a great way to connect with incoming new students. Returning – Continue to check in with students and families to ensure that they feel welcome and excited about attending your school.	These two months can feel short and rushed because of the holiday breaks, but they lead into January, a critical month, so you want to begin marketing, primarily to new students, and connecting with them, e.g. visiting feeder schools, community events. New – Visit feeder schools, community centers, etc. to get your information in the hands of potential families. You want to communicate to families that your application opens January 2025. Returning – Continue to check in with students and families to ensure that they feel welcome and excited about attending your school. Families should have information about enrollment for the upcoming year and when they should complete it to secure a spot at your school.

*The fall plan includes the actions in the section, “The first weeks of school,” as well as the actions below. “The first weeks of school” section provides ways to ensure students who are enrolled are attending school and not attending another school or dropping out of school.

Task	Date	Notes	Owner
Social Media Posts*	Weekly	- Through mid-September–Post an enrollment reminder every Friday and boost it. - Post every PICK A DAY and boost it. The post should highlight a positive aspect of your school, ideally including a photo of a student. - If a person likes the post but hasn't followed your school's page, invite them to follow it.	Assistant Principal
Ads –Digital*	Weekly	- Through mid-September–Run ads on Facebook and Instagram - Through mid-September–Run video ad on YouTube	Special Projects Manager
Visit feeder schools*	Ongoing	- By DATE, contact the principal of the feeder schools-By DATE, visit the feeder school, bring food, and attempt to meet with the principal	Principal, Director of Student Attendance and Recruitment and Student & Family Support Specialist
Visit Feeder Schools	First visit by Dec 10th weekly	introduce yourselves and provide their families with information about Wooddale MS. - Weekly – Continue to visit. Make it fun. Do Wooddale MS trivia and have a raffle prize. Every student should know your names, want to attend Wooddale MS, and know the lottery deadline.	Director of Student Attendance and Recruitment, and the Special Projects Manager
Call incoming 8th grade families for the next school year	Daily	- Beginning in October, call 5-10 families per day to introduce yourself, tell them you're excited about their child applying, and answer any questions they may have. - By mid-November, all families should have received a personal call. By mid-December, all families should have received their second personal call.	Enrollment Team
Parent info night	By Dec. 2024	- Send SM communication to families daily for week leading up to event - Host parent info night, with food ideally, that provides them with information about the lottery as well as gets them excited about the school. Consider having student ambassadors and other parents present to talk to families.	School Operations Manager, Student & Family Support Specialist
Attend feeder school events*	Ongoing	- Obtain the schedule for sports and band events for the feeder school - Attend certain events while wearing your school swag - Talk to families and either obtain their contact information or get them to follow the Facebook page so that you can communicate through Facebook to enroll them	Enrollment Team
Solidify R&E team	By Nov. 14	- Solidify your R&E team for the remainder of the school year using the R&E team section of the playbook as a guide	School Leadership
Map community assets	By Nov 30.	- In the playbook section, "R&E strategy and calendar of events," map the feeder schools and community assets	Enrollment Team

		that you will build relationships with and visit to recruit students	
Flier – churches*	Nov. 30 Jan 15	- Call the churches first to make sure that it's OK to come and distribute fliers, leave a yard sign for them to put in front of church - Go to (list names of churches) - Ask if we can speak to the congregation or a youth group - If they have a social media page, ask if they can feature your school on it	Counselor
Flier – local businesses*	Nov. 30 Jan 15	- Visit (list names of businesses) - Distribute fliers and a yard sign if it makes sense - Ask them if they know of any students who could enroll and have them either give contact information or message on social media - If they have a social media page, ask if they can feature your school on it	Special Project Manager
Flier – community centers*	Nov. 30 Jan 15	- Visit (list names of community centers) - Distribute fliers and yard signs if it makes sense-Schedule a time to talk to potential students and their families - If they have a social media page, ask if they can feature your school on it	Special Project Manager
School tour	March 1st	- School tour for community, church, business, and school leaders to show them how great your school is so that they want all of the students they know to attend your school	School Leadership and Director of Student Attendance & Recruitment
Personal calls*	Daily then Weekly	- Daily in January–call five families to express excitement for their enrollment, see if they have any questions, and see if they have any other families to register - Weekly in February and beyond	School Leadership Team and Staff
Home visits*	As needed	- Visit the homes of returning students who have not enrolled for the school year, have not responded to phone calls, and have not indicated that they are attending a different school	Counselor
Mailer – zoned houses*	Jan 5	- Send a postcard to the zoned zip code to inform families that we are open to them - On postcard, include link to SchoolMint, information about any enrollment events and Summer Bridge	Special Projects Manager
Refer a Friend campaign	By Feb	- Have students follow and/or share Facebook posts of your school - Have students refer friends from other schools to enroll at your school - This can be run in advisory or could be done at the front door during morning arrival. It could also be done in the main office for families who visit the school.	School Leadership Team
Yard signs	By April	- Deliver yards sign to parent and student ambassadors	School Leadership Team

		- Deliver yards sign to (businesses, churches)	
R&E check in's and goal setting*	Beginning January Weekly, then Bi-Weekly	- The goal is to enroll 25 students per week - Include this goal in the weekly email to staff	Enrollment Team

Outreach, outreach, January Outreach	Outreach, outreach, February Outreach.	Enroll, March Outreach	April Outreach
This is a big month because MSCS launches its optional school application on January X. SchoolMint opens on January X for you. You should align your efforts to the MSCS optional school timeline since most families are familiar with this. You will want to train your entire staff on R&E since many will be assisting students with enrolling in advisory. New – Leading up to the MSCS optional school deadline, you will want to get in front of potential students as frequently as possible. You may only be able to get in front of a handful of students. Start with them. As you do this, have them refer their friends to you. If feeder schools are challenging to get into, start with a small group of students and build from there. Returning–Re-enrollment campaigns should launch in advisory to align with MSCS optional program which launches on January 2025. Student incentives should be in place.	New – You should focus on getting new families to complete the enrollment process for their students. As you do this, you want to have them refer their friends to you as well. Continue to leverage referrals and get in front of new students through feeder schools and other locations within the community. Returning–Re-enrollment campaigns continue in advisory. The closing of this should align with the MSCS optional program deadline. Student incentives should be in place.	New – Continue to get in front of new students. Collect referral information from them. Chip away at your enrollment goals. Returning – You are now done with your broad campaign to enroll returning students for the coming year. Now, you will need to be more targeted with students who have not completed this process.	New – Continue to get in front of new students. Collect referral information from them. Chip away at your enrollment goals. Returning–Continue to target students who have not enrolled for the coming school year. Begin to call already enrolled families to strengthen their commitment for the coming school year. As you plan for an end-of-year celebration, consider including being enrolled as part of the criteria.

Spring strategy				
Task	**Date**	**Notes**	**Owner**	**Status**

Returning students enrollment campaign in advisory*	Launch in advisory by January 5	- Train staff on this campaign on X - Send SM communication to families on X - Launch this in advisory on X - Advisory incentive by grade level	School Leadership	

R&E all-staff PD*	By January 5	- Conduct all-staff PD that outlines the goals for R&E, builds the mindset that all staff are responsible for R&E, and provides them with ways to do this (swag to wear, what to say to families, plan to re-enroll students in advisory)	School Operations
Social Media Posts*	Weekly	- Post every PICK A DAY and boost it. The post should highlight a positive aspect of your school, ideally including a picture or photo of a student. - If a person likes the post but hasn't followed your school's page, invite them to follow it. - Beginning in January, post reminders about enrollment. - If possible, visit feeder school's pages and invite people who follow them to follow your page	School Leadership
Ads–Digital	Weekly	- Run ads on Facebook and Instagram - Run video ad on YouTube	Special Projects Manager
Ads–Billboards	June - Sept	- Purchase a billboard to advertise enrollment with Lamar Advertising Company of Memphis (Billboard location: 4428 Winchester @ $3,200 June 19-August 13)	Special Projects Manager
Ads–Radio	June - Sept	- Advertise on iHeart Radio (V101, Hallelujah 95.7, Ambiente 1030, Q107.5 & Hot107.1)	Special Projects Manager
Visit feeder schools*	Ongoing	- By January 30, visit the feeder school, bring food, and attempt to meet with the principal - The principal's reaction will determine your strategy. Ideally, you can get in front of 8th grade students to begin enrolling them. This is unlikely, though, so you will have to think of other ways to get in front of them, e.g. attending sporting and band events/competitions, hosting sporting and band events/camps, visiting after school hangouts (libraries, convenience stores, community centers)	Enrollment Team
Flier–churches*	Monthly	- Call the churches first to make sure that it's OK to come and distribute fliers, leave a yard sign for them to put in front of church - Go to (list names of churches) - Ask if we can speak to the congregation or a youth group - If they have a social media page, ask if they can feature your school on it	Director of Student Attendance and Recruitment and Special Projects Manager
Flier–local businesses*	Monthly	- Visit (list names of businesses) - Distribute fliers and a yard sign if it makes sense - Ask them if they know of any students who could enroll and have them either give contact information or message on social media - If they have a social media page, ask if they can feature your school on it	Director of Student Attendance and Recruitment and Special Projects Manager

Flier – community centers*	Monthly	- Visit (list names of community centers) - Distribute fliers and yard signs if it makes sense - Schedule a time to talk to potential students and their families - If they have a social media page, ask if they can feature your school on it	School Operations Manager and Student & Family Support

			Specialist
Open house	By April 15	- Host an open house for potential families so that they can tour the school and complete their enrollment process	School Leadership
Personal calls*	Daily	- After your advisory enrollment campaign for returning students ends, call families of current students who are not enrolled to complete enrollment. - Once a new family enters their information in SchoolMint, call them within 24 hours to answer questions and get them to complete their enrollment.	School Leadership and Staff
Mailer–zoned houses*	TBD	- Send a postcard to the zoned zip code to inform families that we are open to them - On postcard, include link to SchoolMint, information about any enrollment events and Summer Bridge	Special Projects Manager
Refer a Friend campaign	TBD	- In advisory, have current students provide information for potential incoming students (9th graders)	School Operations Manager
Yard signs	By April	- Deliver yards sign to parent and student ambassadors - Deliver yards sign to (businesses, churches)	Special Project Manager and School Leadership
R&E check in's and goal setting*	Weekly	- The goal is to enroll 25 students per week - Include this goal in the weekly email to staff	Enrollment Team

c. Describe how students have been given an equal opportunity to attend the school.

- **Specifically describe outreach to families that live in the school's neighborhood community students in poverty, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure.**

Outreach

All of GDPST's outreach and recruitment strategies communicate that Wooddale MS is open to all students and that there are no admissions criteria. In addition to the general recruitment strategies listed above, the outreach plan includes measures for a diverse student population. The plan is implemented to ensure equal representation of all students.

Families in Poverty

Our strategy includes neighborhoods where students live in poverty. A door-to-door outreach campaign provides the opportunity for us to meet and greet potential families. GDPST and Wooddale MS representatives attend community and sporting events in target communities and distribute flyers or establish information kiosks at local parks and recreations centers, libraries, Boys & Girls Clubs, elementary (feeder) schools, food banks, homeless shelters, and other institutions that provide services to youth from low socio-economic backgrounds. We have established relationships with local food banks and non-profit organizations that collaborates with at-risk, runaway, and homeless youth to promote resiliency.

Low-Performing Students or Students at Risk of Academic Failure: GDPST and Wooddale MS staff clearly communicate specific features of the academic program, including our emphasis on the whole child, personalized learning, targeted instruction and intervention, as well as small classrooms to accelerate the

achievement of academically low-performing or at-risk students and prepare all students for college, leadership, and life. School representatives focus recruitment efforts on families who may have less access to information about local school choices and will purposefully reach out to organizations that serve academically low-performing students.

Students with disabilities: Marketing materials specifically describe how students with disabilities benefit from GDPST programming. We encourage all students to apply and describe the services and systems that are in place to ensure students' individualized education plans (IEPs) are implemented with fidelity. Our Director of Special Populations is available to connect directly with potential parents. Outreach efforts target social workers, foster care agencies, nonprofits, and health and welfare agencies that cater to, and serve, students with disabilities.

English language learner (ELL) students: Marketing materials and applications are made available in languages other than English, with an emphasis on Spanish. Advertisements in Spanish language media outlets, including newspapers and radio, are placed to target non-monolingual-speaking families. Recruitment efforts may include joining local Hispanic parent training and setting up information tables at cultural institutions and local places of faith that serve Latinx parishioners before and after Spanish language services and at local grocery stores that cater to Latinxs. Spanish-speaking personnel are on staff and available to families speak with families. Translation services are offered during events to ensure all other-than-English-speaking families have access.

1.10 Parent and Community Engagement and Support

In this section:
a. What feedback of the school has been provided by the community – including parents interested in enrolling their student(s) in your school - and how has this feedback been incorporated?

Feedback

The feedback we've collected from members of the school and greater community and used to inform the school's program include the following:

1. Safe learning environment that engages students in real world learning
2. Highly-trained, experienced teachers
3. A positive culture that embraces student strengths, talents, and interests
4. Programs and supports to address students' low incoming literacy and numeracy levels
5. Targeted instruction and interventions
6. Ongoing communication and meaningful partnerships between home and school
7. A small learning community that increases the sense of belonging and builds trust
8. Explicit focus on developing students' social-emotional skills
9. Engaging, culturally responsive instruction
10. Educational Field Trips

Additionally, in spring 2024, a transitional advisory team was established to gather input from school and local community members regarding GDPST transition to IOTA Community Schools. At transitional advisory team meetings, stakeholders met to identify practices that were working well and should continue. These include but are not limited to the schools' relentless attention to core values, diversity, the provision of a warm and caring school environment where everyone knows families' names and needs, personalized care. The advisory program will continue to ensure each student is connected to at least one adult. Stakeholders also discussed recommended programmatic shifts; these include greater attention to accountability and expanded co-curricular options for students to increase frequency in access and exposure to career and life pathways that lay the groundwork for future opportunity.

b. Describe how you engage parents and community members currently and how this engagement strategy has changed since the initial application. What specific strategies have been effective at establishing buy-in from local parents and community members. What strategies will be adjusted for new and additional engagement?

GDPST believes that engaging families in the life of the school at all grade levels, including middle school level as students gain greater independence, is essential in successfully supporting student achievement. When parents are involved in their children's schooling, students, including students from low and higher socioeconomic status, show higher academic achievement, school engagement, and motivation, according to a 2019 American Psychological Association review of 448 independent studies on parent involvement (https://www.edweek.org/leadership/does-parent-involvement-really-help-students-heres-what-the-research-says/2023/07).

When GDPST first partnered with Wooddale MS in 2014, extensive efforts were made to engage the school and neighborhood community authentically. In addition to outreach efforts (visits to churches, community centers, etc.), GDPST formed the Wooddale Transition Advisory Team (WTAT) and tasked the team with the following objectives:

- To provide input into critical decisions over the spring and summer.

- To ensure that Wooddale students experience a successful transition to a new school year.
- To meet with the new administration team to plan for the upcoming school year.
- To provide input into the school's strategic plan.

Initially composed of 12 students, parents, staff, and alumni, the WTAT met twice monthly to tackle its objectives. The TN team traveled to California to see a Green Dot school in action. Students spent the day shadowing a peer while adults met with parents, staff, and community stakeholders. During the course of the WTAT planning, a series of meetings were held to meet directly with students and families to gather input on school design. Since this time, Wooddale has gained momentum in the community and word of mouth has become our greatest recruitment strategy.

Effective Strategies

Meet with Key Influencers: GDPST will continue community organizing to gain support for Wooddale MS. We will host one-on-one meetings with significant influencers, including key community and business stakeholders. Community organizations continue to support us in school recruitment efforts by organizing or hosting outreach events, and sharing news of our successes. Additionally, GDPST and Wooddale representatives, including teachers and GDPST board members, build on their community relationships, attending community events, expositions, and performances to share our mission and to purposefully engage with organizations that serve families in poverty, academically low-achieving students, students with disabilities, linguistically diverse families, and other youth at risk of academic failure.

Meet with Parents: The Green Dot leadership team and Wooddale MS team will continue to directly reach out to and maintain open communication with current parents, the surrounding area, and feeder school parents through brochures, flyers, phone banking, door knocking, open houses, school tours, and informational sessions. Monthly newsletters, in both Spanish and in English, as well as email and the phone, are tools we use to maintain communication (highlighting both strengths and challenges) with parents and to prompt conversation between parents and students. Scheduled meetings provide parents with formal opportunities to meet with teachers, including one home visit (post-enrollment) by the student's mentor or support team members before the school year begins.

Foster Relationship with Students: We will continue to maintain the embedded tradition of Wooddale MS Eagles. Our students are a key part of our culture, and we continuously solicit student feedback to ensure the success of Wooddale MS continues.

Over the upcoming term, Wooddale MS will employ the following strategies to engage parents/guardians:

- **Student & Family Support Specialist:** As the front line of communication and relationship with families, a Director of Student Attendance and Recruitment is on the staff roster. Their responsibilities include conducting community outreach, organizing parent volunteers, addressing parent needs, recruiting new students, giving student tours, and organizing workshops for parents and students.
- **Parent Training:** Wooddale MS is committed to actively integrating parents/guardians into all aspects of their student's school experience by offering the Wooddale Parent Academy. This eight-month program consists of one two-hour workshop per month from October through May, culminating in a Parent Graduation in June. The program aims to empower parents to become leaders who engage other parents to support and improve their children's schools. The Student & Family Support Specialist leads this program with support from the Special Projects Manager. Specifically, the modules cover the following topics: The Green Dot Difference, Family-School Communication, Middle School 101, College-Readiness, PowerSchool, Effective Teaching, and Educational Equity. These events are scheduled at different times to better accommodate all families. We arrange transportation and translation services as needed to increase participation.
- **Student, Parent, and Community Stakeholder Surveys:** Wooddale MS conducts annual student, parent, and community stakeholder surveys to gauge family involvement and satisfaction, as well as incorporate family

feedback. At Wooddale MS, in our 2023-2024 Student, Parent, and Community Surveys, more than 90% of families across Wooddale MS answered either likely or very likely to the statements 1) How likely are you to recommend Wooddale MS(GDPST) to others and 2) Would you like Wooddale MS to remain in Green Dot Public Schools Tennessee for another ten years.

- Wooddale MS hosts community breakfasts and luncheons as a formal forum for the public to provide input into the school model and school policies. Informally, families have consistent access to the Green Dot School Leadership Team as needed. Additionally, all parents will be invited to attend quarterly Town Hall meetings to increase collaboration further and discuss school policies.
- Wooddale MS will continue to inform parents of key events via Robocalls, newsletters home, and consistent outreach from the Student & Family Support Specialist.

Please see the sample timeline of parent and community engagement. It's important to involve all relevant stakeholders, such as teachers, students, and parents, in the process of creating the timeline and plan.

Time	Task	Responsible Team Member
Oct 2, 2023	Social Media Post-Create a video explaining authorization, including key stakeholders.	Wooddale Leadership Team
Oct 2, 2023 - Oct 6, 2023	Parent Petition-Parent Petition placed in the main office for checkouts and daily automated text (M, W, F) - personalized.	Special Projects Manager
Nov 7, 2023 and Nov 14, 2023	Friends and Family Events-Highlight WLD and update on authorization.	Wooddale Leadership Team and Staff
Oct 2, 2023 - Nov 28	Letters of support from parents and community members.	Special Projects Manager
Fridays	Engagement Data Checks-Review signatures and discuss the next steps.	Special Projects Manager
Oct 13, 2023	Student Facing PPT-Wooddale's Leadership team created a brief PPT explaining how ss can support with a link to the petition along with a created QR code.	Wooddale Leadership Team, Staff, and Special Projects Manager
Ongoing	Connect with businesses and continue to build partnerships.	Wooddale Leadership Team and Staff
Ongoing	Send monthly newsletters home, update website with information, host events (quarterly town hall meetings), etc.	Special Project Manager

c. Provide, as Attachment I, any of the following: letters of support, including those within the local community, outreach to parents, intents to enroll, or memoranda of understanding, that indicate the school is welcomed member of, is viewed as an attractive educational alternative, and/or reflects the community's needs and interests. Note: General letters of support that include generic language such as "this school provides a high-quality option" or "we will work to support the school" do not satisfy this expectation. Instead, letters of support should demonstrate a clear commitment that is measurable and that is likely to result in enrollment targets being met, demonstrate financial support, or sustainable community engagement.

Please see Attachment I for Letters of Support for the School. More than 100 community stakeholders expressed their support for Wooddale MS to operate for another ten years. Attachment I has been amended to include seven additional letters of support.

d. Identify any community organizations, businesses, or other educational institutions that the school has partnered with. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities.

Community Resources and Planned Partnerships

Over the course of the last 10 years, Wooddale MS has continued to engage community leaders and other neighborhood organizations with extensive outreach efforts. Below is a list of our successful partnerships:

- Partnering with the Mid-South Food Bank to offer community food drives to families in need.
- Partnering with the Memphis Police Department (MPD) to establish regular patrols during school arrival and dismissal to create a welcoming environment for students.
- Partnering with JUSCUTZ Barber Shop, LLC, to provide free haircuts annually during Community Day.
- Partnering with Internal Revenue Service (IRS) to provide school supply packages to students in need.
- Partnering with Lifedoc to provide free healthcare and on-site school nursing services.
- Partnering with ShotRX to support free student and community vaccinations.
- Partnering with Code Crew to support our students in gaining certifications for entry-level IT positions.
- Partnering with Memphis Housing Authority to offer vouchers for Section 8 families in need.
- Partnering with ER2 Asset Management Company to support the incoming Networking Systems CTE Program.
- Partnering with Seedco Mid-South Region to offer vouchers for families in need of FREE Healthcare.
- Partnering with the City of Memphis Youth Service (Memphis Apprenticeship Ambassadors Program), which provides students with after-school tutoring.
- Partnering with Tennessee College of Applied Technology (Aviation Program) to provide students opportunities in Aviation.

We will continue to hold open houses and community meetings that will be advertised through newspaper ads, church announcements, door flyers, and other communication methods. In addition to this intensive family and community engagement effort, Wooddale MS is also highly involved in our community. We have close partnerships with numerous entities in our neighborhood; the list below includes just a few partners and what they provide. These partnerships are led primarily by our Executive Director and our Board members, with support from the Chief of Schools and Special Projects Manager. GDPST currently has partnerships with Southwest Community College, Code Crew, Workforce Development at Greater Memphis Chamber, Tennessee College of Applied Technology (Aviation Program), City of Memphis Youth Services Program, Tennessee Valley Authority (TVA), and the Mid-South Memphis Food Bank.

Wooddale MS is planning to continue building community partnerships in Southeast Memphis. We seek to engage and offer services through community partnerships in the following areas: youth development, tutoring, mentorship, social support, advocacy, family engagement, and primary health. We will primarily seek in-kind partnerships.

- **Describe how parents are informed and educated on all school policies and any commitments or volunteer opportunities the school will seek from, offer to, or require of, parents.**

We garner parent involvement in their child's education in a meaningful way through parent orientation, frequent opportunities to participate in school events (such as performances, cultural events and family

workshops) and consistent contact in their home language through clear communication channels including monthly parent newsletters, flyers, report cards, website, text messaging, phone calls (including automated messaging) and email. As teachers learn the talents, knowledge, and strengths parents may have to offer, they send ongoing lists and volunteer opportunities to encourage their involvement. While families are highly encouraged to engage, it is not a requirement.

g. If not already identified, describe any programs and resources that have been offered to parents and/or the community and how they support the school's mission and vision.

Mission-Aligned Programs and Resources

From day one, the parents of each child are cultivated as critical partners in the education of their child and have a fundamental role in supporting the child's progress and thus our mission and vision. While understanding students who are raised in different cultural settings may approach education differently, parents are supported in monitoring students' progress on an ongoing basis through ongoing dialogue with the child, regular review of his/her class work and homework, their sharing college aspirations, developing their high school plans, and participating in workshops to learn how to best support their child(ren)'s success. We take time to get to know families so that we may communicate with awareness and knowledge of students' and families' unique backgrounds. Ongoing communication (in both English and Spanish) is a method that works well for families (phone, text, or app), and the distribution of progress reports on a regular schedule will keep parents informed of their child's progress throughout the school year. Further, as stated above, Wooddale offers a variety of programs and resources that support our ability to partner with parents and community members. We believe that to maximize the services brought to our children, partnerships with community organizations are essential to connect students and families to wraparound services that strengthen and support their learning and social-emotional development. GDPST:

- Integrates positive behavior and social-emotional supports, building priority for wellness through our Lifedoc partnership.
- Facilitates families' access to community-based programs (e.g., health care and human services) to ensure that families have resources to be involved in their children's education.
- Connects students and families to service-learning projects in the community.
- Invites community partners to share resources at town halls, events, and/or parent-teacher conferences.

Green Dot's official healthcare partners in Memphis include Well Child, LeBonheur Hospital, Lifedoc, and Youth Villages. GDPST partners with Youth Villages to offer mental health services at no cost to students or their families; the only public school operator in Memphis to do so. Youth Villages counselors run weekly groups at each of our schools and provide students with intensive outpatient support. Given the depth of our students' socioemotional and mental health needs, Green Dot believes this collaboration is essential to students' long-term success.

Green Dot is also partnering with Lifedoc to address the rising chronic illness epidemic that has become pervasive in African American and Latinx populations between the ages of 8 years to 24 years old. Through this partnership, families will receive support from the Memphis Food Bank to make sure they are able to have nutritious and consistent nutritional opportunities. Schools have an ambitious goal of serving and improving the health and well-being of at least 100 families each year. Green Dot partners with various charitable organizations that help students develop leadership skills. The United Parents and Students run a weekly leadership course for students to learn and practice effective advocacy for school- and community-wide issues, meeting with Memphis leaders, and local civic groups, touring the state legislature, and building their own campaign platform. Leadership Memphis pairs students with mentors, targeting students experiencing marginalization to empower them, strengthen their voices, and develop actionable professional goals. ALSAC/St. Jude also pairs students with professional mentors, who focus their support on guiding students on a path to college.

Section 2: Operations Plan & Capacity

2.1 Governance

In this section:
a. Describe the composition and size of the governing board and board committees. Explain how the governance structure and composition has ensured active and effective representation of key stakeholders and will continue to ensure the educational and operational success of the school.

The Green Dot Public Schools Tennessee governing board provides external accountability, internal oversight, and mission-aligned leadership. The primary role of the Board is to govern the schools in the GDPST portfolio in a manner that enables the school to achieve its mission. The Board ensures that the standards and goals are met and that the school operates in compliance with all Tennessee State and Federal laws. The Board's role is one of oversight and management–specifically oversight and management of the executive director. The Board hires the executive director and delegates responsibility for day-to-day operations to this executive director, who then reports directly to the board.

Size and Composition
The GDPST board is an independent board that includes community leaders, and individuals with varied expertise, related skills, and interests. Following the bylaws, the number of directors is not fewer than three (3) or greater than twenty-five (25).

This size supports well-functioning committees capable of accomplishing significant work between meetings while remaining a manageable size needed to reach a consensus without excessive debate and time. The size is evaluated annually to ensure efficiency and productivity. The board is currently composed of six members. Current Board members represent a diverse set of knowledge and skills with experiences in business, tech, non-profit, and education. Two members, one with expertise in K-12 education and the other with finance, are slated to join the board upon the first session of the 2024-25 school year.

At this time, the board is actively recruiting two additional members, particularly members with expertise in compliance, legal, and fundraising. We have a school advisory committee (SAC) in each school (See the Representation section below) that allows us to actively engage an increased number of parent champions and consistent opportunities for families to express their voice; therefore, we are not adding a parent to the board. By fall 2024/winter 2025, the board expects to be a ten-member board. Candidates are typically referred by an existing board member. One of the Board's responsibilities is to grow Board membership and ensure that GDPST has access to relevant expertise. Once a candidate is nominated, the nominee's professional background, community involvement, and commitment to Green Dot's and Wooddale's mission are reviewed by current members of the Board of Directors. All nominees are community leaders dedicated to preparing Green Dot students to be successful in college, leadership, and life. Candidates go on a Green Dot school visit. The GDPST Executive Director and Board Chair recommend moving forward or holding on to a candidate. To be confirmed, nominees must receive a majority vote from the existing Board of Directors. The Board will also seek to recruit members from the Memphis-Shelby County community. *We are currently working with our development team, New Memphis, Tennessee Charter School Center, and Memphis Business Chamber to identify additional potential board members.

Additionally, the GDPST Board has agreed to written expectations to foster the board's capacity and the school's success through oversight, networking, advocacy, and finances. Board Members are expected to identify, cultivate, and introduce at least one new person to GDPST each year (a potential teacher/staff member, donor, board member, government official, volunteer, etc.). Board members are prepared to communicate with public

officials and advocate for their support of the school. Board members are asked to make a meaningful financial gift to the school year and as needed, provide expert advice, attend special events, and encourage faculty, students, and their families.

As outlined in the board's by-laws, the composition of the board shall be a Chair, a Vice Chair, a Secretary, and a Treasurer. Each officer's powers and duties are defined as follows:

Chair (or President)
The board chair works closely with the executive director. The chair shall preside at all meetings of the members and of the board of directors. The chair will approve the execution of any deeds, mortgages, bonds, contracts, or other instruments that the board of directors has on behalf of Green Dot if this power is expressly delegated to another officer or agent of the organization by the board of directors, the bylaws, or statute. The chair shall perform other duties prescribed by the board of directors and all duties incident to the office of the vice chair.

Vice-chair
When the chair is absent, is unable to act, or refuses to act, a vice-chair shall perform the duties of the chair. When a vice-chair acts in place of the chair, the vice-chair shall have all the powers of, and be subject to all the restrictions of, the chair in the order of the votes received when elected. A vice chair shall perform other duties as assigned by the chair or board of directors.

Treasurer
The treasurer shall work with the Director of Finance to ensure:
- Charge and custody of and be responsible for all funds and securities of the corporation.
- Overview of receipts for money due and payable to the corporation from any source.
- Ensure all money is deposited in the name of the corporation in banks, trust companies, or other depositories as provided in the bylaws or as directed by the board of directors or president.
- Account for funds to discharge obligations of the corporation.
- Maintain the financial books and records of the corporation.
- Oversee the committee to prepare financial reports at least annually.
- Perform other duties as assigned by the president or by the board of directors.
- If required by the board of directors, give a bond for the faithful discharge of his/her duties in a sum and with a surety as determined by the board of directors.
- Perform all of the duties incident to the office of treasurer.

Secretary
The secretary shall:
- Give all notices as provided in the bylaws or as required by law.
- Verify the minutes of the meetings of the members and the board of directors and keep the minutes as part of the corporate records.
- Maintain custody of the corporate records and of the corporation to all documents as authorized.
- Keep a register of the mailing address of each director, officer, member, and employee of the corporation.
- Perform duties as assigned by the president or by the board of directors.
- Perform all duties incident to the office of secretary.

The board's bylaws state the board may appoint standing or special committees. At the current time, the board has appointed an academic committee, finance committee, and community engagement committee. Each committee's activities and scope of the work are as follows:

- **Academic committee** reviews the curriculum to ensure alignment with GDPST's mission; recommends policy changes to the board when appropriate; and participates in program development and evaluation.

- **Finance committee** drafts annual operating and capital budgets for approval by the board; reviews and presents monthly actual revenues and expenditures of operating, capital, and enterprise activities to the board; and provides advice to the board and school leadership about financial matters.

- **Community engagement committee** seeks to engage community stakeholders to achieve sustainable outcomes, and equitable decision-making processes, and deepen relationships and trust between government organizations and communities. The elements of our community engagement committee are inclusive & and intentional engagement, transparency, and empowerment.

Each committee is comprised of no less than two members. Committees meet quarterly. Each Committee Chair reports to the full board on areas of focus as necessary and appropriate.

Representation
All board members are TN residents who represent the school's community. Active representation ensures that the members have the experience required to provide oversight of the school's finance, operations, and administration and will, therefore, be an educational and operational success. The Board has no majority group on the board, but, rather, a diverse set of stakeholders (in ethnicity, race, gender, age, geography, socio-economic background, national origin, physical ability/disability, family structure, sexual orientation, marital status, religion, and values) with a shared commitment to the mission and school population.

Secondly, each campus, including the Wooddale MS campus, is represented by the School Advisory Council. While PC members have no voting rights, their role is to represent the voice parents in the school, of the Parkway Village community, sharing local knowledge and expertise. They help the GDPST board achieve its goals and serve the school community. Members provide an important voice for educators, families, and community members in the school's decision-making process, and provide the board with insights, suggestions, and perspectives on critical community issues. For example, Mr. Frazier was an integral part of the school's efforts to improve the surrounding school zone signage. He graciously shared his city official contacts. The School Advisory Council is currently composed of 19 members, including members with expertise in public safety and security. The SAC meets monthly. The School Advisory Council reports to the principal who then reports to the ED who reports to the full board.

b. Describe how the board measures the success of the school, the school leader, and their own performance.

Measuring Success
To ensure students' success, the board measures the success of the school, the school leader, and their own performance. Board members review the following:

The Board evaluates the success of the school and the school leader continually through data reviewed during a series of quarterly committee meetings. The Board reviews academic, cultural, and financial data regularly with members of the national Green Dot team, including the following metrics on a quarterly (Q) or annual (A) cadence:

- Academic: Ensures the school is an academic success. Reviews annual performance goals (Q); student growth and achievement data (Q and A); classroom grades (Q); and educator effectiveness (A).
- Financial: Ensures the organization is in good fiscal health and is compliant with laws. Confirms strategic priorities are reflected in the budget (A); oversees the selection of auditor and reviews annual audit (A). Cash on hand (Q), enrollment variance (Q), operating margin (Q), unrestricted fund balance (Q), budget variance (A), unrestricted net assets and debt (Q).
- Operational and Cultural: Ensures the school is an effective organization. Attendance (Q), disciplinary: number of referrals and actions (Q); survey data: parent, teacher, and staff) (Q); enrollment data (Q).

- Development: Ensures the school is planning for longevity, develops the strategy for fundraising and development (Q), and builds financial support (A).

Data is disaggregated to identify and close achievement gaps.

The Board conducts a self-reflection at the annual Board retreat, covering topics such as diversity and stakeholder representation, selection of Board members, the orientation of Board members, the Board's ability to monitor the health of the organization, Board operations, Board meetings, and the Board relationship with the leadership team. The Board will also reflect on goals it set for that year and assess the extent to which they were achieved.

Board Training
Green Dot Public Schools is registered through the Tennessee Charter School Center to use Board on Track to complete this year's Board of Trustee training and certification requirements, pursuant to Tennessee Code Annotated §49-13-111(q). The board will continue to develop by participating in training pursuant to state law.

c. Complete the provided template for Table 4: Board Members. List all board members and their areas of focus or expertise in the following table, adding rows as needed.

Table 4: Board Members

Name	Address	Current Role	Area of Focus / Expertise	Board Position	Term Length
		Job and Employer	Ex: Legal, Real Estate, Finance, etc.	Ex: board chair, community member, parent representative, ex officio member, etc.	
Amertice Allen	10222 Spruce Grove Lane Cordova, TN 38016	Senior Director of Donor Experience - St. Jude American Lebanese Syrian Associated Charities (ALSAC)	Outreach	Chair	12/31/21 - 12/31/24
Pamela Egwuekwe	5274 Autumn Forrest Drive Memphis, TN 38125	K-12 Program Manager - Code Crew	Education	Vice Chair	12/31/21 - 12/31/24
Terrell Monger	5151 Autumn Evening Lane Memphis, TN 38125	Pastor - One Accord International Ministries	Community	Member	4/27/23 - 12/31/26
Pedro Velasquez Rodriguez	6625 Lenox Park Drive #202 Memphis, TN 38115	Executive Director - Lifedoc Health	Healthcare	Member	4/27/23 - 12/31/26

Matt Thiry	67 Madison Avenue #701 Memphis, TN 38103	VP of Operations-WelbeHealth	Finance	Secretary	12/31/21-12/31/24
Tamika Young	3704 Johnwood Drive Memphis, TN 38122	Human Resource Manager - Nike	Human Resources	Member	4/27/23 - 12/31/26

***** A final vote on the board treasurer position will be held on February 3, 2024.

d. Provide the following governance documents as attachments:

- **Articles of Incorporation as Attachment J**
- **Proof of non-profit and tax-exempt status as Attachment K**
- **By-laws as Attachment L**
- **Code of Conduct as Attachment M**
- **Conflict of Interest Policy as Attachment N**
- **Board member resumes or biographies as Attachment O**
- **Board policies (including frequency of meetings, open meetings, and open records) as**
- **Attachment P**

Governance documents are provided in Attachments J-P. Innovation, Opportunity, Transformation, and Access (IOTA) Community Schools will vote to approve governance documents at their first meeting of the board in the 2024-25 school year. Attachment M has been amended to include a Code of Conduct.

2.2. Transition Plan

In this section:

a. **Provide a detailed timeline for the components of transitioning to a new authorizer, specifying tasks and responsible individuals.**

Wooddale MS, authorized by the Achievement School District, has been operating since 2015 at 3467 Castleman Street in Memphis, TN 38118. With systems and structures in place, we anticipate the transition to a new authorizer will be relatively seamless. Upon approval by MSCS, GDPST staff, particularly the Chief Operations Officer and the Chief of Schools, will ensure responsible oversight of school operations throughout the process. GDPST will work closely with both LEAs, ASD, and MSCS to create a transition plan that will begin upon approval by MSCS and continue into the 2024-25 school year. GDPST will follow guiding principles for the development and implementation of our School Exit Plan (SEP).

- Collaboration among stakeholders to make student-first decisions.
- Transparency and engagement with families and communities.
- Accountability, before, during, and immediately following the transition.
- Choice for families to ensure equity and empower communities (https://www.tn.gov/content/dam/tn/education/legal/ASD%20School%20Transition%20Framework%20Draft.pdf)

Time	Task	Responsible Team Member(s)
Fall 2024	Consult with new authorizer for guidance. Establish primary points of contact. Identify data points that will be needed. Form a transition team (≤10 members) to plan and coordinate the transition process with the creation of the School Exit Plan (SEP). Identify key owners for academics, operations, fiscal, human resources, community engagement, etc. Establish primary points of contact, meeting cadence, and working norms. Review and sign Transition Framework Assurances form. Transition team develop a dispute resolution process: types of disputes, filing a complaint, timelines, responsible persons, final decision making, communication, appeals, etc. Develop communications and engagement plan to be used during the development and implementation of the SEP, identifying audience, owner, key message, method, and deadline(s). Complete school exit plan (SEP), school profile / data cover sheet; develop budget status report for each active grant (as applicable), monitoring protocol, data collection. Communicate with faculty to let teachers and other school personnel know about the decision and next steps.	Chief of Schools & Executive Director Transition Team Members

	Communicate transition to students and families. Remind families and stakeholders to monitor website for community engagement events.	
June-August 2024	Review and finalize the performance contract with the authorizer, establishing overarching SMART goals and milestones for the transition. (School Exit Plan Milestones document will outline task owners, task, dates (start and due) and track completion. Discuss and finalize budgeting expenditures, considering all financial obligations (e.g., contracts, open purchase orders, scheduled trainings, etc.)	Executive Director
June 2024 -August 2024	Conduct a needs assessment to identify areas where support may be needed during the transition. Provide audit report; address any audit findings (if applicable) Create a plan to self-assess and monitor the transition. Prepare calendar to schedule meetings that will ensure meaningful conversations continue to take place. Schedule quarterly dates to report progress on SEP milestones and communicate progress to community, families, and other stakeholders via department and school website and school communications. Implement communication protocol: Provide quarterly SEP and meeting updates (as necessary) to all required parties (e.g., Office of the Governor, State Board, ASD Transition Advisory Group, etc.)	Executive Director & Chief Operations Officer
June 2024	Notify current LEA and community members of the upcoming transition. Sign data sharing agreement.	Executive Director & Principal
June 2024 - August 2024	Establish communication channels and protocols with the new authorizer and other stakeholders, including other MSCS charter school leaders. Build synergy with neighboring elementary and high schools. Finalize contracts with service providers (e.g., transportation and food service). Maintain operations (as possible) with newly-executed agreements. Monitor grant balance transfer(s) per date(s) included in SEP Outline operational considerations: cost of capital projects and facilities maintenance projects (record in management system); file capital projects report.	Executive Director, Chief of Schools, Principal Chief Operations Officer
July 2024	Transition to IOTA Community Schools, publicize name change, welcome and train new board members, approve updated board documentation Finalize facility plans to remain in building (or prepare for move-see Facilities section for more detail). Finalize equipment (capital and other) to determine what will remain property of school	Executive Director, Board Chair, Board members
Fall/Winter 2024	Create facility lease agreement or ownership transition plan with MSCS, ensuring that Wooddale MS has an exceptional home campus to serve students in the Parkview	IOTA Counsel, School Board

	Village community, beginning in 2025-26. (Tap facility contingency plan as necessary to secure space for continuity in services.) Support new authorizer in recording/reporting the cost of capital projects and facilities maintenance projects. Conduct itemized inventory of items purchased with state, local, or private funds (as necessary). Consult with new authorizer regarding retention of property/assets. Monitor SEP. Establish interventions and modifications to the SEP to address any area(s) of concern or deficiency.	Chief Operations Officer & Director of Finance
January 2025 - March 2025	Develop a plan for supporting students with continuity during the transition. Seek commitment from staff to retain high performing teachers and administrators through transition.	Chief of Schools & School Principal
February 2025 - March 2025	Amend school budget to meet MSCS revenue expectations and sustain mission-aligned services and for all Wooddale students and staff. Collaborate in providing the new authorizer with a budget status report to include the following for each grant: the original budget, transfers, expenditures, encumbrances, and available balance. These balances will be transferred to the new authorizer. Monitor the progress of transition milestones to ensure the transition is on schedule. Modify school name and numbers in School Directory (as necessary). Review data to evaluate programs and services for vulnerable populations; identify strengths and areas of weakness to ensure all student needs are and will continue to be met. Transfer data (academic and non-academic) while ensuring all state and federal laws regarding the privacy of student data are followed. Sign data sharing agreement.	Director of Finance and School Board Chief Operations Officer
June 2024 – November 2025	Develop communications and engagement plan. Hold informational meetings and open houses for parents, students, and community members to ensure all stakeholders have the information needed to support a seamless transition (e.g., where students will attend school, supports that will be made available, what staffing changes may be expected). Secure community support.	Executive Director, Chief of Schools, & Principal

Table contents informed by https://www.tn.gov/content/dam/tn/education/legal/ASD%20School%20Transition%20Framework%20Draft.pdf. We fully understand the ASD School Transition Framework, a document that outlines the guidelines and processes through which a school exits the ASD, will be used to guide the transition from the ASD to the MSCS.

The length of the transition period will consider the school calendar(s). We anticipate the actual timeline for a transition may be adjusted to meet the specific needs and circumstances of the school and authorizer. Engaging

all relevant stakeholders, such as teachers, students, and parents, in the process of creating the timeline and plan will leverage engagement and success.

The Year 0 Budget reflects the final year of Wooddale's operation in the ASD and the only additional costs associated with transitioning the school to MSCS is found in the Year 0 Budget in the Student Recruitment & Community Engagement and Office Supplies line items. All remaining costs of transition are in currently existing staff and activities of the Wooddale operating budget.

b. Describe what you anticipate will be the challenges of transitioning to a new authorizer and how you expect to address these challenges.

Transition Challenges

Each LEA has a particular way of approaching deadlines and items due for federal or state monitoring. The most important aspect of the transition is having a strong line of communication to ensure deliverables occur. The Green Dot team members are willing to work within the structure of the transition framework because we understand how foundational collaboration is for success with our new authorizer. We understand that the partnership will require learning the proper channels for communicating:

- Compliance expectations
- Funding formulas and grants,
- Title I purchase inputs and support
- Opportunities for collaboration

To navigate this challenge, our team plans to sustain open communication and transparency with the new authorizer. We will develop a set of role responsibilities to ensure full compliance with all regulations and a smooth transition.

2.3. Facilities

In this section:

a. Describe the proposed school facility including number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Identify additional school spaces and their square footage, including science labs, art room, computer labs, library/media center, cafeteria, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, restrooms, and other spaces. Provide a diagram of the facility as Attachment Q.

Please see detailed diagrams of the current facility in Attachment Q.

We will need to create an opportunity to discuss a facilities plan that will include either a lease at fair market value or a purchase below fair market value, given the financial commitment we have already made to the maintenance and upkeep of Wooddale MS. GDPST has been responsible for utilities, maintenance, and repairs on the Wooddale MS campus since occupancy began. Further, while Memphis Shelby County Schools owns the campus, Green Dot has made and is in the process of making necessary and significant capital repairs that MSCS has not been able to complete due to funding constraints. All of these items are considered in the proposed school's budget. Further, through the rights granted to it through TCA 49-1-614(k), Green Dot has allocated appropriate funds through a positive net operating income to pay a fair market rental value or below fair market rental value for the continued occupation of the Wooddale MS campus.

Facilities are often a challenge given the number of habitable buildings available at a fair market value. In the instance that a new build or transformation of another space is possible, it would still require obtaining financing for the build-out. Our development team would be instrumental in seeking multiple funding sources to meet the challenges of a new facility for future school growth. Given our intentions of holding off growth until all schools have transitioned out of the ASD, we will have time to create a plan to support our facility goals.

b. Describe how the proposed facility meets the school's needs based on the educational program and enrollment.

Wooddale MS would not be Wooddale MS without the campus on Castleman Street. GDPST desires to continue to have the Wooddale MS campus be its permanent home. Green Dot has invested in making the Wooddale campus suitable for our unique program and an asset for the Parkview Village community, including window upgrades planned for the Spring. GDPST has invested over $1.8 million based on financials between 2015 - 2023 in building renovations, maintenance, and repairs. We look forward to continued collaboration with MCSC and local and state governments on the long-term facility plan. The selected facility provides an optimum learning environment in terms of it being an ample, appropriately designed space to comfortably accommodate all our teachers, students, programs, and services. The school is located in the heart of Parkway Village, making it easily accessible for our families.

c. Describe any contingency planning that has been done should the proposed facility fall through.

Ideally, we would prefer to keep the school in the current building. However, as an alternative we would consider a new build. The ideal build would be approx. 80,000 sq ft on at least 4 acres with 36 classrooms, a gym, a cafeteria and kitchen, administrative space, and auxiliary spaces. A full build would require 18 months but could be staggered with temporary occupancy at another site.

Possible properties that are currently available and would meet the needs of Wooddale MS include the following:

1. Type: Vacant Land
Location: 4055 S. Mendenhall Rd.
Size: 4.97 Acres
Asking Price: $304,920
Parcel ID: 093400 00641
Driving Distance from Current Wooddale MS: 1.4 miles
Note: Currently for Sale

2. Type: Vacant Land
Location: 0 Hickory Hill Rd.
Size: 12.083 Acres
Assessor Valuation: $886,200
Parcel ID: 093400 00617
Driving Distance from Current Wooddale MS: 2 miles
Note: Owned by MSCS, inquiry made about acquisition

Both of these properties are within two miles of the current space. They exemplify the type of facility we may consider leasing to secure the infrastructure needed for ongoing educational success. Given the nature of the commercial market, availability is pending. The market has experienced rapid shifts as organizations come or leave the Parkway Village community. Green Dot has relationships with local real estate brokers who will guide us through the process should need be. We currently partner with Darrell Cobbins of Universal Commercial but have worked with others in the past. It's important to highlight, GDPST's track record of overseeing construction projects with short timelines, exemplified by the construction of Bluff City High School within six months. This accomplishment underscores our ability to efficiently execute large-scale projects.

d. Explain how the facility needs are tied to the related items in the school's budget.

The Wooddale MS campus and Green Dot will continue to comply with the ADA and all health and safety requirements per Tennessee Code Annotated § 49-13-107. As the Wooddale MS campus is an existing High School campus serving students, no significant cost for complying is budgeted or expected.

As Green Dot desires to continue to operate Wooddale MS on the Castleman Street campus, our primary task would be to utilize the options outlined in Tennessee Code Annotated § 49-1-614 and engage MSCS in exploring the opportunity for continued occupancy. With the options defined in the statute and a shared desire to continue serving the Parkway Village community, Green Dot hopes to be able to come to a continued occupancy solution in 3 to 6 months. We know finding an alternative site for conversion to a middle school campus in the Parkway Village community is possible, Green Dot wishes to stay on the current campus for reasons stated previously and continuity in programming.

2.4 Personnel / Human Capital

In this section:
a. Describe the school's leadership structure. Include a copy of the school's organizational chart as Attachment R. The organizational chart should clearly delineate the roles and reporting structure of the board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that play a role in managing the school.

Leadership structure: Wooddale MS is currently led by a principal and two assistant principals. The operational roles at Wooddale MS are overseen by the school operations manager. Both the GDPST organizational chart and the Wooddale MS organizational chart can be found in Attachment R. Attachment R has been amended. Organizational charts have been updated.

The principal of Wooddale MS will continue to be Denai Greene, currently serving in this role for SY2023-2024. Denai joined GDPST in 2015 and has served as a teacher, Assistant Principal, and Principal. The principal reports to the Chief of Schools, Marysa Utley. Marysa previously served as the Wooddale MS principal.

Our Chief of Schools meets weekly with our principals to coach them on the day-to-day operations of their school. In addition, the Chief of Schools helps to design and implement professional development sessions to specifically address any areas of growth. Our principals meet monthly in a collaborative session with the other principals in the Green Dot Public Schools Tennessee network. During these meetings, the principal of Wooddale speaks with network peers to help them grow and develop in the work required for the school. At this time best practices are shared, and data is analyzed. Leveraging team member's assets can increase the overall value of the network. Additionally, school leaders are given various opportunities to participate in professional development outside of Green Dot Public School, such as the UNITED 2024 National Conference on School Leadership, to develop their leadership skills further and increase their capacity to drive student achievement.

The GDPST Leadership Team consists of the following staff:

- **Executive Director (Jocquell Rodgers):** The GDPST Executive Director is responsible for the overall success of the Green Dot Tennessee region and all Green Dot Tennessee charter schools. She manages the GDPST Leadership Team and reports directly to the GDPST Board of Directors.
- **Chief of Schools (Marysa Utley)**: Oversees a cluster of schools in Tennessee (4), providing direct coaching and support to the principals and assistant principals.
- **Chief Academic Officer (Christina Austin)**: The Chief Academic Officer manages a team of Curriculum Specialists to coach teachers, vet, select, and ensure fidelity of curriculum execution, and implement the assessment model. The CAO supports SPED program development and implementation, compliance monitoring, professional development, and psychologist supervision and management. She also manages the overarching vision for counseling and clinical services.
- **Chief Operations Officer (Dan Penaranda)**: The Chief Operations Officer oversees all operational functions of the organization. The COO manages the transportation system for GDPST, all vendor relationships, capital improvement projects and daily facility operations.
- **Director of Finance and Operations (Jovan Orozco)**: The Director of Finance and Operations manages the financial and operational aspects of the Tennessee Regional Office and all Green Dot Tennessee schools. Dan works closely with Principals to determine the budgets and resource allocations for the schools and manages the facilities and IT teams.
- **Director of College & Post-Secondary Readiness (Susan Tiegleman)**: The Director of College & Post-Secondary Readiness supports all academic counselors and social workers across Green Dot Tennessee schools. She tracks student post-secondary attrition, graduation cohorts, and all social-emotional supports for students.

- **Director of Development and Mentorship (Karen Payne):** Director of Development and Mentorship leads Green Dot TN's fundraising efforts by connecting to donors, community partnerships and grants. The Director also creates opportunities for students to participate in mentoring experiences that build on their ability to network with community leaders, corporate stakeholders and entrepreneurs.
- **Director of Student Attendance and Recruitment (Patricia Adams)**: The Director of Student Attendance and Recruitment manages the Student Family Support Specialists and is responsible for supporting schools through their daily attendance efforts, the SART process and the strategies that reduce chronic absenteeism. The Director is also responsible for the overall recruitment and retention efforts of the organization.

b. Explain the responsibilities of the school leader, how the school leader is supported and developed, and the state-approved administrator evaluation model that has been implemented for this individual, as required by State Board Rule 0520-02-01 and State Board Policy 5.201.

Responsibilities

The Principal's duties and responsibilities include:

- Hire and develop school staff (certificated and classified)
- Serve as administrator and instructional leader of the school, direct and supervise the curriculum and guidance program of the school
- Support the creation and implementation of student discipline policies to meet unique student population needs and manage the policies as the school leader
- Plan the master schedule of classes for students and assign members of the certificated staff
- Evaluate the performance of teachers and other school employees and counsel them on their individual development
- Direct financial and human resources at the school site
- Responsible for school budgetary planning and business operations
- Work closely with parents and the community at large
- Initiate and implement community support and advisory groups
- Accountable for students' overall academic performance
- Manage school revenues and expenses to stay within agreed upon budget
- Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person)
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.
- Maintain professional standards and a school environment that is productive, safe and focused Participate in Green Dot and individual professional development
- Participate in other events aimed at promoting or developing Green Dot and its schools (i.e., recruitment)

The principal and assistant principals will share evaluation and feedback responsibilities for teachers and classified staff. All positions at the school will continue to report to the principal.

Supported and Developed

The principal at Wooddale MS will be managed by the Chief of Schools for Green Dot Public Schools Tennessee. Our Chief of Schools meets regularly with our principals to coach them on the day-to-day operations of their school. In addition, the Chief of Schools helps to design and implement professional development sessions to specifically address any areas of growth. All GDPST principals also meet monthly in a collaborative session with the other principals in the Green Dot Public Schools Tennessee network. During these meetings, the principal of Wooddale will be able to speak to peers within the network to help them grow and develop in the work required for the school.

Principal Evaluation
Green Dot's School Leader Evaluation (SLE) was designed with our organization's Core Values in mind. As a result, the School Leaders are evaluated using multiple measures of effectiveness aligned with existing research and best practices. For example, measures that inform the evaluation include but are not limited to the following core areas: instructional leadership, capacity building, data use, and culture for teaching and learning. A competency framework, stakeholder survey feedback, and student achievement measures provide multiple measures that leaders can use to identify areas of strength and areas in need of development.

To create this model, we relied partly upon the practical experience of high-performing leaders at all levels. We also relied on research in the organizational, business, and education domains that indicated which competencies and behaviors are most tied to effective leadership, development, management, and student achievement. This research helped us prioritize competencies and structure the key behaviors that demonstrate proficiency in those competencies.

c. Describe what strategies that have been used and will continue to be used to recruit key staff, including, but not limited to, operational staff, administrators, and teachers.

- **Identify key selection criteria, required experience, and any special considerations relevant to your school design.**
- **Provide 3 years of previous student achievement data for the individuals responsible for**
- **academic programming (if available) as Attachment S.**

Data provided in Attachments AA and BB are attributed to the current principal's school leadership role, also provided in Attachment S. In the 2022-23 school year, Ms. Denai Greene, formerly a teacher and an Assistant Principal, transitioned into the Principal role. She has been employed at Wooddale MS since July 2015, filling a leadership position since June 2019

Recruitment Strategy
Each year, Wooddale MS hires a diverse faculty of the best teachers available. We continue to achieve this goal by launching a comprehensive recruitment plan that works to source talent from diverse backgrounds while continuing our rigorous recruitment process to hire highly effective staff. GDPST works to hire mission-driven personnel who exhibit a significant level of commitment to the children – in particular, students in the Parkway Village community, to our mission and have demonstrated the ability to maintain high expectations and attain equitably high-performance results with all students.

GDPST representatives attend job fairs throughout the state and region, as well as advertise positions with Teach For America and on national job boards (e.g., the National Alliance for Public Charter Schools), including job boards at Minority-Serving Institutions (MSIs) or Historically Black Colleges and Universities (HBCUs), and Hispanic-Serving Institutions (HSIs). We distribute flyers and brochures at local community hubs and host several open-house networking events throughout the recruitment season. Research shows that the best hires for companies come from referrals of current employees. During the spring, our Talent Team will run a referral campaign designed to obtain referrals from our current staff. Our team will then follow up with candidates to begin the recruitment process.

Timeline:

- Fall 2024: Building candidate pipeline, attending job fairs for current and future openings, designing and developing recruitment materials.
- November 2024: Posting open positions for 2025-2026
- January 2025: Start interviewing candidates for 2025-2026. Work with school leaders to identify potential vacancies for the following year.

- Spring 2025: Attend job fairs while also hosting informational events for GDPST
- July 1, 2025: 100% hired for the following school year.

Selection Criteria
Green Dot specifically looks for candidates who demonstrate unwavering belief in the potential of all students and are passionate about improving public education. In addition, we are seeking candidates who want to serve in schools that serve an urban population of students. We seek to hire teachers with the culturally inclusive experiences, perspectives, and backgrounds that a diverse workforce brings to the classroom. GDPST has a talent team that will develop the recruiting strategy and support the implementation of this strategy. We believe teacher retention begins at hiring and we strive to preclude turnover and teacher replacement costs with hiring and recruitment practices that help us identify the most qualified teachers.

Green Dot's teacher interview process includes five steps with the Principal being responsible for making the final hiring decision.

1. Online Application: The application includes a resume, cover letter, and credential check, which ensures we have a pool of highly qualified staff.
2. Network Phone Screen: Green Dot will ask a series of questions to assess cultural fit, "grit" or ability to teach in an urban setting and pedagogy. This stage helps Green Dot assess whether the candidate fits the Green Dot culture, shows perseverance and passion, and is reflective.
3. Role Review: Upon completion of the network phone screen, candidates who meet what we are looking for will be invited to have a conversation with an instructional leader at Wooddale MS to learn more about the specifics of the role.
4. Final Interview: Finalists are invited to an in-person interview with the school site recruitment team. During this time, candidates will meet with other staff and teachers, and observe classrooms and lunch periods while interviewing directly with the administrative team.
5. Reference and Background Checks: Reference and background checks are conducted for finalists.

To ensure that GDPST has an opportunity to recruit and hire the best talent, we will be taking the following steps:
- **Candidate Outreach:** GDPST will work to create a robust candidate pipeline by reviewing previous applicants, attending job fairs, and utilizing the state of Tennessee's teacher talent pool database. The goal of creating this candidate pool is to reach candidates for future roles while also having a base to connect with as vacancies arise.
- **School of Education Job Fairs:** GDPST will contact education programs (EPP) in the state of Tennessee and the country to establish relationships with program administrators and to have a presence at job fairs. GDPST understands the importance of establishing relationships prior to a job fair so candidates learn about our opportunities for the first time at the fair. For the fairs that provide candidate lists, GDPST will add those candidates to our master candidate lists to create an ever-growing pool of potential new teachers. The focus will be on the states of Arkansas, Mississippi, Kentucky, Alabama, and Illinois for schools of education and their job fairs.
- **Advertising:** For GDPST to reach a wide range of candidates, we will run advertisements (Google, Facebook, Instagram, etc.) to draw candidates into our pool. The ads will highlight and showcase the growth our schools are making, career growth opportunities, making Memphis a home (selling the city to out-of-the-area folks), and the coaching and support our staff receives.
- **Partnerships:** We will leverage our existing partnership with Teach for America to find talent in Tennessee while also looking to establish new relationships with organizations to develop a residency program. These partnerships will help to hire for roles that are challenging to fill (at Wooddale this is English and ESL) while expanding our presence into new communities.

- **Local Recruitment Events:** GDPST will have a presence at local job fairs, distribute flyers and brochures at local community hubs, and host several open house networking events throughout the recruitment season.
- **Referral Program:** Research shows that the best hires for companies come from referrals of current employees. During the spring, our Talent Team will run a referral campaign designed to obtain referrals from our current staff. Our team will then follow up with candidates to begin the recruitment process.

One of the most important pieces of information that GDPST gathers in the interview process is whether or not the candidate will be eligible for a teaching license in the state of Tennessee. This is why we focus our job fair attendance on schools of education both in the state of Tennessee and outside of the state. This starts with reviewing resumes to find information related to certification and having questions about obtaining a license during the network interview stage. Our talent team will only send candidates on to the role review/final interview if he/she/they have a pathway toward certification. Offer letters for teachers do not go out unless there is a clearly defined pathway toward certification.

For candidates that we interview that are strong but do not have a teaching license, we provide options during the interview process for obtaining a license should we decide to make a hire.

In addition, our talented team regularly stays up to date with statewide regulations to best serve candidates in the interview process regarding questions about licensure.

d. How do your recruiting and hiring practices ensure that the composition of the leadership team and staff reflects the diversity of the student body and surrounding community?

To ensure that Green Dot Public Schools Tennessee is sourcing talent that reflects our student body and community, we are creating specific recruitment strategies to meet those needs. That starts first with ensuring that our vacancies are being shared with our community for potential referrals while also enlisting our current staff to tap into their personal networks for opportunities.

At the same time, GDPST will work to have a presence within the HBCU and HSI colleges and universities via either job fairs or job boards for graduates. We will also use Handshake to ensure that our job posts reach a wide and diverse array of students.

In addition, we will rely heavily on our referral process and word of mouth. The greater Memphis area is home to many teachers of color, and we will be tapping into those pools through our current staff.

As a network, we are proud of the fact that 82 percent of all staff identify as BIPOC. Additionally, Green Dot Public Schools Tennessee was named a Commercial Appeal Top Workplace for five consecutive years.

e. Indicate the state-approved evaluation model used for teachers, required by State Board Rule 0520-02-01 and State Board Policy 5.201.

The TNTP Core Teaching Rubric is the rubric for evaluating teachers. The rubric, approved by the state (per waiver) in June 2022 focuses on what students are doing, completing, and responsible for by prompting observers to look for signs that they're not only working on the right challenges but also meeting those challenges.

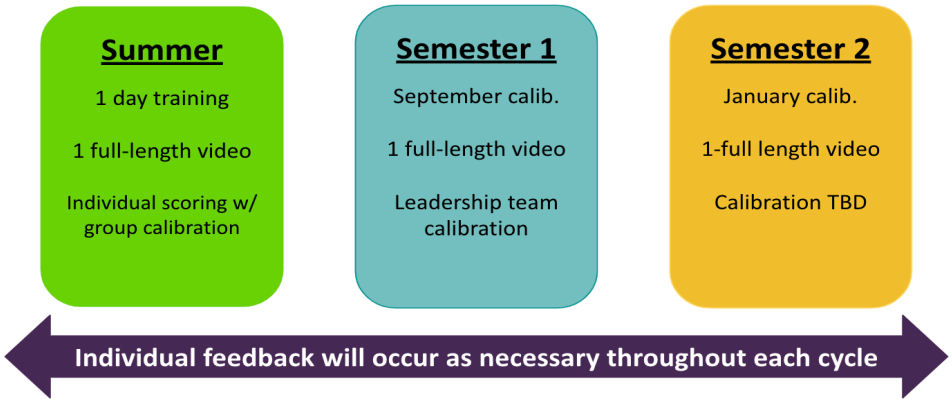
Great teaching doesn't necessarily always look the same; you've got to look at what students are learning to make sure you've found it.

Observation Process

- Observer records an observation and takes low-inference notes
- Observer uses video to score teacher using TNTP rubric
- Observer adds justification statement for each indicator summarizing the basis for indicator score
- Observer shares video with the teacher before scoring conversation

Leadership Trainings and Calibration

All leaders completed an initial training process in the summer and have continued calibration sessions once quarterly as a campus team.



Understanding the Rubric

The TNTP Core Teaching Rubric prompts observers to focus on just four basic questions about what is happening in the classroom:

- Are all students engaged in the work of the lesson from start to finish?
- Are all students working with essential content for their subject and grade?
- Are all students responsible for doing the thinking in this classroom?
- Do all students demonstrate what they are learning?

Evaluation Process

Teachers are evaluated by school administration three times per semester (1 scheduled and 2 unscheduled observations) using the TNTP rubric. Videos of each observation are uploaded to Whetstone/Grow, where the observer enters the scores and their justification for each indicator. Following each observation, the school administrator meets with the teacher to review and discuss action items for the teacher to both continue and improve upon. These notes are also visible to the Chief of Schools, Chief Academic Officer, and regional coaching team so that all supports are aligned to quickly improve instruction and highlight classroom strengths.

Unsatisfactory leadership or teacher performance

In order to ensure that our students at Wooddale MS are receiving top-quality education, the principal of the school will receive consistent coaching throughout the school year. In addition, the principal will be formally evaluated (see Principal evaluation form) by the Chief of Schools twice during the school year. The first evaluation will occur mid-year (December/January) and the second will take place at the conclusion of the school year (June). If the principal fails to meet expectations at any point during the school year and direct coaching from the Chief of Schools is not seeing changes via direct coaching, then that principal will be placed on a Performance Improvement Plan (PIP) with the explicit goal of helping that principal improve in the role. Should the plan not be met by the principal, then GDPST has the choice of relieving that principal of his/her duties. Any decisions regarding the removal of a principal will only be done with a specific plan of how leadership in that building will be covered in the interim.

The same process is in place for our instructional staff. The principal and the leadership team will evaluate the teaching staff via our state-approved teacher evaluation system which requires our teachers to receive formal observations 3 times a semester in addition to informal evaluations. If teachers are not meeting the expectations in our classrooms, then those teachers will be placed on a Performance Improvement Plan (PIP) with the explicit goal of helping them improve in the roles. Should the plan not be met by the teacher, then GDPST has the choice of relieving that teacher of his/her duties.

f. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence in academic achievement, academic growth, and culture.

The TNTP Core Teaching Rubric instead focuses on what students are doing, completing, and responsible for by prompting observers to look for signs that they're not only working on the right challenges but also meeting those challenges. Great teaching doesn't necessarily always look the same; you've got to look at what students are learning to make sure you've found it.

Observation Process

- Observer records an observation and takes low-inference notes
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Evaluation Process

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As stated above, our schools have recently adopted the Tennessee Educator Acceleration Model (TEAM) evaluation rubric (https://team-tn.org/teacher-evaluation/). This adjustment has streamlined our vision for teaching excellence and the evaluation process. Beyond the three required annual observations (1 instruction, 1 planning, and 1 environment observation), school leaders are empowered with additional decision-making authority to allow more than the minimum number of observations based on individual growth score(s) or level of overall effectiveness. The observations are preceded by a summative conference; they include real-time coaching during the observation, written action steps articulated in our Whetstone system, and an in-person debrief that includes practice. By using observations and data together, TEAM allows teachers and school leaders to have an ongoing dialogue about how what happens in the classroom impacts student performance. Emphasis on teacher growth and improvement with the use of formative and summative data allows teachers and school leaders to have ongoing dialogue about how what happens in the classroom impacts student performance.

Individual teacher coaching is supported by a robust professional development schedule. In addition to 10 days of summer professional development and collaboration (15 days for new teachers), teachers participate in twice weekly professional development sessions focused on building skills and collaborating with peers.

g. Describe how the school intends to handle unsatisfactory leadership or teacher performance, including termination, as well as leadership/teacher changes.

In order to ensure that our students at Wooddale MS are receiving top-quality education, the principal of the school will receive consistent coaching throughout the school year. In addition, the principal will be formally evaluated (see Principal evaluation form) by the Chief of Schools twice during the school year. The first evaluation will occur mid-year (December/January) and the second will take place at the conclusion of the school year (June).

If the principal fails to meet expectations at any point during the school year and direct coaching from the Chief of Schools is not seeing changes via direct coaching, then that principal will be placed on a Performance Improvement Plan (PIP) with the explicit goal of helping that principal improve in the role. Should the plan not be met by the principal, then GDPST has the choice of relieving that principal of his/her duties. Any decisions regarding the removal of a principal will only be done with a specific plan of how leadership in that building will be covered in the interim.

The same process is in place for our instructional staff. The principal and the leadership team will evaluate the teaching staff via our state-approved teacher evaluation system which requires our teachers to receive formal observations three (3) times a semester in addition to informal evaluations. If teachers are not meeting the expectations in our classrooms, then that teacher will be placed on a Performance Improvement Plan (PIP) with the explicit goal of helping that teacher improve in the role. Should the plan not be met by the teacher, then GDPST has the choice of relieving that teacher of his/her duties.

h. Outline the salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system.

Proposed salary ranges and employment benefits

Position	Salary Range
Principal	$99,000 - $130,000, Standard Green Dot Benefits
Assistant Principal	$83,000 - $106,000, Standard Green Dot Benefits
Teacher	$47,000 - $85,000, Standard Green Dot Benefits
Counselor	$47,000 - $85,000, Standard Green Dot Benefits
SPED Aide (IA)	$18.00 an hour, Standard Green Dot Benefits (over 30 hours)
School Operations Manager (SOM)	$55,000 - $70,000, Standard Green Dot Benefits
Office Coordinator (OC)	$18.00 an hour, Standard Green Dot Benefits (over 30 hours)
Standard Green Dot benefits are available to all full-time employees (30 hours/week or more): full medical, dental, vision, life, and disability insurance, FICA, workers' compensation, retirement savings plans (TCRS for teachers, 401k for non-teachers/certified staff members), and unemployment insurance.	

i. Explain the school's strategy for retaining high-performing teachers.

At GDPST, we work to support and retain high-performing teachers, including those that have demonstrated the ability to improve student academic outcomes. In addition to competitive salaries, robust instructional tools, and cutting-edge classroom resources, we make retention a priority by providing:

- effective leadership;
- ongoing professional development (PD);
- a collaborative and supportive work culture;
- the opportunity to deliver personalized learning strategies that help students work toward personal goals;
- a positive school culture with attention to restorative practices and low levels of student discipline problems;
- opportunities for career advancement;
- scheduled time for planning and professional collaboration;
- ongoing opportunities for faculty decision-making;
- robust classroom resources;
- stipends and bonuses to recognize exemplary performance or for specific services rendered that fall outside their normal role and responsibilities and/or provide incentives that are beneficial to the organization; and
- recognition for a job well done and personal satisfaction.

j. Are employees at-will or does the school use employment contracts.

All Green Dot Public Schools of Tennessee staff members are and will be at-will employees.

k. Include a copy of the school's employee manual and personnel policies as Attachment T.

A copy of the school's employee manual and personnel policies is provided in Attachment T.

l. Complete the provided template for Table 5: Staffing Chart to identify current (as of December 1) staffing and outline any changes proposed with this application (if applicable).
• Adjust or add functions and titles as needed to reflect variations in school models. m. Complete the provided template for Table 6: Teaching Staff identifying current (as of December 1) teachers, their license numbers, endorsement areas, and assigned teaching position. Indicate any teachers that have permits.

Table 5: Staffing Chart

Position	Current Staffing	Proposed Staffing
Principal / School Leader	1	1
Assistant Principal	2	2
Dean(s) [specify]	0	0
Additional School Leadership [specify]	3 (Curriculum Specialists)	
Additional School Leadership [specify]		
Classroom Teachers (core subjects)	26	26
Classroom Teachers (electives, languages)	5	5
Special Education Teachers (e.g. special education, 504, ELL, etc.)	4	4
Paraprofessionals		
Student Support Position 1 (e.g. social works, psychologist, etc.)	3	3

Student Support Position 2 [specify]	1 (Clerical Staff)	1
Specialized School Staff [specify]	1	1
Teaching Aides or Assistants	3	3
School Operations Manager	1	1
Other *(please specify)*	3	3
Total FTEs	53	53

Table 6: Teaching Staff

Teacher Name	License Number	Endorsements	Assigned Position	Permit?
Allen, Jesse	000230309	420 Phys Ed K-12	PE	No
Alpe, Shannon Blythe	000219120	407 English 7-12 | 490 ESL PreK-12	ESL	No
Benbow-Scarborough, Ashley R.	000634251	420 Phys Ed K-12; 121 Middle Grades Language Arts 6-8	English	No
Bolden, Tamara	000744883	121 Middle Grades Language Arts 6-8	Intervention	Yes
Boyland, Tonda Lasund	000271683	402 Elementary K-8	Math	No
Brackett, Carmelita Lyshelle	000500186	415 Biology 7-12	Middle Grades Elective	No
Cain, Miriam Diantha	000247210	402 Elementary K-8	Math	No
Carey, Estella Marie	000608552	460 Sped Modified K-12	SPED	No
Cook, Keandrea Charice	000527424	122 Middle Grades Mathematics 6-8	Math	Yes
Cox, Mondrea L	000269946	402 Elementary K-8	Science	No
Dandridge, Martine Maree'	000587144	490 ESL PreK-12	ESL	No
Daniels, Chanelle	000618457	124 Middle Grades Social Science 6-8 | 144 Interventionist K-8 | 145 Interventionist 6-12	SPED	No
El Azraki, Adil	000734380	490 ESL PreK-12	ESL	No
Emory, Donald Lewis	000569505	420 Phys Ed K-12	PE	Yes
Estes, Tamisha Lashon	000248793	401 Elementary 1-8	English	No
Gary, Amanda Evette	000215765	415 Biology 7-12 | 499 Elementary K-6	Science	No
Gholston, Serina Shanell	000705321	490 ESL PreK-12	ESL	No
Herron, Albertina J	000272993	415 Biology 7-12	Science	No
Johnson, Andrea Alisa Renee	000270183	402 Elementary K-8	English	No
JONES, DARYL D	000744488	121 Middle Grades Language Arts 6-8	English	Yes
Mason, Laquisha Rashelle	000601070	440 Middle Grades 4-8	Social Studies	No
McGee, Jessica Gay	000740486	120 Elementary Education K-5 | 121 Middle Grades Language Arts 6-8	English	No

Moore, Leslie Marie	000262801	428 Vocal/Gen Music K-12	Music	No
Muhammad, Wahidah	000743692	121 Middle Grades Language Arts 6-8 | 122 Middle Grades Mathematics 6-8	Middle Grades Elective	Yes
Perkins, Zeda Y	000217988	121 Middle Grades Language Arts 6-8	English	Yes
Prewitt, Patrice Antionette	000186746	401 Elementary 1-8	Social Studies	No
Sago, Sherell	000633231	440 Middle Grades 4-8 | 460 Sped Modified K-12	Math	No
Strickland, Latoya Ghiavanna	000596961	440 Middle Grades 4-8 | 460 Sped Modified K-12 | 466 Gifted Education PK-12 | 467 Early Childhood Education PK-3 | 490 ESL PreK-12 | 499 Elementary K-6	Math	No
Taylor, Myron Athony	000249128	460 Sped Modified K-12	SPED	No
Thomas, Diamon	000735222	121 Middle Grades Language Arts 6-8	English	Yes
Ward, Jockquelene D	000718705	120 Elementary Education K-5 | 124 Middle Grades Social Science 6-8 | 159 English 6-12	Social Studies	No
Wordlaw, Damon R	000263535	402 Elementary K-8	Math	No
Tims, Freddy	0005955986	490 ESL PreK-12	ESL	No

2.5 Transportation

In this section:

a. Outline your school's transportation plan as follows:

- **Describe the oversight of transportation operations (e.g., whether the school provides its own transportation, contracts out for transportation, a district provides transportation, or a combination thereof) and who on the school staff provides this daily oversight.**

GDPST has ensured the successful transportation of Wooddale MS students for over 8 years, both internally and through external partners. Wooddale MS has a current daily transportation need of approximately 60 students served by two shared regular education bus and one shared special education bus. Further, Wooddale contracts with outside busing partners to provide extra capacity for special event transportation.

At student registration each year, each Wooddale MS guardian is required to designate student busing needs. Utilizing this registration data and historical bus rider patterns a comprehensive busing plan is created for Wooddale MS.

We foresee the need for daily busing at Wooddale MS to expand minimally in the years after transitioning from the ASD. We do not foresee the average rider distance from campus increasing as the expected student population will continue to mimic the current population as a neighborhood school. To account for any increase in ridership and any possible increase in average rider distance, GDPST will operate 2 regular education buses and 1 special education bus in a hub stop model. This will increase not only the available coverage radius by over a mile in served directions but also allow for a flex capacity of up to approximately 100 daily riders. The 2 regular education buses will have the capacity to serve over 20 daily stops in the Parkway Village community, and beyond while minimizing student ride time.

Oversight

GDPST will provide our own transportation for daily student transport and contract bus services. The Chief Operations Officer will identify operators who can provide transportation for extracurricular activities and negotiate rates in the event our Green Dot drivers and/or buses are not available. Green Dot will contract with bus transportation provider(s) for GDPST, set rates, negotiate routes, and troubleshoot problems over the course of the planning year.

GDPST already has relationships with ABC Charter Services, LLC and First Students and would likely continue to contract with these bus providers.

In addition to the one bus for Special Education students, Green Dot will also provide additional transportation support as dictated by the student's IEP.

- **Describe how the school transports students with special transportation needs and how that has impacted your budget and any plans you have in place should new students have a need.**

Transporting students (including SPED students)

Green Dot will map out the number of students likely to require transportation and plan to provide transportation to all students who require it. We work directly with families whose student's IEP mandates transportation services to secure a seat on our bus. MATA passes never replace our school bus transportation services for students with mandated services. MATA passes have been and will only be distributed, upon request, to a family requesting one; never in lieu of transportation mandated in a student's IEP.

Specific routes will be mapped out once students requiring busing are identified. Buses will be secured at Kirby Middle School and will be utilized as needed for extracurricular activities and field trips. Saturday school will not be offered.

We will likely have two buses for general education students and one bus for special education students once the school is at full capacity, costing ~$83K per bus annually for driver pay, bus maintenance and vehicle registration fees. We expect to continue to contract with ABC Charters LLC and/or First Students to transport students to field trips when needed (i.e., our buses are unavailable); however, our school principal works to organize bus use, so all classes have equal and ample access.

A bid for transportation service provider (See newly provided Attachment II) was released on April 5, 2024 as we seek to secure a contractor to provide routing services between July 1, 2024 and June 30, 2025. As noted below, the contract with Transpar is set to expire at the end of June.

- **Describe how the school has ensured compliance with state and federal laws and regulations related to transportation services. Explain how you have ensured compliance with Tenn. Code Ann. § 49-6-2116.**

GDPST will abide by all state and federal regulations regarding its transportation service, particularly including compliance with Tennessee Code Annotated §49-6-2116; GDPST will have a contracted transportation supervisor, (See contract with the Transpar Group in Attachment II, set to expire on June 30, 2024) who will provide daily oversight for student transportation, which include bus maintenance and inspections, bus driver credentials and training records, and handling complaint investigations.

2.6 - Food Service

In this section:
a. Describe the school's food service plan including the following:

- **A clear description of how the school offers food service to students**
- **How the school complies with applicable district, state, and federal guidelines and**

- **regulations.**
- **Describe how the school food service plans meet the needs of low-income students.**
- **Describe how the school collects free and reduced-price lunch information from qualified**
- **families (including those schools that participate in the Community Eligibility Provision).**
- **Provide the food vendor contract as Attachment U**

Food Services
The ASD currently contracts with Memphis Shelby County School's Division of Nutrition Services to provide food service to all Wooddale students that complies with all local, state and federal guidelines. Wooddale will seek to continue food services through MSCS. In the unlikely event, this becomes an issue, IOTA will seek bids from local food service providers with the release of a detailed Request for Proposal (RFP) outlining the specific requirements of the program.

Wooddale MS will provide a food service program in accordance and compliance with the nutrition regulations and applicable state and federal regulations. All students can participate in the school breakfast and lunch program. To the maximum extent possible, the school will offer all students the opportunity to participate in available federally reimbursable school meal programs, including the National School Lunch Program, School Breakfast Program, At-Risk Afterschool Snack Program, and Child and Adult Food Care Program (Afterschool Supper).

The Network Operations Team will be responsible for working with the School Operations Manager to maximize the number of students who qualify for free and reduced-price meals through meal application collection. The school will employ various strategies to ensure the completion of forms by including them in initial student outreach documentation, orientation, school events, and communication with parents. Wooddale will ensure annual training of all staff in compliance with the required Professional Standards for food service staff under the School Nutrition Program.

Wooddale will provide its food service program on a contracted basis with the Network Operations Team overseeing and managing the appropriate vendor.

A copy of our current food vendor contract between MSCS and Bluff City High School is provided in Attachment U. We anticipate a similar agreement will be made for Wooddale MS. A copy of the current contract was not provided given it is a contract between MSCS and the ASD.

2.7 Additional Operations

In this section:

a. Describe any operational matters that will be handled differently following the transition to your home LEA (and that have not already been addressed in another section), the rationale for the differences, and any new resources they would require.

Our transitional plan is addressed in prompts 2.2, 2.5, and 2.6 above.

Student Information Management
As the operator of the first school in the Tennessee Public Charter School Commission (and previously the Tennessee State Board of Education when it was the appellate body), GDPST has considerable experience working with TPCSC and their instance of PowerSchool. We have developed systems and tools to allow for effective school operation utilizing TPCSC's PowerSchool that will be easily adaptable for Wooddale's transition into MSCS.

School Health and Nursing Services
For compliance with the Coordinated School Health Program, Wooddale MS will contract with Lifedoc Health to staff the school with one full-time nurse. The School Operations Manager will supervise the school nurse in ensuring compliance with health regulations.

Compliance Monitoring
GDPST has considerable experience working with TPCSC's compliance monitoring framework in addition to the ASD's framework. We have developed systems and tools to allow for effective compliance monitoring utilizing the TPCSC's compliance monitoring framework that will be easily adaptable for Wooddale's transition into MSCS. The School Operations Manager, with support from the Network Operations Team, will ensure ongoing compliance, including the monthly reporting calendar submissions.

b. Attach your previously approved and authorized charter application as Attachment V.

In Attachment V we have provided Green Dot's previously approved and authorized charter application to the Achievement School District, which was for a maximum of ten schools. The application is broad and not specific to Wooddale because the charter application was developed to request approval for ten (10) full-transformation schools. The application describes the program to be implemented at the founding school, Green Dot High School.

2.8 Charter Management Organization

In this section, please detail:
a. The name of the CMO—

Wooddale MS has been managed by Green Dot Public Schools Tennessee per the regional services agreement by and between Green Dot Public Schools National (GDPSN) and Green Dot Public Schools Tennessee (GDPST).

IOTA's leadership team is embracing the opportunity to reimagine how to bring more innovation to its work of providing students with access to opportunities that expand possibilities and encourage them to dream bigger for their futures. One material modification is being requested. We seek to become IOTA Community Schools, effective July 1, 2024. Green Dot Public Schools National supports this next step for the Memphis organization and is assisting in its transition to IOTA Community Schools. As shown in the board resolution (See Attachment L that has been amended to include the two board resolutions), the GDPST Board voted on February 5, 2024, to approve action to change the name "Green Dot Public Schools Tennessee" to "IOTA Community Schools". On May 16, 2024, the GDPST Board voted (Please see board resolution in Attachment L) to amend its bylaws and articles of incorporation, and to approve modification of the intellectual property license agreement with Green Dot Public School National (GDPSN).

b. Describe the scope of specific resources, service, or set of services that the Charter Management Organization (CMO) provides for the school to support operation and/or management.

Beginning in July 2024, IOTA Community Schools will oversee the strategic direction of Bluff City High School, Hillcrest High School, Kirby Middle School, and Wooddale Middle School, as a whole entity that collaborates with GDPST/IOTA to support budget and forecasting services, financial accounting, information technology (IT), data collection, back-office services, data warehouse services, human resources services, branding, etc. Schools in the portfolio share a common mission, educational philosophy, and culture. GDPSN is (IOTA will be) responsible for major strategic and policy decisions.

Board of Directors have adopted Finance and Accounting Policies which explicitly address identifying and managing potential conflicts of interest in subsection 4(I): Internal Controls, subsections N-P on page 14 and in subsection 4(VI)(G): General Procurement Policies and Procedures, subsections c-d on page 62. These policies are amended and approved annually by the Board of Directors to ensure ongoing compliance with applicable Tennessee state law and/or authorizer policy.

The existing GDPST board will govern all schools in the Tennessee region and is the entity that has ultimate responsibility for the schools. While schools will not have independent boards, they will each have a School Advisory Council (SAC) that includes parents and advises the board on many topics. The board will seek to add members from the community surrounding Wooddale MS as well as stakeholders from the school if possible. No other significant material changes to the board are anticipated. We are currently recruiting members to join the board.

Green Dot Public Schools TN was asked to partner with the Achievement School District in 2014. The original agreement was for ten schools, five middle schools and five high schools, with the opportunity to create a 6-12 feeder pattern. We currently operate four schools in the ASD and Bluff City High School with the Tennessee Public Charter School Commission (TPCSC), which was opened in response to parental sentiment that they wanted their students to matriculate from a Green Dot middle school into a Green Dot high school. None of our ASD schools offer pathways to building academic continuity with our students. As we are focused on transitioning all ASD schools to the local LEA or TPCSC by the end of the 2027 school year, Green Dot does not have any applications pending for new schools in Tennessee.

GDPST (soon to be renamed IOTA) would like to continue to grow in Memphis, to create a K-12 feeder pattern, which we do not have currently. Because our organization has a model geared towards transforming low-performing schools, we are interested in schools on the priority list in Memphis, partnering with Memphis Shelby County Schools and other charter operators in Shelby County. An ideal opportunity for Wooddale MS is to stay in partnership with MSCS to ensure Wooddale MS continues along its current trajectory of success in the Parkway Village community.

Our capacity to open and operate schools in TN has been established by the nearly ten-year history in Memphis. We successfully transitioned into the ASD run schools with fewer than six months leeway to gain occupancy and have schools operational by the start of school in August. We have systems and processes in place that are closely aligned with compliance in Tennessee. Our organization, with the support of our national team, has the financial experience, academic expertise, and community engagement knowledge to create successful relationships within the community. Currently, Wooddale MS is a TVAAS 5, the state's highest rating for growth and proficiency on state-mandated tests.

c. Include a copy of the CMO agreement as Attachment W, if available, that sets forth proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination

A copy of the CMO agreement is provided in Attachment W. The CMO agreement will not continue with the transition to IOTA Community Schools. There will be no agreement articulated between IOTA and the schools as they are all part of one non-profit corporation in TN. The current 14.5% shared service fee (with 7% going to GDPS National and 7.5% to support the GDPST central office) was developed after thorough research and benchmarking within the CMO landscape. To maintain consistency in a time of change, we will continue to dedicate 14.5% revenue to internal organization wide costs for FY25. We will readdress this during FY25 to evaluate what adjustments could be made to lower this amount in future years.

Section 3: Financial Plan & Capacity

3.1 Planning and Budget Worksheet

Please see Attachment X. Attachment X has been amended.

3.2 Budget Narrative

Please see Attachment Y. Attachment Y has been amended.

Section 4: Portfolio Review & Performance Record

4.1 Portfolio Summary

Please see Attachment Z. Attachment Z has been amended.

4.2 Performance Record: Academics

Student Achievement and Growth

In this section:
a. Provide detailed student achievement and growth results for each school that was operated, including results for grade levels not tested on state assessments. This should include both internal assessments and state assessments throughout your existing application term.

- **As Attachment AA, include internal assessments.**
- **As Attachment BB, include state assessments.**

Please see the assessment data in Attachments AA (internal assessments) and BB (state assessments).

b. Provide evidence that demonstrates the success of schools operated in raising student achievement levels.

Average Percent of Typical Goal* Met - Math

	2020-2021	2021-2022	2022-2023	2023-2024 (YTD)
Bluff City	94.2%	144.1%	137.1%	82.3%
Fairley	102.6%	182.7%	202.3%	124.7%
Hillcrest	113.0%	165.0%	135.4%	111.4%
Kirby	54.5%	152.1%	145.8%	81.2%
Wooddale	96.3%	197.4%	195.5%	87.5%
All Green Dot Schools	**89.8%**	**167.3%**	**163.0%**	**97.9%**

Average Percent of Typical Goal* Met - ELA

	2020-2021	2021-2022	2022-2023	2023-2024 (YTD)
Bluff City	119.1%	144.7%	129.4%	67.4%
Fairley	114.5%	246.2%	122.3%	109.9%
Hillcrest	173.5%	158.7%	97.5%	129.3%
Kirby	83.4%	205.1%	173.1%	127.9%
Wooddale	119.4%	220.8%	162.0%	125.8%
All Green Dot Schools	**120.0%**	**192.3%**	**137.2%**	**111.5%**

**"Typical Goal", assigned by iReady, is the average amount of growth achieved in a year for students with a similar beginning of year performance, i.e. the amount of growth a student needs to maintain their current relative performance.*

Educational Programming

In this section:

a. For all schools operated, describe the educational program at your existing or previous school(s) and its successes and challenges.

The following data was provided in the SY2022-23 annual report (released in September 2023).

School	Educational Program	Successes	Challenges
Bluff City High School Bluff City High School ("Bluff City")—opened in the fall of 2017 as a new, start-up charter high	The school's academic model prioritizes strong and empowered leadership, highly effective	The average daily attendance rate of 87.1% demonstrated gains, indicating the school's	GDPST acknowledges areas of concern at the school. The lack of students performing "on-track" or

school authorized by the Tennessee State Board of Education. This school opened to further one of Green Dot's core strategies: to give all parents the option of sending their children to a high-quality local school. Green Dot strategically opened Bluff City near our two middle schools to ensure that the significant academic progress students are achieving in middle school can continue through high school. Providing a consistent, seven-year pathway to success is vital for students already several grade levels behind when they enter the sixth grade. In the 2022-23 school year, the school served 9th -12th graders with 7.7% classified as ELLs. In addition, the school served 6.65% students with disabilities.	teaching, a college preparatory curriculum, meaningful community engagement, and the provision of comprehensive wraparound services to reduce non-academic barriers to learning. The strength of this proven model, which has been adapted to meet the unique needs of students, families, and communities in Memphis, has allowed Green Dot to exemplify the power of a public school to transform student behavior and academic outcomes.	academic model effectiveness as the school transitioned to in-person instruction while still addressing the ongoing challenges of operating during a pandemic. The school has made significant progress in moving students into Tier I, taking students who were multiple grade levels behind and accelerating them towards reaching proficiency levels aligned with being on or above grade level. The school was able to continue assessing student growth in the 2022-2023 school year in order to provide swift interventions and determine areas for reteaching. For students that tested in both fall and spring windows, every grade level increased the size of Tier I.	"mastered" on assessments is a primary concern. Despite our adoption and implementation of a rigorous curriculum, our students face numerous challenges in their lives outside of school which impact their academic achievement. As a result, incoming students enter our school multiple years behind grade level. The school has closely monitored student academic progress since its opening, and we continue to build effective systems to address student gaps in skill or content.
Fairley High School Fairly High School ("Fairley")—opened in the fall of 2014 as a conversion independent charter middle school authorized by the Achievement School District. In 2023, the school returned to the MSCS. In the 2022-23 school year, the school served 9th -12th graders with 0.3% classified as English Language Learners. In addition, the school served 6.25% Students with Disabilities.	The school's academic model prioritizes strong and empowered leadership, highly effective teaching, a college preparatory curriculum, meaningful community engagement, and the provision of comprehensive wraparound services to reduce non-academic barriers to learning. The strength of this proven model, which has been adapted to meet the unique needs of students, families, and communities in Memphis, has allowed	The school has made significant progress in moving students into Tier I, taking students who were multiple grade levels behind and accelerating them towards reaching proficiency levels aligned with being on or above grade level. The school was able to continue assessing student growth in the 2022-2023 school year in order to provide swift interventions and determine areas for reteaching. For students that tested in both fall and spring windows, every	GDPST acknowledges areas of concern at the school. The lack of students performing "on-track" or "mastered" on assessments is a primary concern. Despite our adoption and implementation of a rigorous curriculum, our students face numerous challenges in their lives outside of school which impact their academic achievement. As a result, incoming students enter our school multiple years behind grade level. The school has closely

	Green Dot to exemplify the power of a public school to transform student behavior and academic outcomes.	grade level increased the size of Tier I.	monitored student academic progress since its opening, and we continue to build effective systems to address student gaps in skill or content.
Hillcrest High School Hillcrest High School ("Hillcrest")—opened in the fall of 2016 as a conversion independent charter middle school authorized by the Achievement School District. This school opened to further one of Green Dot's core strategies: to give all parents the option of sending their children to a high-quality local school. In the 2022-23 school year, the school served 9th -12th graders with 4.6% classified as English Language Learners. In addition, the school served 9.38% Students with Disabilities.	The school's academic model prioritizes strong and empowered leadership, highly effective teaching, a college preparatory curriculum, meaningful community engagement, and the provision of comprehensive wraparound services to reduce non-academic barriers to learning. The strength of this proven model, which has been adapted to meet the unique needs of students, families, and communities in Memphis, has allowed Green Dot to exemplify the power of a public school to transform student behavior and academic outcomes.	The school has made significant progress in moving students into Tier I, taking students who were multiple grade levels behind and accelerating them towards reaching proficiency levels aligned with being on or above grade level. The school was able to continue assessing student growth in the 2022-2023 school year in order to provide swift interventions and determine areas for reteaching. For students who tested in both fall and spring windows, every grade level increased the size of Tier I.	GDPST acknowledges areas of concern at the school. The lack of students performing "on-track" or "mastered" on assessments is a primary concern. Despite our adoption and implementation of a rigorous curriculum, our students face numerous challenges in their lives outside of school which impact their academic achievement. As a result, incoming students enter our school multiple years behind grade level. The school has closely monitored student academic progress since opening, and we continue to build effective systems to address student gaps in skill or content.
Kirby Middle School Kirby Middle School ("Kirby")—opened fall 2016 as a conversion independent charter middle school authorized by the Achievement School District. This school opened to further one of Green Dot's core strategies: to give all parents the option of sending their children to a high-quality local school. In the 2022-23 school year, the school served 6th - 8th graders with 7.0% classified as English Language Learners. In	The school's academic model prioritizes strong and empowered leadership, highly effective teaching, a college preparatory curriculum, meaningful community engagement, and the provision of comprehensive wraparound services to reduce non-academic barriers to learning. The strength of this proven model, which has been adapted to meet the	The school has made significant progress in moving students into Tier I, taking students who were multiple grade levels behind and accelerating them towards reaching proficiency levels aligned with being on or above grade level. The school was able to continue assessing student growth in the 2022-2023 school year in order to provide swift interventions and determine areas for	GDPST acknowledges areas of concern at the school. The lack of students performing "on-track" or "mastered" on assessments is a primary concern. Despite our adoption and implementation of a rigorous curriculum, our students face numerous challenges in their lives outside of school which impact their academic achievement. As a result, incoming students enter

addition, the school served 5.94% Students with Disabilities.	unique needs of students, families, and communities in Memphis, has allowed Green Dot to exemplify the power of a public school to transform student behavior and academic outcomes.	reteaching. For students that tested in both fall and spring windows, every grade level increased the size of Tier I.	our school multiple years behind grade level. The school has closely monitored student academic progress since opening, and we continue to build effective systems to address student gaps in skill or content.
Wooddale Middle School (Wooddale MS) opened in the fall of 2015 as a conversion independent charter middle school authorized by the Achievement School District. In the 2022-23 school year, the school served 6th - 8th graders with 23.0% classified as English Language Learners. In addition, the school served 4.75% Students with Disabilities.	These details are woven through the application narrative above.		

School Performance

In this section:

a) Select one or more of the consistently high-performing schools operated and discuss the school's performance.

- **Be specific about the results on which you base your judgment that the school is high-performing.**
- **Discuss the primary causes to which you attribute the school's distinctive performance.**
- **Discuss any notable challenges that the school has overcome in achieving its results.**
- **Identify any ways in which the school's success has informed or affected how other schools operate. Explain how the effective practice or structure, or strategy was identified and how it was implemented elsewhere.**

Wooddale MS is the high-performing school in the GDPST portfolio that we'd like to discuss here. Growth and academic achievement data show Wooddale is providing a higher quality option than other neighborhood schools that our students would most likely attend. While five neighborhood schools earned an "F" grade, Wooddale is the only middle school in the neighborhood that earned a "C." Wooddale's Letter Grade Dashboard indicates Wooddale earned Level 5 (of 5 points) in student academic growth, and in growth for the highest need

Average percent of typical goal achieved by Wooddale students with at least two tests in a school year:

	Math	ELA
2020-2021	96%	119%
2021-2022	197%	221%
2022-2023	195%	162%
2023-2024 (YTD)	87%	126%

students. The Dashboard shows Wooddale's economically disadvantaged, English Learner, and Black or African American student groups also showed Level 5 growth. Wooddale achieved priority exit status by the Tennessee Department of Education in SY 2024. Further, as shown above right, the iReady typical growth data for the past two school years shows Wooddale students have achieved well over the typical amount of growth for similar students nationwide, in both math and ELA. In the current year, Wooddale students have already averaged more than the typical goal amount in ELA and 87% of the goal amount in math, based on fall-to-winter growth. Growth data provides a comprehensive picture of student learning. This is important given that Wooddale students typically enroll far below grade level. We will continue to diligently monitor student growth and teachers' delivery to ensure that we are closing gaps and producing significant learning gains. Growth data also indicates the students' ability to learn and develop; these are essential qualities for success in college, leadership, and life.

Average percent of stretch goal achieved by Wooddale students with at least two tests in a school year:

	Math	ELA
2020-2021	41%	39%
2021-2022	85%	79%
2022-2023	85%	56%
2023-2024 (YTD)	37%	42%

Percent of Wooddale students scoring proficient on TNReady state assessments

	Math	ELA
2015 (pre-Green Dot)	11.50%	16.90%
2016	no test data	
2017	3.20%	5.70%
2018	6.60%	7.20%
2019	8.40%	7.70%
2020	no test data	
2021	3.50%	3.30%
2022	8.00%	11.30%
2023	15.00%	10.50%

Similarly, iReady stretch growth data (to the top right) shows more than half of all Wooddale students are reaching their stretch growth goals by the end of the school year. This is important because a stretch goal is the amount of growth needed for students to "catch up" and score on grade level within a few years. Curriculum Associates (our partner in administering the iReady exam) reports students must meet their stretch growth goals for two years to be on the path to grade-level proficiency. This is particularly important as the state's new letter grading system places more weight on achievement.

Finally, achievement data (percent of Wooddale students scoring proficient on TNReady state assessments in the table to the right), shows, aside from the 2021 scores (which were heavily affected by COVID school closures), Wooddale MS has seen consistent growth in Math and ELA proficiency on the TNReady state assessments. Prior to becoming a Green Dot school, Wooddale's success rate on state assessments was in the bottom 5% of TN schools. Now (based on 2023 overall success rates), Wooddale outscores 9% of all TN schools and outscores 10.3% of TN middle schools. Wooddale has demonstrated increased student academic outcomes over the ten years of operation.

Attributes

Several factors contribute to Wooddale's success, including stable leadership, teaching quality, and resources. Data suggests our professional development investments are translating into increased student performance. Through the supported implementation of skills we focus on during PD and the implementation of a standards-aligned curriculum, our high-quality teachers are meeting students' needs as we implement robust RTI2 interventions. They are continuously adapting curriculum based on real-time data analysis. Wooddale's 88.9% staff retention rate is evidence of job satisfaction. Students and families are also highly satisfied; enrollment has peaked through word of mouth. The school's enrollment has been increasing over the current charter term. We anticipate the school will continue to meet full enrollment as

news of our growth and achievement results continue. Moreover, Wooddale's ability to nurture and sustain a positive school culture contributes to improved attendance rates. We provide students with a safe learning environment. Robust parent and community engagement contributes to students' success; the adult education workshops our parents participate in boost their ability to play an integral role in their child(ren)'s success. We also support the whole child with the support of community organizations. Students and families receive support from Lifedoc and the Memphis Food Bank to make sure basic needs are met so students may focus on learning.

Challenges

A challenge Wooddale MS continues to face is the low performance level of incoming students. Students are enrolling far below grade level. To address the challenge of students entering multiple years behind grade level, many students qualify for Tiers 2 or 3 given foundational content and learning gaps. We have developed and implemented a robust RTI2 plan to provide students with foundational learning and skills needed to serve all students with fidelity. Finally, despite efforts (e.g., creating a welcoming environment, quick turnaround for student records, offering resources that address the specific needs of students, working to understand and address reasons behind relocations), high student mobility rates are associated with lower school engagement, poorer grades in reading and math.

Impact on Others

Wooddale shares its success with other schools in the GDPST portfolio. Particular practices that Wooddale shares through GDPST-wide training include using diagnostic data to predict performance on state assessments and its' lessons learned regarding attendance (See section 1.4c for more detail), and its RTI2 to accelerate student learning. Wooddale is currently piloting instructional materials from the state list. Data is shared with schools to analyze the outcomes of these curriculum and assessment materials with our target student population given they're expressly anchored in the Tennessee Academic Standards with our target student population.

b. Select one or more schools whose performance is relatively low or not satisfactory and discuss the school's performance. Be specific about the results on which you base your judgment that performance is unsatisfactory.

- **Describe the primary causes to which you attribute the school's problems.**
- **Explain the specific strategies that you are employing to improve performance.**
- **How will you know when performance will be satisfactory?**
- **What are your expectations for satisfactory performance in terms of performance levels and timing?**

Low Performance (See data to the right)

GDPST's Fairley High School struggled to significantly increase the number of students scoring on or above grade level in math and ELA. Fairley's proficiency and graduation rates fell slightly below the local district's while state performance data insufficiently demonstrated how GDPST efforts were effective in supporting the closing of achievement gaps.

Strategies we employed to improve performance included

Percent of Fairley students scoring on or above grade level in Math:

	Fall	Winter	Spring
2018-2019	1.9%	2.2%	3.4%
2019-2020	1.4%	4.9%	--
2020-2021	3.0%	8.1%	7.8%
2021-2022	2.8%	9.7%	16.6%
2022-2023	4.1%	7.1%	17.0%
2023-2024	5.9%	9.8%	TBD

Percent of Fairley students scoring on or above grade level in ELA:

	Fall	Winter	Spring
2018-2019	4.8%	3.2%	10.8%
2019-2020	4.9%	--	--
2020-2021	7.5%	8.9%	9.9%

improving staff qualifications. Fairley struggled to recruit and retain teachers, particularly during the national teacher shortage. Further, student attendance rates were lower than needed to garner desired student performance.

Satisfactory performance would be measured first in attendance, followed by growth and achievement.

Lessons learned have been applied to GDPST's two existing high schools. Our expectations for satisfactory performance in terms of performance levels and timing include a graduation rate that exceeds the district's (80.1%) and meets the state's graduation rate (90.6%) within five years of beginning a new ten-year term; and, more than half of all students scoring on or above grade level in math and ELA on year-end assessments (TNReady) while demonstrating incremental growth by earning a Level 5 TVAAS score by year three and exiting priority status within four years. Finally, as an ASD school, Fairley HS did not receive support from or build a partnership based on accountability with its authorizer. As we apply to transition Wooddale and open with MSCS as our authorizer, we welcome the partnership and believe a ten-year charter term will propel our students to meet school, district, and state goals while providing families with continuity in learning.

4.3 Performance Record: Operations

Authorizer Evaluations

a. Provide, as attachments, the last two years of the following items produced by the authorizer(s) or by a third-party evaluator, if applicable:

- **Attachment CC**: Performance Reports (academics, operations and finance as available)
- **Attachment DD**: Evaluation Reports (AMENDED)
- **Attachment EE:** Renewal Reports
- **Attachment FF**: Annual Reports

The performance reports that Wooddale MS has been issued are provided in Attachment CC. Evaluation reports, specifically the Annual Authorizer Report dated April 22, 2024, are provided in Attachment DD. Renewal reports are not provided in Attachment EE as Wooddale MS has not gone through renewal. The 2022-23 annual report is provided in Attachment FF.

Termination of Contracts

a. List any contracts with charter schools that have been terminated by the network, charter management organization, the school's authorizer, or the school, including the reason(s) for such termination and whether the termination was for material breach.

Fairley High School's request to be authorized from its home LEA was not approved by MSCS in SY2022-23. The Tennessee Public Charter School Commission denied Green Dot's application to continue operating Fairley HS in October 2023, and that school was returned to MSCS.

Performance Deficiencies

a. **List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated, and explain what caused these actions.**
b. **Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated in the last three years and how such deficiencies or violations were resolved.**

As stated above, Fairley High School's request for approval was not approved by MSCS or the Tennessee Public Charter School Commission in SY2022-23. Fairley High School was returned to MSCS.

Litigation

a. **Identify any current or past litigation, including arbitration proceedings, that has involved the network, governing body, charter management organization, sponsor, or any charter schools it operates.**
   - **Provide, as Attachment GG, if not subject to confidentiality protection:**
     1. **the demand,**
     2. **any response to the demand, and the results of the arbitration or litigation.**

As shown in Attachment GG, information about current or past lawsuits for GDPS includes the following:

1. Beverly Dickson v. GDPST, Case No.: 2:22-cv-02070-SHM-cgc (USDC WD of Tenn.).
    - Demand -$30,000
    - Response to Demand-None
    - Results-Court dismissed Complaint with Prejudice after GDPST filed a Motion
    - to Dismiss

2. Lekisha Hodges v. GDPST, Case No. CT-005499-18 (Shelby County Circuit)
    - Demand-Unsure
    - Response to Demand-Case settled for $11,500 (approved by the court)
    - Results-Settled and case was thereafter dismissed with prejudice

3. Jameka Stribling v. GDPST, Case No. CT-4642-22 (Shelby County Circuit)
    - Demand-In Complaint $5,000,000 plus punitive damages
    - Response to Demand-Answer filed case is in litigation
    - Results-Litigation ongoing

At the time of resubmission (May 2024), there are no litigation updates to report.

4.4 Performance Record: Finance

Financial Statements

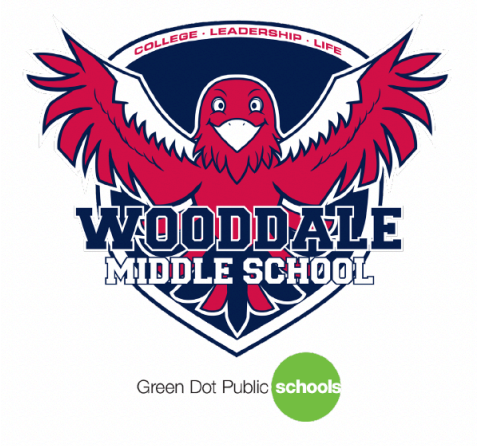
a. For all schools operating in the state of Tennessee: provide the following in Attachment HH:

(a) the last two years of audited financial statements for each school or school(s); and

(b) the most recent internal financial statements, including balance sheets and income statements.

Please see Attachment HH.

ATTACHMENTS



Attachment A – Foundational Literacy Plan

N/A. Wooddale Middle School does not serve students in grades K-5.

2023 Testing Plan for Wooddale Middle School, Green Dot Tennessee

Ø Ms. Williams is the testing coordinator. She can be reached via email at Andreanna.Williams@rgreendot.org or at the school at 901-730-4086.

Ø Security breaches and testing irregularities will be reported immediately to the district testing coordinator (Claire Stolarski) and logged for testing irregularities if needed.

Ø Certified teachers will proctor their grade level or assist with SPED and ESL testing. CSOs will monitor the hallway and assist teachers while testing. Mrs. Blackburn and Ms. C. Cox will supervise students that are late or students who are holding for afternoon testing. Principal Greene will walk and supervise testing rooms. They will be floating proctors during testing. Additional proctors may be used to assist teachers with supervising students during testing.

Ø The testing times and schedule can be found below under general information and schedules. The schedule also includes times and dates for accommodation testing.

Ø Make-up testing will take place in the afternoon; starting at 12:30 for late students, select students with accommodations, and absent students. There also are two days built into the testing calendar for make-up opportunities.

Ø To track late and absent students, late students will be held in the following location: Auditorium . There will be a sign-in sheet in the auditorium to list the name and grade of late students. Late students will also have to sign in at the front door and this list will be pulled by the testing coordinator as a cross reference. Teachers are asked to submit an absentee list to the testing coordinator when testing materials are checked back in. All three lists will be cross referenced in order to compile an accurate make-up list.

Room Testing Locations

The names of test administrators and testing room numbers can be found in the chart below. They are subject to change.

Teacher	Location	Teacher	Location	Teacher	Location
Grade 6		Accommodations		Grade 7 (2nd floor)	
Hemphill	213	Whitmire (ESL 6 & 6 Ex T) am **Whitmire(ESL 6 & 6 Ex T) pm**	Cafeteria 107	Cain	221
Walker	215	Baskett (ESL 7 & 7 Ex T) am **Baskett (ESL 7 & Ex T) pm**	219 Library	Mitchell	210
Boyland	211	Adil (ESL 8 RA) am **Adil (ESL 8 RA) pm**	109	Wordlaw	212
Thomas	204	Taylor AM Taylor PM	103 103	Ajayi (Brackett) Clark	Gym 225
Baker	207	Moore (SPED RA 7 w/Ex T) am	Cafe	Allen	121
Brooks (Gary)	208	T. Murrell (SPED RA) (H. Price)	118	RTIB Students	Brooks Room 112
		Grigsby am **Grigsby pm**	125 125	Grade 8	Gym

Proctors		Proctors		Holding Students	
Cook	Second Floor Floater	Bowen	Floater 1st floor	Blackburn	Auditorium
Stringfellow	Second Floor			Ms. C. Cox	Auditorium
Soto	Second Floor			Prewitt	Auditorium

Testing Locations

Grade	Location	Test Administrators
Grade 8	Gym	Sago, Dr. E, Henderson, Herron, Mason, ELA 8 (Jones)
Grade 7	2nd floor Classrooms Ajayi-Gym	Allen, Cain, Clark, Mitchell, Wordlaw Brackett
Grade 6	2nd floor Classrooms	Boyland, Prewitt , Walker, Thomas, Baker, Hemphill
Accommodations	See page 2	

Make Up PM testing (pm testing)

Subject	Location	Test Administrators
ELA	Gym	Willliams/Powell (Tues) Blackburn Hemphill (12:30-1:55 daily)
Math/Science/SS	Gym	Willliams/Powell (Tues) Blackburn Hemphill (12:30-1:55 daily)
SS	Gym	Willliams/Powell (Tues) Blackburn Hemphill (12:30-1:55 daily)

*guest teacher will be provided

Spicy Eagles/RTIB Testing (pm testing)

Subject	Location	Test Administrators
Grade 6, 7, 8	Room 112	Mrs. Brooks

General Information & Schedule

· Testing materials can only be handled by certified personnel. TAs, CSOs, IAs, can not handle testing materials.

· Remind students **NOT** to start testing until all testing materials have been passed out to all students and until you have instructed them to do so.

· Pay close attention to the time…..Follow all testing time limits.

- Follow the seating chart as submitted. Seating charts will need to be submitted daily.

· Students arriving after **8:30**, will be considered late and will be held in the holding room until testing has been completed and materials have been collected for morning testing. They will be placed on the absentee list for make-up.

· If a student is absent, the student's test ticket should be placed immediately inside of the testing bend for secured keeping. Be sure to place the student's name on the absentee list.

· Testing materials will be checked-out and returned to the "testing cage", which is located on the band hall. Teachers will check-out testing materials after they are relieved by a CSO or designee.

· Testing materials can be picked up beginning at **7:45** each day. Cafeteria and Gym testing will require each advisory teacher to pick up testing materials. These should be the subject teachers. For example Mrs. Thomas & Hemphill will pick up testing materials for ELA. Then Sago & Henderson the next week for Math.

· Make -Up Tests will be handled by grade levels and may take place in the afternoon daily. Teachers will be notified by AP Williams regarding make-up testing. Teachers, please complete and submit the student absentee form each day when you turn in your testing materials. This will assist with make-up scheduling.

· Students who will receive afternoon testing will report to the auditorium at **8:15** for holding. A list will be provided for you each morning during material check-out and via email. Please note, the testing hold list may change daily.

· Students should **NEVER** be unsupervised during testing. Therefore, students nor teachers should leave the testing room once testing begins. In case of emergency contact a CSO or floating proctor.

· Remember to use testing signs. Doors should be unlocked and door windows should be clear/uncovered.

If testing in your classroom, students should have a location to house their backpacks and personal items.

· In a case of an emergency, please contact a CSO worker or floating proctor. They will notify the testing coordinator.

· If a student needs a restroom break, please collect their testing materials and contact a CSO. You may use your assistance sign. The students' time should be documented and the test materials returned to them when they return to the testing site. Student's name and time should be entered on the testing sign-in and out sheet.

· When offering students, a stretch break or a break between subparts, be sure ALL students break from testing. At no time should students be left unsupervised with testing materials.

· Students may have a restroom break between subpart testing, **HOWEVER**, students should be quiet when in the hallway and no students should be left unsupervised with testing materials.

· Teachers should be monitoring students during testing, checking to make sure students are on the correct test and are actively engaged in testing. DO not use this time to grade papers, use technology, or sit ideally.

· If a student finishes before time is called, a student may complete a silent independent activity that is not pertaining to the tested subject. These activities should be determined and discussed **BEFORE** testing begins.

· Students who are disrupting the testing site, should be quietly asked to step out and passed to a CSO or hallway support. The CSO will immediately notify the testing coordinator so that the student can be added to the make-up list. That student's test should be collected and properly placed in the testing bend. The incident will be logged and reported to the district testing coordinator. If testing has started, the student **WILL NOT** be able to finish that section of the test.

. This is a stressful time for all. Please watch your tone and language. We do not want to disrupt the testing environment.

· ANY electronic use outside of the chromebook is prohibited by students and teachers. Student cell phones are to be collected and placed in plastic bags at the front of the room and will be returned to students after testing materials are returned to the testing cage. Be sure to have students power cell phones off prior to playing them in the plastic bags.

· Cell phones should not be used as timers for testing or to communicate to the testing coordinator during testing.

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· ALL tests are scheduled to begin at 9:00. When testing is complete, contact a CSO or hallway support to cover your class so that you can turn in your materials (classroom testing).

An announcement will be made when it is time to transition to the regular schedule for the day. Please do not allow students to move to the next class, before the announcement is made.

Our Spicy Eagles will be pulled to test in a smaller testing environment. See page 20.

All testing locations will be stocked with kleenex, testing forms, pencils, scrap paper, cell phone holding bags, and trash containers, etc.

Students will report to their advisory class on arrival. Students will take their restroom break on the hall (or designated area) before moving to their testing location. CSOs will assist teachers with restroom breaks.

Students and teachers can move to their testing locations at the following times: Grade 8-moves at 8:00 Grade 6-moves at 8:15.

Material Return

- When returning materials, please place the absent student list on top of the folder.
- Teachers are responsible for sharpening pencils.
- Ensure that all chromebooks are placed back in the cart.
- Ensure chromebooks are plugged in.

Thank you in advance for your cooperation and patience. Planning time daily may not be available during testing, we will do our best.

TNReady Week 1 — ELA Grades 6-8

Date	Testing Event	Testing Time	Scheduled Time Frame
	Material Check-Out (Advisory Teachers)		7:30-8:15
	Review procedures, organize seating, restroom etc.		8:15-8:30
Tuesday **April 18, 2023**	ELA Subpart 1 Extended Time & Read Aloud (RA)	85 minutes 127 minutes	8:30-10:30 9:00-10:03 7 minute stretch 10:10-11:13
Wednesday **April 19, 2023**	ELA **Subpart 2** ELA **Subpart 3**	50 minutes 10 Minute Break 50 minutes	8:30-9:20 9:30-10:20
Thursday **April 20, 2023**	ELA **Subpart 4** Extended Time & RA	45 minutes 67 minutes	8:30-9:30 9:00-9:33 7 minute stretch 9:40-10:13
			Return to Testing Bell Schedule
Afternoon Testing	Material Check-Out		12:30
	Read Aloud, Extended Time, & Make-Up	Times above will be followed for each test.	Testing begins at 1:00
	Student Material Collection & Check-In		Starts at 2:15

TNReady Week 2

Math/Social Studies/Science Grades 6-8

Date	Testing Event	Testing Time	Scheduled Time Frame
	Material Check-Out		7:30--8:15
	Review procedures, organize seating		8:00-8:30
Monday, April 24, 2023	Math Subpart 1 **No calculator**	40 minutes	8:30-9:30
Tuesday April 25, 2023	*Math **Subpart 2** *Math **Subpart 3** Calculator can be used today	35 minutes 10 Minute Break 50 minutes	8:30-9:05 9:15-10:15
Wednesday April 26, 2023	Science **Subpart 1** Science **Subpart 2**	45 minutes 45 minutes	8:30-10:30
Thursday April 27, 2022	Social Studies **Subpart 1** Social Studies **Subpart 2**	50 minutes 50 minutes	8:30-10:30
Afternoon Testing	Material Check-Out		12:00 noon
	Read Aloud, Extended Time, & Make-Up	Test Administrator will follow the above time limits for each test.	Testing will begin at 1:00
	Student Material Collection & Check-In		Starts at 2:15

IReady Week 3

Grade 6-8

Date	Testing Event	Testing Time	Scheduled Time Frame
Monday May 1, 2023	iReady Testing ELA		
Tuesday May 2, 2023	iReady Testing MAth		
			Return to testing bell schedule
Make Up Testing	Student Material Check-Out		8:15
	Read Aloud, Extended Time, & Make-Up	Teacher Administrators will follow the same times as above.	Testing will begin at 8:30
	Student Material Collection & Check-In		Starts at 10:30
			Return testing bell schedule

TNReady Make Up Plan

April 18-May 5 2023

Date	Testing Event	Testing Location/TA	Notes
			1:00-2:45 daily
On going **April 18-May 1 in the afternoon** **April 21 & April 28 are designated make up days. No whole school testing on these days.**	ELA, Math, Science, Social Studies ESL/SPED Accommodations	Library Designated Rooms Gym ESL/SPED Teachers will conduct Ex T and RA make ups on make up days	• Late students will complete make up during afternoon testing that day. • Absent students will make up the missing test during afternoon testing the day they return. **Designated Make Up days** • Testing start time is 8:30 am and 12 pm. • Testing times will vary according to time limits and/or accommodation.

MSAA/Alt

Dates	Location
Testing-March 20-April 28, 2023	Bates Office/Daniel Former Room

Communication Plan

- **3N calls will be sent to parents announcing TCAP starting Tuesday, April 18th. Calls will also go out daily announcing testing.**
- **When students are absent, a personal phone call will be made to parents by office staff.**

Incentives for students

April 14	TNReady Pep Rally	Advisory time (am)
May	Red Birds Game	Perfect attendance/on time for TCAP
	Talent Show and snacks	Perfect attendance/on time
May 12		TCAP is over! Perfect attendance/on time

Everyday Testing Needs

Pencils, Pencil sharpeners, kleenex, plastic bags for cell phones, COVID packs
Absentee student form, testing signs, testing folders, seating chart forms

Late students and holding students.

-Mrs. Blackburn and Ms. CeCe will to report to the auditorium each morning at 8:15 to monitor students who are holding and students who are late, will need to sign in each day.
-Holding students will need to eat lunch BEFORE they test at noon. Late students will test on makeup days.
-Each student who is absent, **MUST** have a personalized phone call home each afternoon.
-The names of the students who will be held, will be given to the office and the gym each day. The list of students may change daily.

CSO Room Supervision Report

Teacher/Room Number: _____ Date:_____

Time & Comment	Time & Comment	Time & Comment

- Form will be placed beside each classroom testing location. It is to be collected and returned when testing materials are returned each day.

CSO Signature _____ BTC Signature/Date:_____

CSO/Proctor Responsibility

- Monitor testing environment. Protecting the integrity and security of the assessment.
- Complete the Room Supervision Report, if you are assigned to monitor a classroom.
- Support teachers/students during testing; sick students, monitoring students on restroom breaks, providing unsecure testing materials to testing areas.

CSO/Proctors Can Not

- Handle testing materials.
- Give the assessment.
- Monitor students, as they test, without a certified teacher, admin, or counselor being present.

Auditorium Holding

- Students who are late, holding for accommodations or afternoon testing, will be held in the auditorium.
- Late students will sign in. Their names should be added to the late student spreadsheet. They will test in the afternoon. Students are late if they arrive AFTER 8:45.
- Students that are late and students holding for afternoon testing will need to eat on the first lunch in order to be ready to test at 12:30.

Test Administrator Reminders

- Be sure to collect cell phones BEFORE testing begins and have students complete the cell phone testing form.
- Be sure to post testing signs on your door.
- Be sure to post your start and stop times for students.
- Be sure to complete the student absentee form BEFORE testing begins and leave it outside the door.
- When all students have finished testing, admin or designee will let classes testing in the gym and cafeteria to move back to their class area. A whole school announcement will be made when it is time to transition to the regular day's schedule.
- If you are unsure about a procedure, it's ok to ask.

Material Return Reminders

- When turning in test materials, please have all forms completed: absent student form student/guest sheet.
- Count to make sure you have all chromebooks before leaving the testing room.
- Grade 6 & 7, ask for coverage before leaving your class unsupervised to turn in testing materials.
- Grades 8, the Testing Administrator will return testing carts.

Sped Students: All Names Removed Testing Accommodations-Please send students to the auditorium at 8:15.

Grade 6	Accommodations	Grade 7	Accommodations	Grade 8	Accommodations
	ExTime Break (Math only)		ExT, Breaks		ExT, Breaks
	ExT, Breaks, Read Aloud		ExT, Breaks, Read Aloud		ExT, Breaks, Read Aloud
	ExT, Read Aloud		ExT, Read Aloud		
	ExT, Breaks, Read Aloud (ELA, Sc, SS only)		ExT, Breaks Read Aloud (ELA & Math only)		
	ExT, Breaks Read Aloud (Science & SS only)		ExT (except Math)		
			Read Aloud ExT (except ELA)		
			ExT		

ExT-Extended time *Dual Placement

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ESL Students Testing Accommodations-Please send students to the auditorium at 8:15.

Grade 6	Accommodations	Grade 6	Accommodations
	Read Loud		ExT
	ExT, Read Loud		ExT, Breaks, Read Aloud
	Read Aloud		Read Aloud

ESL Students Testing Accommodations-Please send students to the auditorium at 8:15.

Grade 7	Accommodations	Grade 7	Accommodations
	ExT (Science only) Read Aloud		ExT (Science only) Read Aloud
	Read Aloud		ExT (Science &SS only) Read Aloud
	ExT		ExT, Read Aloud

*Dual placement

ESL Students Testing Accommodations- Report to the auditorium at 8:15

Grade 8	Accommodations	Grade 8	Accommodations
	ExT, Read Aloud		ExT, Read Aloud
	ExT (Science only) Read Aloud		ExT, Dictionary, Read Aloud
	ExT		
	ExT, Dictionary		Read Aloud

Spicy Eagles Please send students to the auditorium at 8:15.

Grade 6	Grade 7	Grade 8

B will test in her classroom.

Accommodation Break Down

		Test	Location
Whitmire	Grade 6/8	Read Loud (R/A)	Cafeteria AM
Baskett	Grade 7	R/A & R/A (science only)	7th grade hall 219 AM
Adil	Grade 8/7	ExT-R/A	Classroom AM
Grigsby	Grade 8/7	Ex-R/A	Classroom AM
Whitmire	Grade 6	Ex/T	Classroom PM
Baskett	Grade 7	ExT/ExT-R/A	Library PM
Adil	Grade 8	ExT Only kids	Classroom PM
Grigsby	Holding ESL classes		Auditorium PM
Osibin	Grades 6 & 8	ExT	Classroom AM
Osibin	Grades 6,7,8	ExT, Read Aloud	Classroom PM
Taylor	Grade 7	ExT, Breaks, Read Aloud	Classroom AM
Taylor		ExT	Classroom PM
Moore	4 Sped students	ExT, R/A	Cafeteria AM

Sped Students

Teachers	Grade 6	Accommodations	Grade 7	Accommodations	Grade 8	Accommodations
Taylor AM		ExT, Breaks, Read Aloud		ExT, Breaks, Read Aloud		
Taylor PM		ExTime Break (Math only)		ExT, Breaks		
Osibin AM		ExT, Read Aloud		ExT, Read Aloud		ExT, Breaks, Read Aloud
Osibin PM				ExT, Breaks ExT ExT ExT (Except Math)		ExT, Breaks
Moore AM		ExT, Breaks, Read Aloud (ELA, Sc, SS only)		ExT, Breaks Read Aloud (ELA & Math only)		
Moore AM		ExT, Breaks Read Aloud (Sc & SS only)		Read Aloud ExT (except ELA)		

ESL Students Grade 6

	Grade 6	Accommodations	Grade 6	Accommodations
Whitmire AM **8th** **8th**		Read Loud		Read Aloud
Whitmire PM		ExT, Read Loud		ExT, Breaks, Read Aloud
Whitmire PM		ExT		ExT

ESL Students Grade 7

	Grade 7	Accommodations	Grade 7	Accommodations
		ExT (Science only) Read Aloud		ExT (Science only) Read Aloud
		Read Aloud		ExT (Science &SS only) Read Aloud
		ExT		

- **Pay close attention to accommodations**

ESL Students

	Grade 8	Accommodations		Grade 8	Accommodations
Baskett PM 7th 7th 7th		ExT, Read Aloud	Grigsby AM 7th 7th 7th		ExT, Read Aloud
Adil AM		ExT (Science only) Read Aloud	Grigsby AM		ExT, Dictionary, Read Aloud
Adil PM		ExT ExT, Dictionary			

			Whitmire AM		Read Aloud

22-23 TN Ready Supervision Plan

Auditorium 8:30- 12:00
CeCe
Prewitt
Blackburn

7th Grade Hall
Stringfellow
Cook

Gym
Bowen
Greene

6th Grade Hall
Powell
Soto

Cafeteria (AM)
Whitmire
Moore

Test and Go/Spicy

Brooks

GDPST DRAFT School Calendar

2024-2025

2024		
JULY	15 - 19	New to Green Dot Professional Development (No School)
	22-29	Staff Professional Development (No School)
AUGUST	1-2	Staff Professional Development (No School)
	5	First Day of School
SEPTEMBER	2	Labor Day (No School)
OCTOBER	7-11	Midterm Exams
	14-18	Fall Break (No School)
	24	Parent-Teacher-Student Conferences
NOVEMBER	11	Veteran's Day (No School)
	25-29	Thanksgiving Break (No School)
DECEMBER	16-20	Final Exam Week
	23-31	Winter Break (No School)
2025		
JANUARY	1-3	Winter Break (No School)
	6	Staff Professional Development (No School)
	13	Second Semester Begins
	20	Martin Luther King, Jr. Day (No School)
FEBRUARY		
MARCH	10-14	Midterm Exams
	17-12	Spring Break (No School)
	27	Parent-Teacher-Student Conferences
APRIL	18	Spring Break 2 (No School)
MAY	19-23	Final Exam Week
	26	Memorial Day (No School)
	27-28	Staff Professional Development Days
JUNE	9- 30	Summer School
JULY	1-18	Summer School

JULY 2024

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

AUGUST 2024

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

SEPTEMBER 2024

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER 2024

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER 2024

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER 2024

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JANUARY 2025

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

FEBRUARY 2025

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MARCH 2025

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

APRIL 2025

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

MAY 2025

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JUNE 2025

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

- No school for students
- No school for students & staff
- Exams
- Orientation/Parent-Teacher-Student Conferences
- Special Schedule
- Minimum Day/Early Dismissal

2024 - 2025MS Schedule

Bell Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast (7:20- 7:57)	Breakfast (7:20- 7:57)	Breakfast (7:20- 7:57)	Breakfast (7:20- 7:57)	Breakfast (7:20- 7:57)
Advisory 8:00 - 8:40 (40 min)	Advisory 8:00 - 8:40 (40 min)	Advisory 8:00 - 8:40 (40 min)	Advisory 8:00 - 8:40 (40 min)	Advisory 8:00 - 8:40 (40 min)
Period 1 8:43 - 9:43 (60 min)	Period 1 8:43 - 9:43 (60 min)	Period 1 8:43 - 9:43 (60 min)	Period 1 8:43 - 9:43 (60 min)	Period 1 8:43 - 9:43 (60 min)
Period 2 9:46 - 10:46 (60 min)	Period 2 9:46 - 10:46 (60 min)	Period 2 9:46 - 10:46 (60 min)	Period 2 9:46 - 10:46 (60 min)	Period 2 9:46 - 10:46 (60 min)
Lunch 10:49 - 11:19 (30 min)	Lunch 10:49 - 11:19 (30 min)	Lunch 10:49 - 11:19 (30 min)	Lunch 10:49- 11:19 (30 min)	Lunch 10:49 - 11:19 (30 min)
Period 3 10:49 - 11:49 (60 min)	Period 3 10:49 - 11:49 (60 min)	Period 3 10:49 - 11:49 (60 min)	Period 3 10:49 - 11:49 (60 min)	Period 3 10:49 - 11:19 (60 min)
Period 3 11:22- 12:22 (60 min)	Period 3 11:22- 12:22 (60 min)	Period 3 11:22- 12:22 (60 min)	Period 3 11:22- 12:22 (60 min)	Period 3 11:22- 12:22 (60 min)
Lunch 11:52 - 12:22 (30 min)	Lunch 11:52 - 12:22 (30 min)	Lunch 11:52 - 12:22 (30 min)	Lunch 11:52 - 12:22 (30 min)	Lunch 11:52 - 12:22 (30 min)
Period 4 11:52 - 12:52 (60 min)	Period 4 11:52 - 12:52 (60 min)	Period 4 11:52 - 12:52 (60 min)	Period 4 11:52 - 12:52 (60 min)	Period 4 11:52 - 12:52 (60 min)
Period 4 12:25 - 1:25 (60 min)	Period 4 12:25 - 1:25 (60 min)	Period 4 12:25 - 1:25 (60 min)	Period 4 12:25 - 1:25 (60 min)	Period 4 12:25 - 1:25 (60 min)
Lunch 12: 55- 1:25 (30 min)	Lunch 12: 55- 1:25 (30 min)	Lunch 12: 55- 1:25 (30 min)	Lunch 12: 55- 1:25 (30 min)	Lunch 12: 55- 1:25 (30 min)
Period 5 1:28 - 2:28 (60 min)	Period 5 1:28 - 2:28 (60 min)	Period 5 1:28 - 2:28 (60 min)	Period 5 1:28 - 2:28 (60 min)	Period 5 1:28 - 2:28 (60 min)
Period 6 2:31 - 3:31 (60 min)	Period 6 2:31 - 3:31 (60 min)	Period 6 2:31 - 3:31 (60 min)	Period 6 2:31 - 3:31 (60 min)	Period 6 2:31 - 3:31 (60 min)
Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Attachment E – After School Program AMENDED

AFTER SCHOOL PROGRAM

MONDAY

SIGN-IN AND SNACK
3:05 – 3:30 PM

TUTORING (HOMEWORK HELP)
3:30 – 4:15 PM

- MR. SOTO
- DR. ESTES
- MS.BOYLAND
- PATRICIA PREWITT

Enrichment Clubs
4:15 – 6:15 PM

- COOKING CLUB
  MS. BOYLAND
- DRAMA CLUB
  MS. THOMAS
- Health & Wellness
  Mrs. Powell
- Mind To Mind
  Ms. Cook

TUESDAY

SIGN-IN AND SNACK
3:05 – 3:30 PM

TUTORING (HOMEWORK HELP)
3:30 – 4:15 PM

- MR. CLARK
- MS. JASMINE
- MS. SOPHIE

Enrichment Clubs
4:15 – 6:15 PM

- STUDENT GOV.ASSOCIATION
  MS. BROOKS
- ART CLUB
  MS. SOPHIE
- COSTMETOLOGY
  MS. JASMINE
- CODE CREW
  Mr. Sanon

WEDNESDAY

SIGN-IN AND SNACK
3:05 – 3:30 PM

TUTORING (HOMEWORK HELP)
3:30 – 4:15 PM

- MR. SOTO
- DR. ESTES
- MS.BOYLAND
- PATRICIA PREWITT

Enrichment Clubs
4:15 – 6:15 PM

- COOKING CLUB
  MS. BOYLAND
- DRAMA CLUB
  MS. THOMAS
- Health & Wellness
  Mrs. Powell
- Mind To Mind
  Ms. Cook

THURSDAY

SIGN-IN AND SNACK
3:05 – 3:30 PM

TUTORTING (HOMEWORK HELP)
3:30 – 4:15 PM

- MR. CLARK
- MS. JASMINE
- MS. SOPHIE

Enrichment Clubs
4:15 – 6:15 PM

- STUDENT GOV.ASSOCIATION
  MS. BROOKS
- ART CLUB
  MS. SOPHIE
- COSTMETOLOGY
  MS. JASMINE
- CODE CREW

FRIDAY

PROGRAM IS CLOSED !

***This schedule is subject to change

WOODDALE MIDDLE SCHOOL

BACK TO SCHOOL NIGHT

August 24 | 4pm to 6pm
WMS Library

Meet the staff
Title I
Family Engagement

Light refreshments will be served.

AFTER-SCHOOL PROGRAMS

WOODDALE MIDDLE SCHOOL

Green Dot Public schools

Registration is open for Grades 6-8th.

M-THURSDAYS 3:15-4:15PM

Enrichment Clubs: 4:15- 6:15PM

Mission

The After School Program at Wooddale Middle School strives to provide our students with opportunities to learn and grow by offering dynamic programming that addresses the academic, social and emotional needs of our students while aligning with Green Dot's mission to help transform public education so **all** students graduate prepared for college, leadership, and life.

MONDAY TO THURSDAY

While tutoring is open to all students who need additional support, it is **MANDATORY** FOR ALL ATHLETES to attend tutoring Monday-Thursday

Clubs Include:

- **Cooking Club**
- **Martial Arts**
- **Girls On The Run**
- **Code Crew**
- **Costmetology**
- **Fitness**

***Enrichment Clubs are subject to change**

Other Enrichment Clubs coming soon !!

Contact US :

Ms. Wendy Gomez- ASP Coordinator

Wendy.gomez@greendot.org

(Room 124)

THE WOODDALE MIDDLE SCHOOL
DRAMA CLUB PRESENTS

Hamburger Helper: A Halloween Story



31 OCTOBER 2023

AT 4:30PM

WMS AUDITORIUM

3467 CASTELMAN ST

MEMPHIS, TN 38118

THEATRE PROGRAM







COLLEGE · LEADERSHIP · LIFE

WOODDALE MIDDLE SCHOOL

Green Dot Public schools

Parents/Guardians:

Join Us For Our Latin Food Taste Event

In honor of Hispanic Heritage Month

September 28, 2023

4:00pm - 5:00pm

For any questions or concerns please contact

Ms. Wendy or Ms. Sophie

Wendy.gomez@greendot.org

(901)730-4086

ARE YOU READY FOR SOME FUTBOL



LET'S GO EAGLES

Athletics are an important part of any adolescent experience - from learning new physical skills and sportsmanship to simply enjoying the thrill of activity and competition. Many students play sports for the sheer love of the game. But in our sports program at Wooddale, on top of the thrill of competing and having fun with friends, students experience benefits that support their academic, social and emotional growth in middle school. Our coaches, teachers, and club leaders work together to ensure our students are performing in their academics in extracurricular activities. We look forward to an amazing year supporting our Wooddale Eagles!

SCHEDULE

March 19
vs. Colonial
@May Soccer Complex, 5:30PM

March 26
vs. Hickory Ridge
@Hickory Ridge, 5:30PM

March 28
vs. American Way
@American Way, 5:30PM

April 4
vs. Ridgeway Middle
@Kirby High, 5:30PM

April 9
vs. A. Maceo Walker
@A. Maceo Walker, 5:30PM

April 18
vs. Germantown
@May Soccer Complex, 5:00PM

CHEER TRYOUTS



MAY 6 & 7
2024

3467 CASTLEMAN ST
MEMPHIS, TN 38118

3:30PM TO 5:30PM

WOODDALE MIDDLE SCHOOL

SOCCER
SECTIONALS

APRIL 29 • 6:30 PM

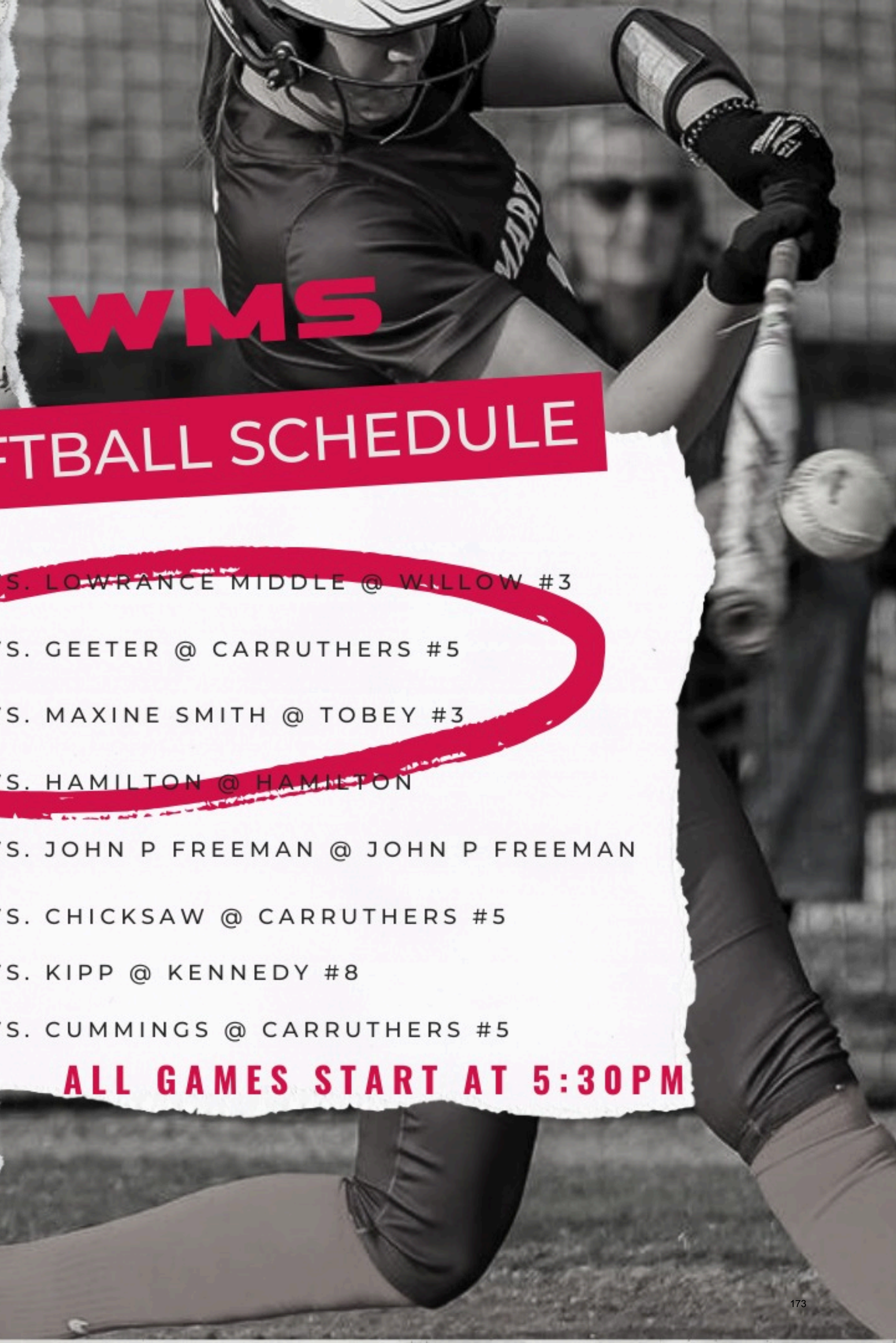
1101 N Byhalia Rd, Collierville, TN 38017

bitly

$5 TICKETS

WOODDALE MIDDLE SCHOOL

Green Dot Public schools



WMS

SOFTBALL SCHEDULE

MAR 7	VS. LOWRANCE MIDDLE @ WILLOW #3
MAR 19	VS. GEETER @ CARRUTHERS #5
MAR 21	VS. MAXINE SMITH @ TOBEY #3
MAR 26	VS. HAMILTON @ HAMILTON
APR 2	VS. JOHN P FREEMAN @ JOHN P FREEMAN
APR 4	VS. CHICKSAW @ CARRUTHERS #5
APR 8	VS. KIPP @ KENNEDY #8
APR 11	VS. CUMMINGS @ CARRUTHERS #5

ALL GAMES START AT 5:30PM

WOODDALE MIDDLE SCHOOL

Green Dot Public schools

BOYS BASEBALL SCHEDULE

MAR 19	VS. GEETER @ CARRUTHERS #2
MAR 21	VS. MAXINE SMITH @ TOBEY #2
MAR 26	VS. HAMILTON @ HAMILTON
MAR 28	VS. OAKHAVE @ WILLOW #3
APR 2	VS. JOHN P FREEMAN @ JOHN P FREEMAN
APR 4	VS. CHICKSAW @ CARRUTHERS #1
APR 8	VS. KIPP @ KENNEDY #7
APR 11	VS. CUMMINGS @ CARRUTHERS #1

ALL GAMES START AT 5:30PM

WOODDALE MIDDLE SCHOOL

Green Dot Public schools

Green Dot Public schools™

Summer Programming

Overview

Summer 2024 Program Dates

GDPST Summer Programming Calendar June 2025				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
				5/23/25
Middle schools communicate summer school rosters.	Middle schools communicate summer school rosters.	Middle schools communicate summer school rosters.	Middle schools communicate summer school rosters.	**Last Day of School for Students**
5/27	5/27	5/28	5/29	5/30
Memorial Day				
6/2	6/3	6/4	6/5	6/6
All schools set up for summer school.	All schools set up for summer school.	All schools set up for summer school.	All schools set up for summer school.	All schools set up for summer school.
6/9	6/10	6/111	6/12	6/13
First Day MS Middle school state pre-test given to all students enrolled in summer school (This is official day of summer school)				
6/16	6/17	6/18	6/19	6/20
			Holiday	
6/23	6/24	6/25	6/26	6/27

Summer 2024 Program Dates

GDPST Summer Programming Calendar July 2025				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
6/30	7/1	7/2	7/3	7/4
				Holiday
7/7	7/8	7/9	7/10	7/11
	I			
7/14	7/15	7/16	7/17	7/18
			Middle school state post test given	**Last day of summer programming** **All grades due**

Middle School Programs

Middle School: Learning Loss Bridge Camp

Program Requirements:

- 6 hours of instruction daily
  - 4 hours of math and ELA total
  - 1 hour of RTI math *or* reading
  - 1 hour of physical activity
- For student grades 6 - 8
- June 9- Test day for middle schools (State required pre-test)
- Summer School dates: June 10- July 18.
- Students failing one or two courses can attend summer school (See Academic Policy 6.0- Middle School Promotion, Graduation and Acceleration)

Summer Curriculum

Curriculum:

- ELA: CommonLit or iReady Teacher Toolkit
- Math: IM or iReady
- RTI: iReady (for math *or* reading)
- Physical activity: Teachers will provide lessons.
- Benchmark: State provided

Sample Middle School Schedule

Summer Learning Camp - Sample Schedule - 6th Grade	
7:45 - 8:00	Arrival and Breakfast
8:00 - 10:00	Instruction Block Math
10:00 - 11:00	Physical Activity Block
11:00 - 11:30	Lunch
11:30 - 1:30	Instruction Block ELA
1:30 - 2:30	Intervention Block

Summer Learning Camp - Sample Schedule - 7th Grade	
7:45 - 8:00	Arrival and Breakfast
8:00 - 9:00	Physical Activity Block
9:00 - 11:00	Instruction Block ELA
11:00 - 11:30	Lunch
11:30 - 12:30	Intervention Block
12:30 - 2:30	Instruction Block Math

Summer Learning Camp - Sample Schedule - 8th Grade	
7:45 - 8:00	Arrival and Breakfast
8:00 - 9:00	Intervention Block
9:00 - 10:00	Physical Activity Block
10:00 - 11:00	Instruction Block Math Part One
11:00 - 11:30	Lunch
11:30- 12:30	Instruction Block Math Part Two
12:30 - 2:30	Instruction Block ELA

Sample Summer Staffing

School	ELA	Math	Other
WDL	• 1 6th Grade ELA • 1 7th Grade ELA • 1 8th Grade ELA	• 1 6th Grade Math • 1 7th Grade Math • 1 8th Grade Math	• 1 SPED • 1 ESL • 1 - 2 Enrichment

2023-2024

Green Dot Public Schools Tennessee Student and Family Policy Manual

- Academics
- Attendance
- Calendar & Bell Schedule
- Code of Conduct
- Dress Code
- Enrollment
- Extra-Curricular Activities
- Health & Welfare Policies
- Parent & Guardian Policies
- Safety Policies
- Student Information Guidelines
- Student Rights & Responsibilities
- Student Services
- Student Policy Manual Signature Page

About this Student Policy Manual

The policies set forth in this Green Dot Public Schools Tennessee ("Green Dot" or "Green Dot Public Schools") Student Policy Manual ("Manual") are intended to inform Green Dot employees and families of students enrolled at Green Dot schools regarding common questions and issues that arise at school sites.

The Manual includes student policies that are intended to be user-friendly and provide insight into Green Dot's culture, policies, and philosophies. Every situation is different, however, and individual

circumstances often require individual solutions. Accordingly, this Manual provides guidelines and is not a contract. Green Dot may vary from any written policy in the Manual as necessary and as permissible by law. This Manual reflects Green Dot's student policies at the time each policy was last revised.

Green Dot Public Schools Tennessee currently operates schools authorized by the Achievement School District (ASD) and the Tennessee Public Charter School Commission. While most policies apply to all of our schools, it will be important to understand the school's authorizer when reviewing ENROLLMENT & DISCIPLINE policies.

ASD AUTHORIZED SCHOOLS:
- Fairley High School
- Hillcrest High School
- Kirby Middle School
- Wooddale Middle School

TN PUBLIC CHARTER SCHOOL COMMISSION AUTHORIZED SCHOOLS:
- Bluff City High School

AUTHORIZER CONTACT INFORMATION:

- Achievement School District (ASD)
    - (901) 260-9649
    - Achievementschooldistrict.org
- Tennessee Public Charter School Commission
    - (615) 532-6245
    - tn.gov/tn-public-charter-school-commission.html

Green Dot's Mission
Green Dot Public Schools is a non-profit organization whose mission is to help transform public education so ALL students graduate prepared for college, leadership and life.

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Green Dot Public schools

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Academic Policy A. 1.0 Policy: Academic Honors

The school will recognize students who have attained outstanding scholastic achievement each year based on the criteria listed below.

GRADE POINT AVERAGE AWARD
3.0 – 3.40 Honors
3.5 – 3.99 High Honors
4.0 and above 4.0 Club

The Valedictorian(s) and Salutatorian(s) of each graduating high school class will be determined by the highest and second highest grade point average respectively. All students will be considered for these honors including transfer students.

Academic Policy A. 2.0 Policy: Academic Integrity

Academic integrity is a central tenet of the school's honor code. Students are expected to complete their own work, test without external resources, and submit original work for all assignments. Furthermore, they are expected to deny all requests from others to copy from their work.

If a student violates expectations for Academic Integrity, the following consequences will be issued:

1. All test papers, quizzes, or assignments will be taken from the student(s) violating the policy. 2. A student found cheating may receive, at the discretion of the teacher, a grade of "F" or a zero for the test, quiz, or assignment. This may lower a quarter or semester grade substantially. 3. The student will be placed on a Student Conduct Agreement for a period determined by the administration.
4. Parents will be notified, and a parent conference will be arranged if the teacher deems it necessary. 5. Repeated violations or a single serious violation may lead to more serious disciplinary actions, including expulsion.

Academic Policy A. 3.0 Policy: Grading Scale

GDPST schools will implement a grading system that aligns with state and district requirements. Grades will be reported on progress reports, report cards and transcripts as follows:

Uniform Grading System - *Weighting for Advanced Coursework*				
Grade	**Percentage Range**	**Grade Point Average**	**Honors Courses**	**Local and Statewide Dual Credit Courses, Industry Certification** / **Advanced Placement, Cambridge International, College Level**

			Aligned Courses, and Dual Enrollment Courses	**Exam Program (CLEP), and International Baccalaureate Courses**
A	**90% - 100%**	4.0 GPA Points Shall include the addition of 3 **percentage points** to the grades used to calculate the semester average	Shall include the addition of 4 **percentage points** to the grades used to calculate the semester average.	Shall include the addition of 5 **percentage points** to the grades used to calculate the semester average.
B	**80% - 89%**	3.0 GPA Points		
C	**70% - 79%**	2.0 GPA Points		
D	**60% - 69%**	1.0 GPA Points		
F	**0% - 59%**	0 GPA Points		

The Uniform Grading System will be utilized to calculate eligibility for financial assistance administered by the Tennessee Student Assistance Corporation.

Green Dot Public Schools Tennessee utilizes the Cube-Root methodology as advised by the Tennessee Department of Education.

GRADES OF INCOMPLETE: The grade of "I" (Incomplete) may only be given when extended illness or other unusual circumstances warrant giving the student additional time to fulfill the course work. These grades must be removed within six weeks of the next semester or they become an "F."

ATTENDANCE: In adherence with the Green Dot Attendance Policy, any student who misses more than 20 days in a semester may not earn credit.

STATE ASSESSMENTS
TNReady and EOC scores shall be included in students' final grades as follows:

- HIGH SCHOOL: Student scores for the 2017-2018 School Year state assessment shall count for 15% of the student's final grade. The weight of the EOC examination on the student's final average shall be determined by the Regional Superintendent in accordance with commission LEA policy 4603 from a range of no less than fifteen (15%) and no more than twenty-five (25%) in the 2018-2019 school year and thereafter.

- STATE ASSESSMENTS for MIDDLE SCHOOL: Student scores on the state tests will comprise 15% of the student's final grade for the spring semester in the subject areas of Mathematics, Reading/Language Arts, Science, and Social Studies.

If state assessment results are not received by the commission at least five (5) instructional days before the end of the course, the school may choose not to include the state assessment score in the student's final grade calculation.

HOPE SCHOLARSHIP ELIGIBILITY

The student's HOPE GPA shall be calculated using the Tennessee State Uniform Grading Scale at the end of each semester.

Academic Policy A. 4.0 Policy: Grade Changes

TEACHER REQUEST FOR A GRADE CHANGE: After grades are submitted, teachers must submit any requests to change grades to the Principal. All grade changes will be documented in student's cumulative folder using the official Green Dot Request for Grade Change form. The Principal will make the final determination on requests for grade changes.

STUDENT REQUEST FOR A GRADE CHANGE: A student or the student's parent/guardian may request a change of grade. Students shall address all grade change requests with the teacher first. If the teacher refuses to change the grade, then the pupil may submit a request as follows.

1. The request must be made in writing and should be directed to the Principal within ten (10) school days of the start of the new quarter/semester. The Principal or Principal's designee will attempt to resolve the appeal with a written response within ten (10) school days. The Principal shall consult with both the student and the teacher to determine if there is any evidence of fraud, clerical error or bad faith. The burden of proving the allegation is upon the student.
2. After request at the school level, if further appeal is desired, the appeal should be made to the Green Dot Public Schools Tennessee Executive Director for resolution with a written response within fifteen (15) school days. The Executive Director shall give the teacher the opportunity to address any concerns raised by the pupil.

If any appeal is denied, the parent may place a written rebuttal to the action in the student's file. The grade change request process will be modified for homeless students.

Academic Policy A. 5.0 Policy: Withdrawal Grades

Green Dot does not grant credit for courses if the student transfers to an external school prior to the end of a semester. The current grade in PowerSchool will be assigned as a progress grade for work completed at the time of the transfer. The receiving school is responsible for granting credit.

If the student is transferring out of a Green Dot school 20 school days or less prior to the end of the semester, the student will be responsible for all course requirements and must take the final in order to receive credit. A student will be granted an Incomplete "I" until the final exam and course requirements are completed. If the student does not take the final or complete the course requirements, he or she will automatically receive a failing grade on those assignments (including the final exam). These missing grades will result in a lower grade. The grade of an "I" must be removed within six weeks or it becomes an "F".

An exception to Green Dot's general prohibition of granting course credit to a student who transfers mid-semester for foster youth, who shall receive full or partial credits based on seat-time for all work satisfactorily completed before transferring schools. Upon receiving notification from a receiving school that a foster youth is transferring away from a Green Dot school, Green Dot will issue check-out grades based upon the current grade assigned in PowerSchool, and award full or partial credits on an official transcript and send to the receiving school.

Academic Policy A. 6.0 Policy: Middle School Promotion, Graduation & Acceleration

These policies help ensure that each Green Dot student progresses through grade levels after attaining adequate achievement in his/her present grade level (i.e., without social promotion) to prepare for success in high school, college, leadership and life.

MIDDLE SCHOOL PROMOTION

To be considered for promotion to the next grade level, each middle school student (grades 6 - 8) must obtain sufficient academic credit in required courses during that school year in accord with Green Dot's grading scale (see Green Dot Policy, "Grading Scale"). Middle school students are required to receive academic instruction and participate in the subject areas of English, Reading, Mathematics, Social Studies, and Science.

Any student who misses a certain number of days in a semester in a class period may not earn credit in that course (see Green Dot Policy C. 1.0, "Attendance, Absenteeism, Truancy and SART"). Students who fail more than two courses per school year may not be promoted to the next grade level (i.e., that student may be retained in the same grade level for the following school year). Students who fail one or two courses in a school year may be required to pass summer school to be promoted to the next grade level.

Green Dot administration reserves the right to review special circumstances and allow consideration to be given.

ACCELERATION

When high academic achievement is evident, the Executive Director or designee may recommend a student for acceleration into a higher-grade level. The student's maturity level shall be taken into consideration.

MIDDLE SCHOOL COMMENCEMENT CEREMONY PARTICIPATION RECOMMENDATIONS Each Green Dot middle school may require its students to complete any or all of the following to be eligible to participate in the school's commencement ceremony:

1. Community service hours (Green Dot recommends ten hours per school year); 2. Adherence to all disciplinary contracts/agreements.

A student may be prohibited from participating in the commencement ceremony for academic, behavioral, or other reasons at the school Principal's discretion and with the Executive Director's approval.

Each course is worth 0.5 credits per semester. Students must retake courses they fail during summer school, during the next school year, or during after-school credit-recovery. Students who fail to accumulate 24 credits may be offered a fifth year of high school at the discretion of the principal.

Credits to promote from one grade level to another are based on the completion of core classes:

GRADE	REQUIRED CREDITS TO ENTER GRADE
10th Grade	6 Credits
11th Grade	12 Credits
12th Grade	18 Credits

HIGH SCHOOL GRADUATION REQUIREMENTS:

To ensure that students are qualified for entrance into college, they must earn 24 credits to graduate. Graduation requirements and additional elective offerings are outlined in the table below.

DEPARTMENT	REQUIRED CREDITS	COURSES OFFERED BY DEPARTMENT
English	4 Credits	Academic English Essentials Advisory Seminar 9-11 Advisory Senior Capstone 12 African American Literature Composition English 9* English 10* English 11* English 12 OR Advanced Placement Language* Expository Reading & Writing Course Journalism Literacy Enrichment Literacy Intervention
Fine Arts	1 Credit	Art 1-4 Band 1-4 Chorus 1-2 Drama 1-2

History	3.5 Credits	Government OR AP US Government and Politics* Economics* Personal Finance* (0.5 credits) US History & Geography OR Advanced Placement US History* World History & Geography* ***Pass US Civics Test**



Math	4 Credits	Algebra 1* Algebra 2* Bridge Math Calculus: Advanced Placement Calculus: Dual Credit Geometry* Integrated Math Math Support
Physical Education	1.5 Credits	Physical Education* (0.5 credits) Lifetime Wellness*
Science	4 Credits	Anatomy & Physiology OR Biology: Advanced Placement Biology* Chemistry* Physics
World Language	2 Credits	Spanish 1* Spanish 2* Spanish 3 Spanish 4: Advanced Placement
Electives	4 Credits	In addition to the required courses (*) denoted above, students must select 5 additional elective courses. Three credits must fall into one approved elective focus category.

Total 24 credits

** Denotes specific courses required for graduation.*

GRADUATING WITH DISTINCTION (HIGH SCHOOL)

Students who score at or above all the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with state honors.

Students shall be recognized as graduating with district distinction if they have met the graduation requirements, have obtained an overall grade point average of at least a 3.0 or higher on a 4.0 scale, and have earned an industry certification in his or her career interest category or a regionally-recognized industry certification.

A student who earns a composite score of nineteen (19) or higher on the ACT, or an equivalent score on

the SAT, and earns a capstone industry certification as promoted by the Department of Education, shall be recognized as a Tennessee Tri-Star Scholar upon graduation from high school. The public high school shall recognize the student's achievement at the graduation ceremony by placing an appropriate designation on the student's diploma, or other credential, or by providing a ribbon or cord to be worn with graduation regalia. The student shall be noted as a Tennessee Tri-Star Scholar in the school's graduation program.

Students will be recognized as graduating with “state distinction” by attaining a B or better average and completing one (1) of the following:

(a) Earn a national and/or state recognized industry certification;
(b) Participate in at least one (1) of the Governor’s Schools;
(c) Participate in one (1) of the state’s ALL State musical organizations;



(d) Earn statewide recognition or award at a skill- or knowledge-based state tournament, convention, or competition hosted by a statewide student organization, and/or qualify for national recognition by a national student organization;
(e) Be selected as a National Merit Finalist or Semi-Finalist;
(f) Attain a score of thirty-one (31) or higher composite score on the ACT or SAT equivalent; (g) Attain a score of three (3) or higher on at least two advanced placement exams; (h) Successfully complete the International Baccalaureate Diploma Programme; or (i) Earn twelve (12) or more semester hours of postsecondary credit.

Green Dot shall recognize students who have attained a high level of proficiency in speaking, reading, and writing in one (1) or more languages in addition to English with a Seal of Biliteracy. Students receiving this recognition shall meet the following criteria:

(a) Complete all English language arts (ELA) requirements for graduation with an overall grade point average of 3.0 or higher in those classes;
(b) Demonstrate English proficiency through one (1) of the following:
(i) Score at the on-track or mastered level on each ELA end-of-course assessment taken;
(ii) Score three (3) or higher on an Advanced Placement English Language or English Literature exam; B1 or higher on a Cambridge International English exam; or four
(4) or higher on an International Baccalaureate English exam;
(iii) Score 22 or higher on the ACT Reading subtest or 480 or higher on the SAT evidence-based reading and writing subtest; or
(iv) Score 4.5 or higher on the WIDA Access, if the student is an English learner; and
(c) Demonstrate proficiency in a world language through one (1) of the following:
(i) Score Intermediate-Mid or higher in all three (3) communication modes (interpersonal, interpretive, and presentational) on a world language proficiency assessment recognized by the American Council on the Teaching of Foreign Languages (ACTFL);
(ii) Score three (3) or higher on an Advanced Placement world language exam; B1 or higher on a Cambridge International world language exam; or four (4) or higher on an International Baccalaureate world language exam;
(iii) Score at the Intermediate level or higher on the Sign Language Proficiency Interview (SLPI: ASL);
(iv) Pass a foreign government's approved non-English language exam, or score at a level

comparable to Intermediate-mid or higher on the ACTFL proficiency scale on another country's secondary level standardized exam in the country's non- English native language; or

(v) Score at a level comparable to Intermediate-Mid or higher on the ACTFL proficiency scale on an LEA developed alternate model. Alternate models may only be used if the identified world language does not have an associated nationally recognized assessment and must address communication, cultures, connections, comparisons, and communities.

Each school shall document and track students' progress toward the Seal of Biliteracy. Each local board shall affix an appropriate insignia to the diploma of the qualifying student indicating that the student has been awarded a Tennessee Seal of Biliteracy.

Students who voluntarily complete at least ten (10) hours of community service each semester the student is in attendance at a public high school shall be recognized at their graduation ceremony.

Students graduating with a gold or platinum medal on National Career Readiness Certificate (WorkKeys) shall be recognized at their graduation ceremony.



Students graduating with a district-developed work ethic distinction shall be recognized at their graduation ceremony.

Graduating with Local Honors.
Students shall be recognized as graduating with local honors by meeting all state and Green Dot graduation requirements and each of the following:

(a) Attain a GPA of 3.5 or higher;
(b) Attain a score of 21 or higher on the ACT (or SAT equivalent);
(c) Successfully complete two (2) or more Advanced Placement (AP) or Statewide Dual Credit (SDC) courses (including sitting for the AP or SDC exam) with a grade of C or better.

CREDIT DENIAL/RETENTION

A copy of a student's promotion plan shall be provided to his or her parent or legal guardian, and the school shall offer to parents or legal guardians the opportunity for a parent-teacher conference to discuss the promotion plan.

A student who demonstrates sufficient academic progress with the strategies included in his or her promotion plan during the school year shall be promoted to the next grade level and shall be enrolled in a summer reading or learning program, if available.

If a retention decision has been made, the school shall develop an individualized academic remediation plan for the retained student prior to the start of the next school year. The academic remediation plan shall be developed in coordination with the student's teachers and may also include input from the student's parents, school counselor(s), or other appropriate school personnel. The academic remediation plan shall be



designed to help the retained student attain and demonstrate learning proficiency and shall include at least one (1) of the following strategies:

1. Adjustment to the current instructional strategies or materials;
2. Additional instructional time;
3. Individual tutoring outside of school hours;
4. Modification to the student's classroom assignment to ensure that student receives instruction from a teacher with a level of overall effectiveness of above expectations (level 4) or significantly above expectations (level 5); or
5. Attendance or truancy interventions.

A copy of the academic remediation plan shall be provided to the student's parent or guardian within ten (10) days of development of such plan. A student shall not be retained more than once in any grade.

Retention shall not:

I. Be used without an academic remediation plan that includes strategies and enhancements that are different from the previous year;
II. Be used as a punitive or disciplinary measure;
III. Be used solely on English language proficiency for students who are identified as English learners; or
IV. Be based solely on a student's social and emotional health.

The progress of a retained student shall be closely monitored and reported to parents a minimum of three (3) times during the school year of retention.

The Executive Director or designee shall keep an annual record of each student who is retained.

RETENTION APPEALS

Each authorized charter school shall establish a retention hearing team which shall conduct appeals for students who have been retained. Each authorized charter school shall develop a policy outlining the processes and procedures for its retention team hearings which shall include the following minimum requirements:

1. Governing board members shall not serve on the retention hearing team.
2. The Executive Director shall appoint a chairman of the retention hearing team. The chairman shall perform the following duties:
    a. Set the time, place, and date for each hearing;
    b. Maintain order and structure during each hearing; and
    c. Prepare, sign, and disseminate the minutes of each meeting.
3. An audio record of the proceedings shall be made by the retention hearing team and will be made available to the student upon request.
4. The student shall have the right to legal representation, at the parent's expense. The school administrators are to be notified, in writing, at least five (5) school days prior to the hearing if the student is to be represented by legal counsel.
5. The authorized charter school shall inform, in writing, the student and parent or guardian that the retention may be appealed within five (5) school days of notification of the retention and provide the student and parent or guardian with a copy of the appeal policy/procedures. Upon receiving notification of the request to appeal the retention decision, the retention hearing team shall provide written notification to the student and parent or guardian, and any other appropriate person of the time, place, and date of the hearing in a language that the parent and student understand. The



hearing shall be held no later than ten (10) school days after the retention notice. The retention hearing team shall make a decision within ten (10) days of the appeals hearing.

6. Within five (5) school days of the retention hearing team rendering a decision, the student, parent or guardian, principal, principal-teacher or assistant principal may request a review by the governing board, and the governing board shall review the record. Following the review, the governing board may grant or deny the request for a hearing or affirm or overturn the decision of the retention hearing team with or without a hearing. The notice of the hearing shall include a statement that, unless the student, parent or guardian requests an open hearing in writing within five (5) school days of receipt of the notice, the hearing shall be closed to the public. The governing board shall render a decision within ten (10) business days. The decision of the governing board shall be final.

COURSE ACCESS PROGRAM

Students and parent(s)/guardian(s) have the right to appeal any denial of a course access course enrollment. All appeals shall be submitted in writing to the Green Dot Public Schools Tennessee governing board within ten (10) school days of a denial.

After a timely appeal is submitted, the GDPST governing board will provide written notification to the student and parent(s)/guardian(s) of the time, place, and date of the hearing. The hearing shall be held no later than ten (10) school days after the appeal is submitted. At the hearing, the GDPST governing board shall determine whether there was an error in denying the student the ability to participate in the course access program. The decision of the governing board shall be final.

Participation in the appeals process shall not in any way affect the student's status, grades, or work assignments.



Academic Policy A. 8.0 Policy: High School Commencement Requirements

In addition to completing required coursework, students will be expected to complete the following activities to be eligible to participate in graduation.

ACTIVITY	REQUIREMENT
College Applications	Students will be required to complete applications to at least three colleges (including one 4-year college).
Community Service	Students are required to complete 40 hours of community service (10 hours per year). Service-learning projects will be offered through Advisory.

A student may be prohibited from participating in the commencement ceremony for academic, behavioral, or other reasons at the school Principal's discretion.



Academic Policy A. 9.0 Policy: Testing Programs & Required Assessments

TESTING PROGRAMS
Each school shall provide for a school-wide testing program, including any district or Green Dot-required assessments. State-mandated student testing programs shall be undertaken in accordance with procedures published by the Tennessee Department of Education. Any test directly concerned with measuring student ability or achievement through individual or group psychological or sociometric tests shall not be administered by or with the knowledge of any employee of the system without first obtaining written consent of the parents or guardians.

Other tests may be administered as necessary as determined and approved by the school or as requested by students, teachers or parents when approved by the principal. Results of all group tests shall be recorded on the student's permanent record and shall be made available to parents and appropriate personnel in accordance with established procedures.

Except for situations where the Tennessee General Assembly has specifically provided the right to opt

out in the law, such as the family life curriculum, parents and/or students may not opt out of state mandated content or instructional programs, including assessments.

Students shall take a series of assessments as outlined in the table below.

ASSESSMENT	GRADE(S)	
ACCESS	6-12	TDOE Requirement: Assessment of English proficiency for students who are English Language Learners
ACT	6-12	TDOE Requirement: A national college-readiness exam that measures high school achievement and is used in the college admissions process.
Civics Assessment	11	TDOE Requirement: The state requires all students to pass a Civics assessment to complete high school graduation requirements.
EOC Biology	6, 7 & 8	TDOE Requirement: A summative assessment of student achievement on course-specific TN learning standards.
EOC Chemistry	6, 7 & 8	TDOE Requirement: A summative assessment of student achievement on course-specific TN learning standards.
Lexile Assessment	6-12	District Requirement: A test to monitor progress of student reading growth.
MSAA & Portfolio (Students with Severe Cognitive Disabilities)	11 6,7,8	TDOE Requirement: An assessment of Reading, Math, and Science relative to TN learning standards for students whose disabilities prevent them from accessing standard summative achievement tests.
TCAP Science	6-8	TDOE Requirement: A summative assessment of student achievement on course-specific TN learning standards.
TCAP Social Studies		TDOE Requirement: A summative assessment of student achievement on course-specific TN learning standards.
TNReady English 1, 2 & 3	9, 10, 11 or 12	TDOE Requirement: A summative assessment of student achievement on grade-level TN learning standards.
TNReady US History	11	TDOE Requirement: A summative assessment of student achievement on course-specific TN learning standards.



TNReady Math	6-12	TDOE Requirement: A summative assessment of student achievement on grade-level TN learning standards.
TNReady Reading	6-8	TDOE Requirement: A summative assessment of student achievement on grade-level TN learning standards.



Academic Policy A. 10.0 Policy: Credit Recovery

Credit recovery is a course-specific, standards based extended learning opportunity for students who have previously been unsuccessful in mastering the standards required to receive course credit or earn promotion. Credit recovery programs, in general, have a primary focus of helping students stay in school and graduate on time. High school students may recover credit by retaking the traditional course, through GDPST's electronic credit recovery curriculum, or with written, pre-approval from the school principal, a student may use credit recovery through an outside, accredited institution. Middle school students must retake coursework through traditional curriculum/course delivery (face-to-face teacher instruction).

Students may only recover one failed course at a time. The failed course must be successfully completed prior to starting a new credit recovery course. Students are not permitted to take first time credit through a GDPST electronic course recovery system without written prior approval by the GDPST Executive Director or the GDPST Director of Academics.

Upon approval by the principal or designee, the school counselor will identify the deficient credit(s), enroll the student in the appropriate course, and notify the credit recovery teacher of record that the student has been enrolled.

Parents shall be aware that not all post-secondary institutions will accept credit recovery courses for credit and that the NCAA Clearinghouse will not accept credit recovery courses for credit.

1. Admission and Removal

a. GDPST Students, enrolled in credit recovery courses, must meet all of the following conditions:

i. All students must have a parent or legal guardian's written consent to enroll the student in the proposed credit recovery course. Parents/guardians should be informed that not all postsecondary institutions will accept credit recovery courses and that the NCAA Clearinghouse will only accept accredited credit recovery courses for credit.

ii. The student has previously taken an initial, non-credit recovery section of the proposed course. Credit recovery is designed to be a remediation option for students, and a credit recovery course shall not be the first time a student is exposed to the course content.

iii. The student mastered at least fifty percent (50%) of the course standards as evidenced by the course grade in a non-credit recovery section of the course or a diagnostic assessment. Students who mastered below fifty percent (50%) of the course standards as evidenced by the course grade in a non-credit recovery section of the course or a diagnostic assessment, must retake the course.

b. If a student is seeking to recover credit for the first semester of a two (2)- semester course, the student may not receive the full credit for the course until they have enrolled in and passed the second semester of the course and taken any applicable End of Course examinations.

c. GDPST's credit recovery policies may set additional requirements for admission to and removal from credit recovery programs including but not limited to attendance, discipline, availability of coursework, availability of space, appropriate progress, and grades.

d. All schools shall track and designate students enrolled in credit recovery courses as directed by the Tennessee Department of Education.



2. Instruction

a. Students enrolled in any credit recovery courses shall be assigned to a teacher of record. b. Credit recovery teachers of record shall be endorsed and certified in any content area for which they teach or otherwise facilitate credit recovery courses.

c. Credit recovery teachers of record shall be responsible for reviewing initial student diagnostic results; assisting in determining appropriate goals, coursework, and assignments for students; and reviewing final student work.

d. Credit recovery facilitators shall be responsible for day-to-day oversight and facilitation of credit recovery programs, under the guidance of the credit recovery teacher of record. e. Credit recovery facilities must record training pertaining to the credit recovery course organization, online instruction management and related technology.

f. All credit recovery teachers of record shall receive training pertaining to the credit recovery course organization, online instruction management, and related technology.

g. All credit recovery courses shall:

i. be aligned with Tennessee's current academic standards for the relevant course content area, as approved by the commission of Education and/or Tennessee Public Charter School Commission; and

ii. be able to differentiate instruction to address individual student growth needs based on diagnostic assessment or End of Course data.

h. Credit Recovery content may be delivered through instructional technology.

i. Students in Credit Recovery programs shall:

i. complete a course standard-specific diagnostic to determine standard specific goals;

ii. meet individual standard-specific goals in a flexible time frame as established by identified student need;

iii. complete additional assignments as directed by GDPST's credit recovery policy and as designated by the credit recovery teacher of record.

iv. master all individualized standard-specific goals and assignments as established by the diagnostic process and the credit recovery teacher of record, in order to earn credit.

3. Grades

a. Students passing credit recovery shall receive a grade of seventy percent (70%). b. The student transcript shall denote that the credit was attained through credit recovery.

c. The original failing grade may also be listed on the transcript but shall not factor into the student's GPA, in accordance with the Tennessee commission of Education Uniform Grading Policy (3.301).



Attendance Policy B. 1.0 Policy: Excused and Unexcused Absences

Tennessee law requires that all children between the ages of six (6) and seventeen (17) attend school. At Green Dot, attendance is also mandatory for students who have been remanded to attend alternative education programs. Attendance is a key factor in student achievement; therefore, students are expected to be present and on-time each day that school is in session. Students and parents/guardians are responsible for ensuring regular school attendance. Unexcused absences are prohibited by law and policy. Schools shall provide documentation of enrollment status upon request for students applying for new or reinstatement of driver's permit or license. GDPST shall notify the Department of Safety whenever a student with a driver's permit or license withdraws from school.

Green Dot will notify parents/guardians when students are absent or excessively tardy, provide opportunities to restore the student's attendance, and offer access to resources to address truancy challenges.

EXCUSED AND UNEXCUSED ABSENCES

Absences shall be classified as either excused or unexcused as determined by the principal or designee. Excused absences shall include:

1. Personal illness;
2. Illness of immediate family member;
3. Death in the family;
4. Summons, subpoena, or court order;
5. School sponsored or school endorse activities;
6. Religious observances;
7. College visits;
8. Pregnancy;
9. Extreme weather conditions;
10. One-day absence when the parent/guardian is deployed for military service and one-day absence when the parent/guardian returns from military service;
11. Participation in an activity or program sponsored by 4-H; or
12. Circumstances, which in the judgment of the principal, create emergencies over which the student has no control.

Principals shall also allow up to ten (10) excused cumulative absences per year for students to visit a parent or guardian during a deployment cycle. The student is required to provide documentation to the school as proof of his/her parent's/guardian's deployment. Students shall be permitted to make up schoolwork during these absences.

More than ten (10) consecutive or fifteen (15) total reported unexcused absences by a student during any semester renders a student ineligible to retain a driver's permit or license, or to obtain such if of age. In order to qualify for reclaiming a driver's permit or license, the student must make a passing grade in at least three (3) full unit subjects or their equivalency at the conclusion of a subsequent grading period.

Student attendance records shall be given the same level of confidentiality as other student records. Only authorized school officials with legitimate educational purposes may have access to student information without the consent of the student or parent/guardian.



Attendance Policy B. 2.0 Policy: Make Up Work

Students who receive an excused absence are not excused from the material covered in class. Students must request make up work and will be allowed one (1) day for each day they are absent.

Students with an unexcused absence due to reasons other than suspensions will be provided the opportunity to make up missed work for up to five (5) unexcused absences.

Students with Unexcused Absences Due to First Time Suspensions
Students receiving their first suspension in a school year may be permitted to complete and receive credit on make-up work for their assignments by performing pre-approved community service. This option will be available only to students serving their first suspension in a school year, provided that the following process is followed:

1. When the student is readmitted, the Principal or his/her designee will meet with the student to agree upon the community service to be completed.
2. The Principal or his/her designee will keep a record of the student’s community service documentation.
3. The Principal or his/her designee will notify the teachers of the student when the student has completed the community service.
4. At that time, the teacher and student will develop a plan for the student to complete and have counted as a grade his make-up work. Make-up work will be completed in a timely manner, directed by the teacher and in accordance with the school’s general make-up work procedure.

All students seeking to make up work must request it no later than two (2) days after the student returns to school.



Attendance Policy B. 3.0 Policy: Reporting an Absence

The parent or guardian must notify the school office by 9:00 am each day that the student is absent. If the parent/guardian does not make the call by 9:00 am, the school will notify home in an effort to find out if the student has an excused absence.

PROCEDURE FOR RETURNING TO SCHOOL AFTER AN ABSENCE: A student who does not receive approval from the school for an excused absence must submit documentation from a parent or guardian or other appropriate person describing the excused absence immediately upon the student's return to school or no later than three (3) days after the absence was taken. If no documentation justifying the absence as excusable is submitted within the three-day period, then absence will become an unexcused absence. The school is required to keep on file a note signed by a parent/guardian for every student absence. The note must be legible and written in ink. A valid note should contain:

- Full name of the student
- Date(s) or time of absence
- Specific reason for absence
- Telephone numbers where both parents/guardians may be reached (home and work) ● Signature of parent or guardian



Attendance Policy B. 4.0 Policy: Early Dismissal

After their arrival on campus in the morning, students may NOT leave campus until dismissal time. Students leaving campus without permission are considered truant. If a student requests an early dismissal (for example, if a parent/guardian is picking him/her up for a doctor's appointment), the parent/guardian reports to the office to sign out the student.

The school may deny an early dismissal request if it falls within the final 60 minutes of the school day. 27



Attendance Policy B. 5.0 Policy: Tardies

A student is considered tardy if he/she is not in the appropriate seat when the bell rings signaling the start of class. If a student arrives late to school, he/she must obtain a late slip from the school office. Any tardiness of more than 30 minutes for any class is considered an unexcused absence. Excessive tardies will result in disciplinary action.

TARDIES BETWEEN CLASSES: Students have an allotted time to travel from one classroom to

another. Students who take longer than that time will receive an unexcused tardy from the teacher.

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Attendance Policy B. 6.0 Policy: Truancy

If a student is absent without an excuse, schools may implement varying interim parent communications and school-based interventions to encourage regular school attendance. Once a student accumulates 10 unexcused absences in a single school year, s/he is considered a “truant” and his or her attendance record will be reported to the district and to the TN Department of Education. Each successive accumulation of five (5) unexcused absences shall also be reported.

If a parent or legal guardian fails to take appropriate action within three (3) days of truancy

notification, the case may be referred to Juvenile Court, the District Attorney's Office, and/or the Department of Children's Services for appropriate legal action. Referrals to local law enforcement may go to court for Educational Neglect and result in fines and court-ordered programs.

Any student under age 18 is considered a dropout if he or she is absent ten (10) consecutive days or fifteen (15) unexcused absences in a single semester and system policies and procedures on truancy have been followed.



Attendance Policy B. 7.0 Policy: Student Attendance Review Team (SART)

The Student Attendance Review Team (SART) aims to work with families to ensure that students comply with compulsory education laws. SART is both a prevention and intervention tool that can be utilized to address truancies, excessive tardies, and excessive absences. The SART's duties include:

- Reviewing school-wide attendance data
- Creating prevention strategies to encourage consistent student attendance
- Identifying students struggling to meet attendance expectations
- Creating intervention plans for struggling students

- Monitoring progress of students on contracts
- Determining consequences for excessive absences, up to and including, loss of course credit or referral to the judicial system

SART MEMBERS: The SART consists of the Principal and designated classified and certified staff members. The student and parent/guardian experiencing attendance issues are encouraged to participate in the SART process. Members shall be trained and shall understand the confidential nature of the SART when dealing student names and identifying information. Members should meet on a regular basis to execute the duties defined above. In addition, the SART should convene as required when a student has accumulated an excessive amount of absences or truancies.

Process for Addressing Excessive Absences:

Absences	**Totals by Semester**	**Contact Interventions/Consequences**
Phase 1	3 Absences	Send Warning Letter ● Parent phone call ●After school detention
Phase 2	5 Absences	Send 5 Day Notification Letter ● Parent conference ● Create Attendance Intervention plan ●Develop or Refine Attendance Contract ●Individualized assessment by a school employee of the reasons the student has been absent from school ●Potential referral of the child to counseling, community-based services or other in-school or out-of-school services
Phase 3	10 Absences	Send 10 Day Notification Letter Certified Mail ● Attendance Hearing with Admin ●Refine Attendance Contract ●Potential requirement to participate in school-based community service, school-based restorative justice program, Saturday or after school course, or referral to school-based teen court.
Phase 4	20 Absences	Send 20 Day Notification Letter Certified Mail ● Attendance Contract Reviewed ● Potential Loss of Course Credit ●Potential Referral to Shelby County Juvenile Court



INACTIVE STATUS: After three days of consecutive absence, the SART process will begin (see truancy matrix). After 10 days of consecutive absence with no response to phone calls or certified letters, or the SART process, a student will be placed on inactive status, withdrawn for school, and records will reflect that the student voluntarily withdrew from school. Students who are inactive are no longer part of the school's enrollment count. Any student who becomes inactive will be returned to active status once he/she returns to school and will be placed on the waiting list if applicable. A meeting of the SART will be convened immediately.

LEGAL INTERVENTIONS: The SART reserves the right to involve the judicial system in cases of excessive absences, excessive tardies and habitual truancy.

APPEALS: Disputes over whether an absence is excused or unexcused shall be decided by the principal (or designee). After meeting with the parent/guardian, the principal will send the parent/guardian a letter confirming his or her decision and ensure that the student's attendance record is adjusted accordingly. The principal's decision can be appealed to the Executive Director or designee, as specified in the principal's decision confirmation letter.



Calendar & Bell Schedule Policy C. 1.0 Policy: Green Dot School Year Calendar

Green Dot Public Schools Tennessee will offer a minimum of 182 days of instruction per school year. Whenever possible, Green Dot will align its calendar with the school calendars provided by the Achievement School District and Shelby County Schools.

The GDPST calendars will be published on school websites and distributed to families annually. 32



Calendar & Bell Schedule Policy C. 2.0 Policy: Bell Schedule

Green Dot will offer a six (6) period bell schedule with an additional advisory period. The school may alter the regular bell schedule to accommodate holiday release, student testing and teacher professional development.

School bell schedules will be published on school websites and distributed to families annually. 33



Code of Conduct Policy D. 1.0 Policy: Progression of Disciplinary Procedures

Each student is expected to behave in a manner that exemplifies dedication, discipline, desire, honesty, loyalty and respect. Students will be held responsible and accountable for behavior that conveys these principles. Proper behavior is expected at all school-sponsored activities both during and after the regular school day. Green Dot believes it is the role of educators to teach students proper behavior and to work with students who make poor decisions so they can become equipped to be college and career-ready adults. Students who consistently or repeatedly fail to uphold the Green Dot standards of conduct and behavior, however, may be subject to disciplinary action up to and including expulsion.

For the purposes of this handbook, “Suspension” shall be defined as dismissed from attendance at school for any reason for not more than ten (10) consecutive days. Multiple suspensions shall not run consecutively nor shall multiple suspensions be applied to avoid expulsion from school. “Remand” shall be defined as assignment to an alternative school or program. “Expulsion” shall be defined as removal from attendance for more than ten (10) consecutive days or more than fifteen (15) days in a month of school attendance. Multiple suspensions that occur consecutively shall constitute expulsion.

Progression of disciplinary procedures

Teachers are responsible for the day-to-day discipline in their classrooms within the understanding that teachers have many different roles beyond just disciplinarian. Teachers work with their students to meet their individual needs and work together to find a common ground in the classroom, to ensure that learning can take place. Disciplinary options available to the teachers include: warning, detention, parent-teacher communication, counseling referral, written assignment, and discipline referral to the administration. The Discipline Matrix can be found in Code of Conduct Policy D 2.0.

ADMINISTRATIVE DETENTION: These detentions are typically held after school. During the detention period, students are to sit quietly and complete assignments. No activity such as listening to music, sleeping, etc. is permitted. This detention is served after school and may consist of writing an assignment, sitting quietly in a
classroom or assisting with cleaning of the campus. School events, activities or athletics are not valid reasons for missing a detention.

After a student is given a school detention, the student’s parent/guardian may be notified by telephone by the Principal or designee.



Code of Conduct Policy D. 2.0 Policy: The Discipline Matrix

The matrix below outlines the three-tier system for responding to both major and minor infractions.

Violation	Description	Examples Potential Consequences
Mild **Moderate**	A mild behavior infraction is a minor misbehavior that does not impede the learning of others or only does so to a minimal extent. Moderate behavior infractions are misbehaviors that more persistently impeded the learning of the student or their peers.	•Minor uniform infraction • Failure to complete work • Chewing gum • Food/drink violation • Calling out • Virtually: inappropriate chat comments; screen sharing; continual disruptive learning environment • Repetitive failure to meet virtual norms • Inappropriate Profile picture • Logging out prior to end of class • Instigating a fight • Insubordination/defiance • Tagging •Inappropriate use of technology (including crashing DL with inappropriate/offensive content) • Verbal altercation •Profanity/foul language not directed at an adult •Refusal to maintain social •Teacher intervention through any of the following techniques: non-verbal correction, gentle verbal reprimand, proximity correction or humor. •Parent phone call/conference •Detention (lunch or after school) • Referrals • Parent conference • Parent shadowing • Loss of student privileges • Suspension (or ISS) • Student agreement • Other school service • Removal from DL setting (student may need to access content through

		distancing/inappropriate contact •Refusal to wear mask	recorded lesson)
Severe	Severe behavior infractions are misbehaviors and actions that are very serious violations of our Code of Conduct, and/or are criminal violations of Tennessee law.	• Bullying • Cyberbullying • Drug distribution •Leaving class without permission • Destruction of property • *Intentional* destruction of provided laptop • Indecent exposure • Possession of or use of alcohol/drugs (or presence of drug paraphernalia) • Fighting	•Detention (lunch of after school) • Suspension (or ISS) • Discipline Review Board • Student agreement • Probation • Expulsion



		• Brandishing a weapon • Gang activity • Terrorist threats	
Zero Tolerance	Zero Tolerance infractions are misbehaviors and actions that are very serious violations of our Code of Conduct, and/or are criminal violations of Tennessee and Federal law.	•Possession of a firearm or explosive •Possession of an illegal drug or unauthorized prescription drugs •Aggravated assault or assault resulting in bodily injury against school personnel	•Expulsion for a minimum of one (1) year

ADMINISTRATIVE AFTER SCHOOL DETENTION: These detentions are up to 60-minute detentions that occur after school five minutes after the dismissal bell. Students must report to detention on time and remain in detention for the entire time to clear the detention.

During the detention period, students are to sit quietly and complete assignments. No activity such as

listening to music, sleeping, etc. is permitted. This detention may consist of writing an assignment, sitting quietly in a classroom or assisting with cleaning of the campus. School events, activities or athletics are not valid reasons for missing a detention.

After a student is given a school detention, the student's parent/guardian may be notified by telephone by the Principal or designee.

ADMINISTRATIVE LUNCH DETENTION: Students will receive a detention reminder slip, which will have the date of your detention and the room lunch detention will be held. Students will have three minutes to report to the lunch detention room. The expectation for students is to serve their lunch detention the next time lunch detention is offered (Ex. Student receive lunch detention on Monday, student will serve lunch detention on Tuesday). Students who do not attend lunch detention will receive a school-wide detention, which may disqualify them from the next merit event (Exceptions will be made for students who were absent on the day of detention).

HOW TO EARN MERITS
Teachers should award merits anytime a student displays a "merit worthy" behavior. Merit worthy behaviors are observable actions that indicate or exemplify preparedness for college, leadership and life.

Buckets of "Merit Worthy" Behavior:

Preparing For College	Preparing for Leadership	Preparing For Life
Academic discourse High level questioning Persisting with difficult content (in class or out of class)	Taking Initiative Striving For Excellence	Showing Respect Acting Responsibly Interacting Positively and appropriately in all settings Nurturing Diversity and Collaboration

Code of Conduct Policy D. 3.0 Policy: Serious Infractions



In order to assure a safe and secure learning environment free of drugs, violence, and dangerous weapons, any student who engages in the following behaviors may be subject to suspension for a period of not less than one (1) school year.

1. Possession of an illegal drug or unauthorized prescription drugs
2. Possession of a firearm or explosive
3. Committing aggravated assault or assault resulting in bodily injury against school personnel

Expelled means removed from the student's regular school or removed from school attendance

altogether.

Remanded means removed from the student's regular school and placed in an alternative school. Green Dot Public Schools Tennessee's head of schools may modify this expulsion on a case-by-case basis.

The following behaviors are also considered serious infractions and may lead to immediate suspension and/or remand.

1. Violence or threatened violence against the person or property of any personnel or any student attending or assigned to any school;
2. Possession of a pistol, gun or firearm on school property;
3. Possession of a knife or other weapons, etc., as defined in TCA 39-6-170, on school property;
4. Willful or malicious damage to the theft of real or personal property of the school or the property of any person attending or assigned to the school;
5. Unlawful use or possession of barbital or legend drugs as defined in TCA 53-10-101; 6. Unlawful use or possession of alcohol;
7. The sale or distribution of drugs and alcohol;
8. Assault or battery on school employees; *(this includes physical and explicit verbal assault)* 9. Willful and persistent violation of the rules of the school or truancy *(with prior unsuccessful interventions)*



Code of Conduct Policy D. 4.0 Policy: Suspension

A student may be suspended or expelled/remanded for serious infractions. Misbehavior in violation of the Student Code of Conduct not otherwise constituting an expellable offense may become a serious infraction subject to expulsion and/or suspension when the misbehavior is so persistent that, in cumulative effect, it is significantly disruptive of the educational process. The decision to expel shall be based on an assessment of the facts and circumstances of each case. Relevant factors, without prioritization, include, but are not limited to, the seriousness of the misconduct, the student's age, grade level, history of prior misconduct, health and safety issues, and disruptive effects upon the educational process.

SUSPENSION PROCESS

In addition to the above list of serious violations, the Principal or designee has the authority to suspend a student for a period of up to five (5) school days to further investigate an incident or because of an emergency constituting endangerment to health or safety of students or staff.

1. PREREQUISITES TO SUSPENSION

Prior to suspending a student, the Principal or designee must hold an informal conference with the student to:

a) Notify the student of the accusations against him/her;
b) Allow the student to relate his/her version of the incident; and
c) Determine whether the student's conduct warrants suspension.

2. NOTIFICATION TO PARENTS/GUARDIANS

If the Principal or designee determines the student's conduct warrants suspension during the school day, the Principal or designee must notify the student's parents/guardians that the student has been suspended before the student is sent home on the day the suspension occurs. The Principal/School Director or designee will notify a suspended student's parents/guardians of the period of suspension, the
grounds for the suspension, and the time and place for an opportunity to confer with the Principal/School Director.

3. CREDIT DURING SUSPENSION

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

4. BEHAVIOR IMPROVEMENT PLAN

If a student is suspended for more than five (5) days, the principal shall develop a behavior improvement plan. The principal shall seek input for the behavior improvement plan from people with knowledge of the student's behavior, including but not limited to the student, the student's parent(s)/guardian(s), general education teachers, counselors, behavior interventionists, and special education teachers, if applicable.

Suspensions of Ten (10) Days or less: The school shall provide written notice to the student but shall not provide the student the right to appeal the suspension decision to a DHA, as stated by commission LEA Policy 6313.



Code of Conduct Policy D. 5.0 Policy: Achievement School District (ASD) Expulsion & Remand Process

EXPULSION PROCESS

This process applies to expulsions (removal from the regular program for more than ten (10) days). When Green Dot Public Schools Tennessee finds the most serious disciplinary consequence – expulsion from school – to be required for a student, it should follow the steps below before applying an expulsion.

1. PREREQUISITES FOR EXPULSION

Prior to remanding a student, the Principal and/or designee must hold an informal conference with the student to:

a) Notify the student of the accusations against him/her;
b) Allow the student to relate his/her version of the incident;
c) Suspend the student for five (5) days pending a decision on an expulsion.

2. NOTIFICATION OF PARENTS/GUARDIANS

If the remand/expulsion is applied, the principal or designee shall immediately give notice of the remand/expulsion to the parent or guardian. After providing notice, the school should obtain the parent's signature or, if the parent or guardian cannot be reached, mail a certified copy of the notice to the student's home address. The remand/expulsion notice shall include the effective date and length of the remand/expulsion, the reason for the remand/expulsion, and information about the parent's right to appeal the expulsion decision to the GDPST Executive Director. The notice shall also state that failure to request an appeal in a timely manner constitutes a waiver of further rights in the matter. All remand/expulsion appeals must be filed at the charter network level, orally or in writing, within five (5) days after receipt of the notice and may be filed by the student, legal parent or guardian.

3. APPEAL TO A DISCIPLINARY HEARING AUTHORITY APPOINTED BY THE SUPERINTENDENT

Appeals of remands/expulsions shall be heard by a disciplinary hearing authority, consisting of members appointed by the Superintendent. Each appeal shall be heard by a hearing authority with at least one licensed employee of the ASD or one of its authorized schools. The hearing shall be audio recorded.

The Superintendent or designee shall give notice of the time and place of the hearing to the parent or guardian, the student, and the principal or school designee. The Superintendent or designee shall also notify the parties that:

- The notice shall include the reasons for the remand and state the same student rights as provided for suspension hearings, above.
- The hearing will be held within ten (10) days of the receipt of the request for appeal. ● The hearing authority may affirm the decision of the school or order adjustment or removal of the remand/expulsion upon such terms and conditions as it deems reasonable.

4. DECISION OF THE DISCIPLINARY HEARING AUTHORITY

Immediately following the appeal hearing, the hearing authority will notify the student and the student's parents/guardians in writing of his/her decision. The decision shall specify:

- The length of the expulsion, if any;
- Assignment to an alternative school, if applicable;



- When the expulsion is not permanent, the procedures for re-admittance at the end of the expulsion period; and
- The right to appeal the decision to the ASD Superintendent or designee.

5. NOTIFICATION OF ASD OFFICE OF SUPERINTENDENT

If the remand/expulsion is applied, all paperwork should be sent to the ASD's Manager of Enrollment and Discipline within two (2) days of the decision to remand. The ASD will partner with the parent to assign the student to an alternative school. In order to facilitate the ASD's swift placement of the student in alternative school and minimal lost instructional time, the remand notice to the ASD must include all required submission components as specified in the ASD's Remand/Expulsion Checklist, submitted no more than seven (7) days after the incident occurred.

6. APPEAL to the NETWORK HEARING AUTHORITY

Per TN49-6-1504, no student should be assumed to have violated school rules without a fair and unbiased hearing in front of people who can judge him or her impartially. Appeals of remand/expulsion decisions shall be heard by a network disciplinary hearing authority first. The purpose of the Network Hearing Office is to consider the fairness, reasonableness, and legality of the discipline decision. If a parent, student or student representative is not satisfied with the decision of the Network Hearing Authority, he or she may appeal to the ASD Office of the Superintendent.

7. APPEAL to the ASD SUPERINTENDENT OR DESIGNEE

The student or his/her parents/guardians may appeal the Disciplinary Hearing Authority's decision. The appeal process is as follows:

- Parents may request a review by the ASD Superintendent by notifying her in writing within five (5) calendar days of the date of receipt of the decision by the Disciplinary Hearing Authority.
- The ASD Superintendent will review the audio or transcribed record from the hearing.
- The ASD Superintendent or designee will notify the student and his or her parents/guardians of the decision, in writing, within five (5) school days of the request for a hearing.

Process

REQUIRED REMAND FOR SUSPENSIONS OF MORE THAN TEN (10) DAYS

It is the Charter Commissions's philosophy that it is in the best interest of students to be in the classroom as much as possible. To that end, the TN Public Charter School Commission has determined that for disciplinary infractions justifying a suspension of more than ten (10) school days, an authorized charter school shall remand the student to alternative school for the period of the suspension, absent special circumstances. Students remanded to alternative school shall comply with the compulsory attendance law.

If a special circumstance arises that the authorized charter school believes justifies a disciplinary action other than the required remand to alternative school, the authorized charter school shall immediately notify the Executive Director, or designee, of the special circumstance. The Executive Director, or designee, will consult with the authorized charter school regarding the special circumstance and will come to a decision regarding the proposed modification of the required remand within seven (7) business days. Special circumstance modifications will be considered by the Executive Director on a case-by-case basis.

The required remand to alternative school shall not apply to students found to have committed a Zero-tolerance offense.

Immediately following the decision to suspend/expel/remand for more than ten (10) days, the student and the student's parent(s)/guardian(s) shall be immediately notified, in writing, of the suspension and the student's right to appeal to a Disciplinary Hearing Authority ("DHA") within five (5) school days. The written notification shall be accompanied by copies of all school policies and procedures related to DHA appeals, commission Policy 6317 - Required Remands and Student Disciplinary Hearing Authority, and this procedure document. The school shall also immediately notify the Charter Commission of a decision to suspend/expel/remand a student for more than ten (10) days.

STUDENT DISCIPLINARY HEARING AUTHORITY

Each authorized charter school shall establish a Disciplinary Hearing Authority ("DHA") which shall conduct appeals for students who have been remanded/suspended for more than ten (10) school days. Each authorized charter school shall develop a policy outlining the processes and procedures for its DHA hearings which shall include the following minimum requirements:

(1) The governing board of the authorized charter school shall appoint a DHA which shall consist of at least two (2) members (maximum number must not exceed total membership of the governing board). At least one (1) DHA member shall be a licensed employee of the authorized charter school. All appointments are for one (1) year terms and subject to reappointment. Governing board members shall not serve on the DHA.

(2) The governing board shall appoint a chairman of the DHA from the members appointed by the board. The chairman shall perform the following duties:

a) Set the time, place, and date for each hearing;
b) Maintain order and structure during each hearing; and
c) Prepare, sign, and disseminate the minutes of each meeting.

(3) An audio record of the proceedings shall be made by the DHA and will be made available to the student upon request.

(4) The student shall have the right to legal representation, at the parent's expense. The school administrators are to be notified, in writing, at least five (5) school days prior to the hearing if the student is to be represented by legal counsel.

(5) The authorized charter school shall inform, in writing, the student and parent or guardian that the remand/suspension may be appealed within five (5) school days of notification of the remand/suspension and provide the student and parent or guardian with a copy of the appeal policy/procedures. Upon receiving notification of the request to appeal the remand/suspension decision, the chair of the DHA shall provide written notification to the student and parent or guardian, and any other appropriate person of the time, place, and date of the hearing in a language that the parent and student understand. The hearing shall be held no later than ten (10) school days after the beginning of the remand/suspension. The DHA shall render a decision within five (5) business days following the hearing.

(6) The DHA may take the following disciplinary actions:

a) Affirm the decision of the school principal;
b) Order removal of the remand/suspension unconditionally;
c) Order removal of the remand/suspension upon such terms and conditions as it deems reasonable; or
d) Remand/suspend the student for a specified period of time.

The DHA may not suspend a student who has been remanded to alternative school unless the Executive Director has approved a suspension as a special circumstance.

(7) Within five (5) school days of the DHA rendering a decision, the student, parent or guardian, principal, principal-teacher or assistant principal may request a review by the governing board, and the governing board shall review the record. Following the review, the governing board may grant or deny the request for a hearing or affirm or overturn the decision of the DHA with or without a hearing. Following the review, the governing board, in writing, shall take one (1) of the following actions:

i. Deny the request for a hearing and affirm the decision of the DHA;
ii. Deny the request for a hearing and overturn the decision of the DHA; or
iii. Grant the request for a hearing, then affirm or overturn the decision of the DHA.

The governing board shall not impose a more severe penalty than that imposed by the DHA without first providing an opportunity for a hearing before the governing board. The notice of the hearing shall include a statement that, unless the student, parent or guardian requests an open hearing in writing
within five (5) school days of receipt of the notice, the hearing shall be closed to the public. The governing board shall render a decision within ten (10) business days. The decision of the governing board shall be final.

(8) **Zero-tolerance offenses.** Zero-tolerance offenses (refer to the Code of Conduct Policy D. 2.0) require a mandatory one (1)-year expulsion. Any student committing a zero-tolerance offense that requires a one (1)-year expulsion shall receive a mandatory one (1)-year expulsion from school and shall not be remanded to an alternative school unless the GDPST head of schools modifies the expulsion. Students found to be in violation of the Zero-tolerance policy shall be given the right to appeal to the DHA within five (5) school days of receiving notice of the expulsion. The DHA shall only have the ability to consider guilt or innocence of the zero-tolerance infraction, and whether the student was provided with proper due process. The

DHA shall render a decision within five (5)



business days. The DHA shall not have the ability to modify the mandatory calendar one (1)-year expulsion, however, the DHA may make a recommendation to the GDPST head of schools or his/her designee regarding a proposed modification of the student's mandatory expulsion.

a. Within five (5) school days of the DHA rendering a decision, the student, parent or guardian shall have the right to appeal from the DHA to the GDPST head of schools or his/her designee to seek modification of the mandatory calendar one (1)-year expulsion. If the student chooses not to contest their guilt/innocence of the zero-tolerance offense or the due process provided to them, the student shall be allowed to forgo an appeal to the DHA and appeal directly to the GDPST head of schools or his/her designee for a modification of the mandatory one (1)-year expulsion. The student must notify the Executive Director, in writing, of his/her appeal to modify the mandatory one (1)-year expulsion using the Zero Tolerance Modification Appeal Form.
b. The GDPST head of schools may request a written recommendation from the DHA to accompany the official DHA record submitted for review. The GDPST head of schools and his/her designee shall consider a recommendation from the DHA, if any, regarding a proposed modification of the student's expulsion, however, the GDPST head of schools or his/her designee shall not be bound by the recommendation. The GDPST head of schools or his/her designee shall render a decision within seven (7) business days.
c. Within five (5) school days of the GDPST head of schools or his/her designee rendering a decision, the student, student's parent(s)/guardian(s), principal, principal-teacher, or assistant principal may request, in writing, a review of the official DHA record by the governing board regarding the student's guilt/innocence of the zero-tolerance infraction and/or whether the student was provided with proper due process. The governing board shall render a decision within ten (10) business days. The governing board of the authorized charter school shall not have the ability to modify the decision of the GDPST head of schools or his/her designee with regard to modification of the student's expulsion. The decision of the charter school's governing board shall be final.
d. The GDPST head of schools or his/her designee shall notify the Charter Commission of any modification made to the mandatory one (1) calendar year expulsion for zero tolerance offenses within five (5) school days of the final deposition after any appeals.

The DHA and governing board shall follow the same procedures and timelines for Zero-tolerance offenses and remands/suspensions of more than ten (10) school days, unless otherwise stated herein.

*As outlined in this document, a student may choose not to appeal to the DHA and to instead appeal directly to the GDPST head of schools or his/her designee for modification of a mandatory one-year zero-tolerance expulsion. The student shall be advised that by doing this they are choosing not to contest their guilt/innocence or due process provided to them and are seeking only a modification of the mandatory one (1)-year expulsion. Students who choose to forgo the initial appeal to the DHA shall not be permitted to appeal to the governing board.



Code of Conduct Policy D. 7.0 Policy: Discipline for Students with Disabilities

Schools may discipline students with disabilities using in-school suspension, or out-of-school suspension. During in-school suspension, the school must provide comparable services to the student's IEP and allow opportunities for the student to participate in his or her general curriculum.

A school may suspend a student with a disability for up to 10 days without a duty to provide continued services specified in the student's Individual Education Program (IEP), review his or her Behavior Intervention Plan (BIP), or reconsider the Functional Behavior Assessment (FBA).

If a student is remanded, removed from primary school longer than 10 days, a manifestation determination review (MDR) must be conducted within the first 10 days of the student's removal. Parents must be notified at least 24 hours prior to the MDR. The MDR shall be used to determine (1) whether the conduct in question was caused by or had a direct or substantial relationship to the child's disability, or (2) whether the conduct in question was the direct result of the school's failure to implement the IEP. Regardless of the MDR determination, services shall recommence on the 11th day of the student being removed from their primary school.

If the MDR determines that the conduct for a non-zero tolerance offense was a manifestation of the student's disability, the school must do the following: (a) conduct or review the student's FBA, (b) develop or modify a BIP, and (c) return the student to placement from which he or she was removed unless parents and school agree to a change of placement as part of modifications to the IEP or BIP. If the conduct was a zero-tolerance offense, the student can be placed in an alternative education setting for up to 45 days. If the MDR determines that the conduct was not a manifestation, the student shall be disciplined in the same manner as non-disabled students would be for similar violations. The school will remain responsible for service provision.

Parent or school appeals of the MDR determination must be conducted within 20 days of notice of the MDR decision by the school. Green Dot Public Schools has 10 days to render an appeal decision. During the appeal process, the student shall continue receiving disability services. Schools have the right to appeal to the special exceptions ruling if continuing IEP services is substantially likely to result in injury to the student or others.

Students suspected of a disability should receive IDEA discipline protections if the school has knowledge that the student may have a disability before the misconduct occurred. If the misconduct occurs and the parent then alleges the child has a disability, the child will not receive discipline protections for that misconduct.

All SPED teachers/leaders are required to participate in Behavior Process Training, MDR Process Training and CPI Training at the beginning of each year. The GDPST Special Education Program Administrator and SPED Admins/Leads are to discuss specific behavioral cases on a weekly basis and

collaboratively determine how to respond to them appropriately. The GDPST Special Education Program Administrator reviews all data on a monthly basis and schedules Behavioral Planning meetings on an as needed basis to proactively address student Behavioral supports.



Code of Conduct Policy D. 8.0 Policy: Corporal Punishment

No employee of Green Dot shall engage in corporal punishment, condone its use, or seek permission from another (including a parent) to administer it. Some examples of corporal punishment include, but are not limited to:

- Shoving, striking, grabbing, shaking or hitting a student
- Throwing objects at a student
- Unreasonable restraint of a student
- Directing others to engage in any of the activities listed above

There may be times when a Green Dot employee may need to use physical contact with a student. This should only be done for reasons of self-defense or defense of another. Any action done for these reasons must be:

- Proportional to the student's conduct; and
- The most restrained means available to control the situation

Resorting to physical contact to protect oneself or another and/or regain/maintain order must be a last resort after all other reasonable means have been exhausted. Restraint and/or isolation of special education students are governed by relevant TN state law. Each situation will be reviewed by Green Dot Public Schools Tennessee.



Code of Conduct Policy D. 9.0 Policy: Safe Relocation of Students

Employees who are directly responsible for a student’s education or who otherwise interact within the scope of their assigned duties may relocate a student from the student’s present location to another location when such relocation is necessary for the student’s safety or the safety of others, or intervene in a physical altercation between two (2) or more students, or between a student and a Green Dot employee, to end the altercation by relocating the student. Such employees may use reasonable or justifiable force to physically relocate the student or intervene in a conflict if the student is unwilling to cooperate with the employee's instructions. If steps beyond the use of reasonable or justifiable force are required, the student shall be allowed to remain in place until such a time as local law enforcement officers or school resource officers can be summoned to relocate the student or take the student into custody until such a time as a parent or guardian can retrieve the student.This policy shall be in effect on school property, as well as at official school functions, including, by not limited to, sporting events and approved field friends, taking place away from the local school property.

If an employee is unable to resolve the matter when the use of reasonable or justifiable force are required, the student shall be allowed to remain in place until such a time as local law enforcement officers or school resource officers can be summoned to relocate the student or take the student into custody until such a time as a parent or guardian can retrieve the student.

In the event that physical relocation becomes necessary, the teacher shall immediately file a report of the incident with the building principal. If the student's behavior constitutes a violation of the Green Dot Student Conduct Policy, then the report shall be placed in the student's permanent record. The student

is then subject to additional disciplinary action that may include suspension or expulsion from the school. Otherwise, the report shall be kept in the student's discipline record, and not become a part of that student's permanent record. The principal or the principal's designee shall notify the teacher involved of the actions taken to address the behavior of the relocated student.

Each building administrator shall fully support the authority of the employees under this policy, and fully implement the policy and procedures of the system.



Student Dress Code E. 1.0 Policy: School Uniform

It is our goal to create a safe, orderly, and academically focused environment. Research shows that when combined with other appropriate measures, dress code policies have a positive impact on school climate, student behavior and academic success. Students are to focus on cleanliness, neatness, good taste, and safety. The regulations listed below are to be observed by all students at all times.

STUDENT MASKS: Until the Shelby County Health Department (SCHD) deems it safe to return to normal school operations, facial masks will be considered an optional part of the uniform. Green Dot Public Schools (GDPST) campuses will provide masks for student use (if requested). If a parent would prefer to provide their own mask, they must contact school leadership for prior approval. .

SHIRTS: Only plain collared, polo-style shirts are to be worn in the color that the school designates. The only approved logo or name is the name of the school. Plain shirts are acceptable, but no logos are permitted. All shirts must be tucked in at all times during school hours. When both hands are raised, the shirt must be long enough to remain tucked. All undershirts must be black, white, or gray and must be worn under not over the shirt.

SWEATERS/SWEATSHIRTS: Sweatshirts may be worn in the school’s designated color. All sweaters must be worn with a uniform shirt underneath. Sweaters must be plain with no writing, emblems, or logos of any kind except the name of the school.

PANTS/SHORTS: Only trouser-style khaki or blacki pants/shorts/ are to be worn. Trousers are to be worn

at least ankle length but not touching the ground. No cargo shorts are permitted. The hem must not be frayed or ripped, and sweatpants are not allowed. It is not permissible to cut the leg seam. Shorts/skirts must reach the top of the knee in length. Pants and shorts must be worn at the waist, not at the hip.

SKIRTS/SHORTS: Khaki or black skirts/skorts must be the appropriate size and must fall just above the student's kneecaps.

TIGHTS/LEGGINGS: Only solid black, white, or gray may be worn under skirts of the appropriate length.

BELTS: Belts must be a black, white, or gray, standard width belt, and they must be properly worn at waist level. Belts may be webbed, braided or leather. Belts and belt buckles may not have logos, studs, chains or initials.

FOOTWEAR: Dress shoes or tennis shoes. All footwear must have closed toes and closed heels. No house shoes, slippers, or sandals of any kind are allowed. Shoes must be plain black, white or gray.

HAIR: Neat, clean, and fixed in such a way that it does not hang in the face. Beards and mustaches that are neatly trimmed.

HEADWEAR: No hats, bandanas, wave caps, or visors are allowed on campus. Students may not wear their hoods in class. Girls may wear ribbons, rubber bands, barrettes, or headbands. No sweatbands are allowed on your wrists or your head.

SCHOOL GEAR: School T-Shirts, Spirit Shirts, and sweatshirts may be worn on designated days. 47



SOCKS: Plain black, white or gray must be worn.

COATS/OUTERWEAR: Coats and outerwear may be worn but must be taken off and stored in lockers during the school day.

SYMBOLS: Symbols, either sewn or pinned onto clothes, backpacks or jewelry, may not display any messages of intolerance, gang, drug or sexual references. Such symbols will not be tolerated on any school materials or supplies.

We must establish the integrity of our dress code. Students who are not in uniform will be given opportunities to correct their attire, including using "loaner clothing" if it is available. Students who fail to return the loaner clothing at the end of the day may have their student accounts charged the cost of the clothing. The student should expect disciplinary action consistent with our progressive discipline policy. A phone call home may be made on the first offense for any student who fails to comply with the dress code. A family member may be asked to come to school with a change of clothes, and the student may receive detention and/or in-school suspension.



Student Dress Code E. 2.0 Policy: Casual Dress Days

The Principal authorizes all Casual Dress Days. They may reflect a particular holiday and/or theme; however, the following guidelines are to be observed on all Casual Dress Days:

1. Students are permitted to wear casual pants, including clean and untorn jeans. 2. Students are permitted to wear T-shirts, sweatshirts or other casual shirts/blouses provided they are modest and do not make reference to drugs, alcoholic beverages, taverns, offensive activities or hard rock concerts, etc. “Double meaning” T-shirts are not permitted. At no time are midriff T-shirts, sweatshirts or other casual shirts/blouses to be worn as well as clothing that exposes the midriff (stomach/waist).

CLOTHING FOR DANCES: The Casual Dress Day guidelines are to be followed for all informal dances. For formal dances, appropriate clothing is required. Formal dresses must be mid-thigh or longer. Clothing must not reveal undergarments. Slits anywhere on the dress cannot be higher than the thumbs when hands are kept at the side. Formal attire includes tuxes, suits, or dress pants with a suit coat. A

long sleeve collared dress shirt with a tie must at least be worn. Dress pants must be long. No cut-offs, shorts, or sweat suits. If a student is not dressed in appropriate formal dance attire, the student will be sent home and no refunds will be given.



Enrollment Policy F. 1.0 Policy: ASD Student Eligibility and Enrollment Policy

As a member of the Achievement School District, Green Dot Public Schools Tennessee adheres to the ASD enrollment policy. The ASD guarantees enrollment to all attendance area students at either their assigned neighborhood school or an equivalent placement. ASD schools enroll all students in accordance with Tennessee legislation and civil rights laws. Enrollment is non-discriminatory on the basis of disability. The ASD also guarantees the continued enrollment of non-attendance area students (e.g. transfers) who attended an ASD school prior to the transformation.

In the event of additional capacity, ASD schools can serve other eligible, but not 'guaranteed enrollment' groups of students. The following policy outlines the application, lottery, and waitlist processes that govern enrollment in the ASD.

STUDENT ELIGIBILITY AND ENROLLMENT PRIORITY
The Achievement School District's annual cycle of enrollment begins with conversations following the announcement of new ASD schools. ASD staff work with Green Dot to analyze current enrollment, attendance area student population, and building capacity for each ASD school. These discussions

provide a perspective on various enrollment scenarios and an estimated number of preliminary seats available for non-attendance area students.

The ASD guarantees enrollment to all eligible students, as defined by state and federal laws. Enrollment eligibility is defined in three ways:

1. Priority-zoned. Students who, at the time of enrollment in an ASD school, reside in the designated attendance area of a school on the 2011 or 2015 Tennessee Priority list. NOTE: This applies to the attendance area of the school at the time that it became a priority school. A student is still ASD eligible if a local education agency creates new options, or even a new zone, for the priority school.

2. Priority-enrolled. Students who are not zoned to a priority school, but who, at the time of enrollment in an ASD school, are currently enrolled in a school on the Tennessee Priority list. This eligibility also applies to students who were enrolled in a priority school through the end of the previous school year. 3. Homeless students are eligible for enrollment in all GDPST schools

Generally, ASD schools have limited student enrollment. However, in accordance with T.C.A. 49-13-106(a), qualifying ASD charter schools may serve a limited number of non-priority zoned students who meet one of the following criteria:

a. Child of a teacher, staff member, sponsor, or member of the governing body;
b. Eligible for free or reduced-price lunch; or
c. Failure to test proficient on state standardized tests (EOC/TCAP/TNReady) in the previous school year. ASD schools that qualify to enroll students under this exception are (1) Tennessee charter schools, (2) that earned a TVAAS of 3, 4, or 5 in the previous year or are new schools, and (3) have conducted an initial enrollment period of at least 30 days and still have capacity to serve additional students. The enrollment of additional students under T.C.A. 49-13-106(a) may not exceed 25% of the school's total enrollment. The ASD has established an enrollment priority group structure to ensure that its schools serve certain students. Each transformation model carries certain requirements. Schools with attendance areas must serve all students assigned to their school. If a school has additional seats

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available after all students with guaranteed enrollment are offered seats, the school may offer enrollment to students according to the following Priority Groups.



Enrollment Policy F. 2.0 Policy: Enrollment & Wait List Process

The Achievement School District's annual cycle of enrollment begins with conversations following the announcement of new ASD schools. ASD staff work with school operators to analyze current enrollment, attendance area student population, and building capacity for each ASD school. These discussions produce an estimated number of preliminary seats available at each school.

ASD school enrollment begins in early February. During the enrollment period, the ASD communicates to families about their school choices, student eligibility, the benefits of enrolling early and how to enroll in their preferred schools. Charter networks also directly communicate with surrounding families and communities to inform them of their school choices, share the experiences of students and families in their schools and create opportunities for school staff to learn more about and prepare to meet the needs of prospective students.

At the end of the enrollment period, ASD operators review enrollment requests. If a school has additional seats available after all eligible students with guaranteed enrollment are offered seats, the school must host an enrollment lottery to determine enrollment order for the remaining students. Each lottery process is either (a) approved by the ASD prior to implementation or (2) required to be certified by a law or accounting firm after its completion.

Lotteries proceed according to the following priority groupings based on the transformation model. These priority levels apply to determine the order of enrollment when an ASD school has more interested students than they can accommodate. These priority levels do not create initial eligibility to attend an ASD school.

Priority Group	Description Status
Attendance area	Students with current, legal residence in an ASD school's attendance area Guaranteed
Continuity	Non-attendance area students who attended the school the previous year (including students on transfer) Guaranteed
Sibling	Brothers and sisters of enrolled students – either attendance area or continuity Not guaranteed
Other ASD zone	Students with current, legal residence in another ASD school's attendance area Not guaranteed
Other priority school zone	Students with current, legal residence in a non-ASD Priority School attendance area Not guaranteed
Other at-risk or children of staff, sponsor, or governing body (for qualifying ASD charter schools only)	**WAIT LIST**

	Students meeting one of the following criteria: o Eligible for free or reduced-price lunch, o Failed to test proficient on a prior year's TCAP or End-of-Course exam, o Children of staff, sponsor, or governing body Not guaranteed (may comprise no more than 25% of student body)

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Openings may not exist for all students who participate in a school's enrollment lottery. If no opening exists, the student will automatically be waitlisted for his/her school choices. The order that a student is randomly identified in the lottery determines the order of that student on the school's waitlist.

The process of admitting students from the waitlist will be managed by the Operator. If a school would like to offer a seat to a student on the waitlist, it will select the highest-ranking student, in accordance with ASD's Enrollment Priority Groups. Upon enrollment, the student is removed from the waitlist.

Waitlist policy differs slightly for students who live in an ASD school's attendance area but apply to attend another ASD school. In the event that an opening does not exist for a student at the student's preferred school, the student will be placed on that school's waitlist and assigned to the student's neighborhood ASD school. In order to prevent unnecessary intra-district enrollment variability, ASD students can remain on other ASD schools' waitlists for the first two weeks of the school year. Following the first two weeks, those students will be removed from each school's waitlist. Students who live in the attendance area of other Priority Zone schools not served by the ASD may remain on waitlists indefinitely.



Enrollment Policy F. 3.0

Policy: TN Public Charter School Commission Enrollment, Lottery & Waitlist Processes *(Applicable to Bluff City High School only)*

All Charter Commission authorized Green Dot schools use SchoolMint to conduct its lotteries and manage its waitlists. This document explains the mechanics of SchoolMint's automated lottery, and the preferences configured that align with Green Dot's approved charter application and Tennessee charter school law.

A. GREEN DOT LOTTERY AND WAITLIST PREFERENCES

Green Dot will hold an initial lottery application period of at least 30 days each year. Applicants can complete forms via the SchoolMint system (this function was not ready for the 2017-2018 school year but will be used in future years) or via paper forms which can be mailed, dropped off at any Green Dot

school, emailed, or faxed. All forms will be date-stamped when they are received and entered into the SchoolMint system prior to the day of the lottery.

Lottery forms received prior to the application deadline will be categorized into one of the following priority groups:

Priority Group 1: All currently enrolled Green Dot Public Schools students
Priority Group 2: Children of Green Dot Public Schools regular, full-time employees and founding families (teachers, sponsors and members of the governing body) (not to exceed 10% of total enrollment or twenty-five students, whichever is less)
Priority Group 3: Siblings of students already admitted to the school
Priority Group 4: Students residing within Shelby County Schools
Priority Group 5: Students residing outside Shelby County Schools whose needs would be included in the area in which Green Dot Charter High School will focus

Students who may fall in multiple priority groups will be placed in the highest priority group for the lottery.

Priority Group 1:
Students are considered currently enrolled Green Dot Public Schools students if they are active in any of Green Dot Public Schools Tennessee schools as of the lottery form deadline.

Priority Group 2:
Priority Group 2 includes students who answer "yes" to one or more of the following questions: "Is one of the parents or guardians on the board of this organization? ", "Is one of the parents or guardians employed by this organization?", and "Is the parent or guardian a Founding Family Member?" Each question with an answer of "Yes" will require a name to be submitted. All students eligible for Priority Group 2 will be verified through Green Dot Human Resources department.

Priority Group 3:
Priority Group 3 includes students with siblings who are currently enrolled at Green Dot Charter High School. A sibling is defined as someone who shares at least one biological parent or guardian with another student currently enrolled.

Priority Group 4:
Students are considered residing within Shelby County Schools District based on his/her address. This information can be verified either through SchoolMint's geographic boundary data service, Maponics, or by using Shelby County School District's school finder web query.



Priority Group 5:
Students are considered residing outside Shelby County Schools District based on his/her address. If an applicant resides in Tennessee, but his/her address falls outside of Shelby County School District's school finder web query or SchoolMint's Maponics service, the applicant will be placed in this group.

All preferences will be verified by Green Dot staff prior to the lottery being run. Verification will occur using one or more methods for each priority group:

PRIORITY GROUP	VERIFICATION
Priority Group 1	1. Current school listed on lottery form

	2. Verification in Green Dot's SIS system that the student is actively enrolled
Priority Group 2	1. Questions on lottery form and submission of name if answer is "Yes": "Is one of the parents or guardians on the board of this organization?" "Is one of the parents or guardians employed by this organization?" "Is the parent or guardian a Founding Family Member?" 2. Verification with Green Dot Human Resources that immediate family member is a current full-time, regular employee
Priority Group 3	1. Question on lottery form, "Does the student have a brother or sister currently attending this school?" 2. Verification by Green Dot staff that sibling is currently enrolled at the time of the lottery
Priority Group 4	1. Verification by SchoolMint's geographic boundary data service Maponics 2. Verification by Green Dot staff that address provided on lottery form falls within Shelby County Schools
Priority Group 5	1. Verification by SchoolMint's geographic boundary data service Maponics 2. Verification by Green Dot staff that address provided on lottery form falls outside Shelby County Schools

If the number of completed lottery forms exceeds the grade-level capacity, a random, public drawing lottery will be held within 7 days after the end of the initial student application period.

The school reserves the right to select more than the applicable 9th grade capacity for admission to ensure the school's overall enrollment is stable as long as the increase would not require a material revision to the charter.

B. POST LOTTERY AND WAITLIST MANAGEMENT

If after the lottery, there are still seats available, Green Dot will accept students based on the order they register.

However, if all seats have been filled via the automated lottery, all remaining applicants participating in the lottery will be randomly placed within their priority groups for a spot on the waitlist.

Post-lottery, any lottery forms received after the lottery deadline but before the actual lottery taking place will be placed on the waitlist based on lottery preference in the order received behind those waitlisted students placed in the lottery.

Lottery forms received after the lottery has occurred will be placed on the waitlist in the order they are received with no preference being granted.



The waitlist for every grade expires annually on the last day of the school year. As a best practice, Green Dot will reach out to each waitlist student to invite them to submit a lottery form for the next school year during the annual application period and notify the parent/guardian of the waitlist expiration at the end of the year.

C. SCHOOLMINT LOTTERY MECHANICS
SchoolMint's random number generator (PRNG) is currently implemented as a modified Mersenne Twister with a period of 2**19937-1.

For example, let's say there are 5 students (s1, s2, s3, s4 and s5) who have applied. Everyone has a "no priority." In this case, SchoolMint puts x number of tickets for each student in the hat (i.e. our randomizer - Ruby).

Let's say there is only 1 seat available for the grade that these 5 students are applying to. Therefore, x=1 and each student will get 1 ticket in the hat: s1 (t1), s2 (t2), s3 (t3), s4 (t4), s5 (t5).

Now let's say there are 3 seats available for the grade that these 5 students are applying to. SchoolMint will randomly pick up tickets for 3 students (e.g. t3, t1, t4). In this case, students 3, 1 and 4 are selected and the remaining students go on the waitlist in the order selected.

The above process will be repeated for each priority group starting with Priority Group 1 and ending with Priority Group 5.

Additional SchoolMint Details

- SchoolMint uses an industry standard randomizer.
- SchoolMint uses a pseudo-random number generator which is currently implemented as a modified Mersenne Twister with a period of 2**19937-1. This is the default random number generator available with Ruby Language. More information can be found here (http://ruby-doc.org/core-2.2.0/Random.html). The generator uses a source of entropy provided by the operating system, if available (/dev/urandom on Unix systems or the RSA cryptographic provider on Windows), which is then combined with the time, the process id, and a sequence number. Because of this randomizer, every lottery run will show different results.
- SchoolMint maintains an audit-trail for all the changes including any waitlist changes that can happen as a result of students accepting or declining offers.
- SchoolMint does not allow any user (school admin or SchoolMint employee) to tamper with the randomization of the lottery.



Proof of a complete physical examination must be presented prior to (a) each student entering school for the first time and (b) each student participating as a member of an interscholastic athletic team or in any other strenuous physical activity program.

No students entering school will be permitted to enroll (or attend) without proof of immunization, as determined by the Commissioner of Public Health. It is the responsibility of the parents or guardians to have their children immunized and to provide such proof to the principal of the school which the student is to attend.

Students may be granted an exemption from immunization requirements if a qualified physician certifies that administration of immunizations would be in any manner harmful to the child. Students may also be granted an exemption from immunization requirements if a parent or guardian files with proper authorities a signed, written statement that such immunization and preventive measures conflict with the religious tenets and practices of the parent or guardian affirmed under penalties of perjury. The immunization requirement may be waived for Homeless Students.

Proof of exceptions will be in writing and filed in the same manner as other immunization records.

The immunization requirement may be waived for Homeless Students. If the child or youth needs to obtain immunizations or medical records, the enrolling school shall refer the parent or guardian of the homeless child or youth to the Coordinated School Health Specialist who shall assist in obtaining necessary immunizations or medical records.

A list of transfer students shall be kept at each school throughout the school year in order that their records can be monitored by the Department of Health.



Enrollment Policy F. 5.0 Policy: ASD Transfers In to & Out of School

TRANSFERS INTO SCHOOL

1. Achievement School District TO Achievement School District
2. Other LEA TO Achievement School District

Ultimately, ASD school and operator leadership are responsible for deciding whether or not to receive a transfer student. The Achievement School District would like to ensure that its schools are able to make transfer enrollment decisions with full information and context. Accordingly, the following process should be followed when a transfer student arrives at an ASD school:

1. Ask the family to provide the name of the student's previous school and school district. 2. If the student is transferring from Shelby County Schools, require the family to present a copy of the SCS Withdrawal Entry Form. An ASD school should not register a transfer student until it can confirm the student has been appropriately withdrawn from his/her previous school.
3. ASD schools are encouraged to call the student's previous school directly to confirm the reason the student is no longer enrolled in the school.

ASD schools can choose to enroll a transfer student, even if he/she has an outstanding expulsion. However, administrators should always conduct the appropriate diligence before registering a student. Once a student has been registered at an ASD school, that school assumes responsibility for his/her education and placement.

1. Achievement School District TO Achievement School District
2. Achievement School District TO other an LEA

TRANSFERS OUT OF SCHOOL

When a student transfers out of the ASD school, district and school/operator leadership must make an effort to understand a student's needs, attempt to address those needs in the current placement, and inform families of available school options. Transfers should always be requested by families. Under no circumstances should ASD staff directly 'counsel out' or advise a family to seek a voluntary transfer. In the event that an ASD school cannot adequately serve a student's needs or there are extenuating safety, discipline, or medical issues – school and operator leadership should work with ASD Support Team staff to find a suitable administrative placement. For questions or assistance with administrative placements, please contact the district's Special Education Manager for special education issues and the Manager of Enrollment for all other issues.

In the event that a family voluntarily requests to transfer a student to another school, the following process should be followed:

1. The family should contact the student's current school to discuss the transfer request process and receive a Transfer Request Form. The parent should complete, sign, and submit the form to the student's current school.
2. A follow-up meeting and exit interview is required for all transfer reasons other than moving/relocation. The school leader (or designee) will contact the family to arrange a meeting to discuss the transfer within 5 school days of receiving a completed Transfer Request Form. At the meeting, the school leader (or designee) will conduct an exit interview with the family, student, and



other school staff as necessary. The exit interview ensures that the family has been adequately informed of options and that the ASD understands and documents the family's reasons for requesting a transfer. The Exit Interview Summary Form outlines the

information that should be captured.

3. The school leader should discuss available school options with the family. Potential options include another ASD school, the student's zoned school (if different), an SCS school, or a private/parochial school. The family should be given some time to make a decision.
4. School leaders are encouraged to place a courtesy phone call to the student's new school to confirm capacity exists and the student will be registered upon arrival. Under no circumstances should a family be granted a transfer without some confirmation of capacity for that student at another school. For questions or assistance in securing a new placement for a student, please contact the Manager of Student Membership & Access.
5. Once a transfer has been granted, an ASD Withdrawal Form should be completed and the family should be issued a copy of the Transfer Request Form. Both ASD and SCS schools have been instructed not to register transfer students without the proper, signed withdrawal documentation.

Please use the enrollment hotline and enrollment email if you need more information or have questions (901-877-8ASD and enrollment@tn-asd.org).

Additional processes exist to ensure Green Dot appropriately serves families of students with disabilities or other special needs.

MID-YEAR TRANSFERS IN

Once a transfer student has enrolled (either by school choice or voluntary mid-year transfer) at an ASD school, he/she is required to meet behavioral and attendance expectations set force in this handbook. Student transfers may be denied or revoked if the student fails to meet those expectations, despite intensive interventions implemented by the school. Students whose transfers are denied or revoked are to return to their attendance zoned school.



Bluff City High School only)

Enrolled students may at any time request to transfer to another school. Green Dot Public Schools will encourage them to stay, especially if it is mid-semester. In a situation that a student does leave and later chooses to return, the student must complete an application and return it to the main office. When the application is submitted, the student will be informed if there is space available or if they will be placed on the waiting list, pursuant to the enrollment policy. Students who have been incarcerated must attend a conference with their parent/ guardian and an administrator before returning to the school. Students who have been previously expelled must complete the re-enrollment process prior to being eligible to return to school.



Extra-Curricular Activities Policy G. 1.0 Policy: Athletic Eligibility

No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any athletic program of the school.

All Green Dot campuses follow the guidelines established by the SCIAA and TSSAA. Principals and coaches shall be responsible for ensuring that the Rules of the National College Athletics Association (NCAA) are followed. Students must maintain a minimum grade point average of 2.5 for the previous grading period to remain eligible.

Students who fall between a 2.0 and a 2.5 GPA, are placed on probation for one quarter. During the probationary period, students will continue to participate in practice and games as long as they meet all requirements of the Student Athlete Probationary Agreement.

In addition to meeting GPA expectations, student athletes will be expected to adhere to the following guidelines:

- Athletes cannot receive a semester grade of “F” in any subject.
- Students must exhibit satisfactory citizenship and conduct on and off the field. • Students must observe all regulations outlined in the current addition of the SCIAA guidelines. • Students must pass an annual physical examination given by a medical doctor. The parents/guardians of each student shall be responsible for covering the cost of the examination, and these records shall be on file at the school.
- Students must carry adequate insurance.

No student shall be required to attend a school athletic event, or event related to participation in a school athletic team, if the event is on an official school holiday, observed day of worship, or religious holiday. Each school may require written notice that the student will not be in attendance of the athletic event prior to the event.

The mission of our athletic programs is to provide student athletes with competitive opportunities in interscholastic sports. It is our goal that each student athlete will learn and demonstrate the life-long values of leadership, sportsmanship, teamwork, and integrity.



Extra-Curricular Activities Policy G. 2.0 Policy: Extra-Curricular Eligibility

STUDENT LEADERSHIP: Students wishing to apply for or maintain leadership positions must meet the following requirements for academics, attendance, and behavior:

• Students must maintain an overall GPA of 2.5 or higher, with no failing grades.
• Students must attend school regularly – a student with 10 or more absences may be removed from office.
• Students must be in good behavioral standing – a student earning an out-of-school suspension may be removed from office.

Any student can be excluded from social activities for academic or behavioral reasons. 62



Health & Welfare Policy H. 1.0

Policy: Administration of Medication During the School Day

Green Dot may not furnish any medications. School personnel are prohibited by law from giving any medication to a student unless the student's physician has given written instructions. All medications require physician and parent/guardian authorization. Once authorization is obtained, the medication must be given to the Office in original containers, labeled with the name of the medication, dosage, name of student, and frequency of administration. Over the counter medications should be in original sealed packages with directions for administration. Medications will be stored in a secure location labeled with the student's name, dosage, and time to be given. Parents will be notified if a student requires an "only if needed medication" while at school. Medication administration will be documented in a medication log maintained for each child. This form will be incorporated into each student's permanent file upon transfer or graduation.



No student will be denied an education solely because of a communicable disease, and his/her educational program shall be restricted only to the extent necessary to minimize the risk of transmitting the disease.

Parents or guardians of infected students shall inform appropriate school officials of the infection so that proper precautions for the protection of other students, employees, and the infected student shall be taken.

No student with a communicable disease which may endanger the health of either himself/herself or other individuals will enter or remain in the regular school setting. If a school principal has reason to believe a student has a communicable disease which may endanger the health of either himself/herself or other individuals in the regular school setting, the principal shall:

1. Assign the student to a setting which will protect other students, employees and the student himself; or
2. Exclude the student from school until certification is obtained from a physician or the County Health Department by either the parent or principal stating that the disease is no longer communicable. 3. If the superintendent/designee has reason to believe that the student has a long-term communicable disease, the principal must require confirmation from a physician or the County Health Department as to the student's condition. If the student is confirmed to have a long-term communicable disease the principal shall refer the student for special education services.

Green Dot may request that further examinations be conducted by a physician or County Health Department and may request periodic re-examinations after the student has been readmitted to the school.

Expenses incurred from examinations requested by school officials shall be paid by the school.

STUDENTS LIVING WITH HUMAN IMMUNODEFICIENCY VIRUS (HIV) OR ACQUIRED IMMUNODEFICIENCY SYNDROME (AIDS)

To the extent practical with medical and educational needs, the student shall be subject to the same rules for class assignment, privileges, and participation in any school-sponsored activities as all other students. The school shall strive to maintain a respectful school climate for students living with HIV. Mandatory screening for communicable diseases not spread by casual everyday contact, such as HIV, shall not be a condition for school entry or attendance.

The school shall be responsible for requesting medical records from the parent/guardian and a statement from the student's physician regarding the health status of the student reported to be HIV-positive.

No information concerning a student living with HIV shall be divulged, directly or indirectly, to any other individual or group without the written consent of the parent/guardian. All medical information and written documentation of discussions, telephone conversations, proceedings, and meetings shall be kept by the school in a locked file. If the HIV-positive student is under the age of eighteen (18), access to this file shall be granted only to those persons who have the written consent of the student's parents/guardians. Under no circumstances shall information identifying a student living with HIV be released to the public.

Students shall be taught universal precautions through the Tennessee Health Education and Lifetime Wellness Standards for Grades K-12 and through the school's HIV prevention education program. Students shall also have access to voluntary and confidential counseling about matters related to HIV and AIDS.



Health & Welfare Policy H. 3.0 Policy: Concussion and Sudden Cardiac Arrest

In accordance with the Tennessee Secondary School Athletic Association, any player who exhibits signs, symptoms or behaviors consistent with a concussion (such as a loss of consciousness, headache, dizziness, confusion or balance problems) or sudden cardiac arrest (such as fainting or seizures during exercise, unexplained shortness of breath, chest pains, dizziness, racing heart rate or extreme fatigue) shall be immediately removed from the game and shall not return to play until cleared by an appropriate healthcare professional.

Green Dot employees shall adhere to the following protocol if players exhibit signs, symptoms, or behaviors consistent with a concussion or sudden cardiac arrest during practice or competition:

1. Continue to monitor players for possible signs of injury as usual.
2. Immediately remove any player that shows signs, symptoms, or behaviors consistent with a concussion or cardiac arrest from the activity or competition.
3. The school shall have the player examined by the school's designated health care provider. If the designated health care provider determines that the student has not sustained a concussion or experienced sudden cardiac arrest, the player may return to the activity or competition.
4. The head coach shall be responsible for obtaining clearance from the school's designated health care provider.
5. If the school does not have access to a designated health care provider, or if the school's designated health care provider suspects that the athletic may have sustained a concussion or experience sudden cardiac arrest, the only means for an athlete to return to full or graduated practice or play is for the student to be evaluated and given written clearance from a licensed healthcare provider.

Per Tennessee commission of Education and Tennessee Public Charter School Commission requirements, coaches and athletic directors (whether employed or volunteers) must take the National Federation of State High School Associates Elective Course - Sudden Cardiac Arrest and Concussion and the National Federation of State High School Associates Elective Course - Concussion for Sports online courses. Concussion/head injury and sudden cardiac arrest information sheets will be provided for parents/guardians and students to review and sign prior to participation in athletics.



Health & Welfare Policy H. 4.0 Policy: Epinephrine Auto Injectors

During the enrollment process, parents/guardians must indicate if their child has any chronic health problems, medical conditions, medications, or allergies on the Enrollment Form.

Stocking: Green Dot shall obtain a prescription for epinephrine auto-injectors (“EpiPen”) from an authorizing physician and surgeon that includes at least one regular EpiPen per Green Dot school, unless there are students at the school who require a junior EpiPen. Such a prescription may be filled by local or mail order pharmacies or EpiPen manufacturers. Green Dot recommends that each Green Dot school stock a minimum of two regular EpiPens. The designated school administrator is responsible for restocking EpiPens.

Volunteer Requests: Green Dot will distribute an annual notice to all school staff that contains the following information:

- a description of a volunteer request stating that the request is for volunteers to be trained to administer an EpiPen to a person if the person is suffering, or reasonably believed to be suffering, from anaphylaxis; and
- a description of the training that volunteers will receive.

Training: Each school’s Office Manager, Parent Coordinator, and Office Assistant(s) will be trained to administer EpiPens and receive annual refresher training. Such training shall be consistent with the most recent “Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs” published by the federal Centers for Disease Control and Prevention and the most recent guidelines for medication administration from the CDE.

Administration: If a student is, or reasonably believed to be, suffering from an anaphylactic reaction, only the school’s Office Manager, Parent Coordinator, Office Assistant, or volunteer staff member who has received EpiPen training can administer the EpiPen to the student. During the administration of the EpiPen or as soon as practicable thereafter, or if no trained individual is present at the time of the anaphylactic reaction, the school will immediately call 9-1-1 to request an emergency response and stay with the student until paramedics arrive. The school will also contact the student’s parent/guardian and physician as soon as practicable upon learning of the student’s anaphylactic reaction.



Health & Welfare Policy H. 5.0 Policy: Homebound or Hospital Schooling

Green Dot requires regular attendance at school to ensure students receive a quality education. If a student incurs more than 10 school days of consecutive absence because of health or physical impairment, he/she shall seek home and/or hospital-based instruction.

Homebound schooling shall begin as soon as the student's physical and mental health permits. The amount of instructional service time provided through the homebound and/or hospital program shall be determined in relation to each student's education needs, as well as his/her physical and mental health.

If a student is eligible for homebound and/or hospital schooling an Educational Planning Conference will be convened by an administrator within 5 days of the receipt of the written request and doctor's forms. This meeting will include the parent, student, Counselor, and a grade level representative and will determine the schedule for the home schoolteacher to provide service.

A student who requires homebound and/or hospital schooling on a temporary basis shall be provided with instructional services sufficient to enable him/her to return to school with a minimum of difficulty. Instructional tutoring should not be less than five (5) hours per week unless the physician certifies that the student should not receive this level of instruction due to medical reasons. A student who requires homebound and/or hospital schooling for an extended time shall be provided with instructional services sufficient to appropriately advance the student's basic educational development.

A student may receive homebound and/or hospital schooling through telephonic or other electronic communication systems if such a system is available to the student and instructor. However, at least two (2) hours per week of direct instructional services shall be provided. All instructional services and home visits will be documented via Power School to ensure the student's needs are being met.

Before a student returns to school, an Educational Planning Conference must be held wherein the school approves a plan for successful re-entry. The plan will be created by the parent, Counselor, administration, the physician/therapist (if necessary), and the home schoolteacher. A student will not be permitted to return to classes until the plan has been approved.

LONG-TERM HOSPITALIZATION
In the event a student must be hospitalized for a long period of time (i.e. for physical or psychological reasons or for treatment with substance abuse) he/she may retain his/her status at Green Dot.

If the hospitalization is for physical reasons, an administrator or designee will serve as the liaison between the family, hospital and school. The administrator will meet with the school Counselor and student's teachers to determine the education needs of the student. The administrator is responsible for the ongoing coordination of the student's educational program.

If the hospitalization is for psychological or substance abuse reasons, a school psychologist will work with the administrator as the liaison between the family, home, and school. Before discharge of the student and his/her return to school the school psychologist and administrator will conduct a meeting with all school professionals who will be working with the student to determine the strategies needed for a positive transition to the school setting.

COVID-19 QUARANTINING



Students on homebound instruction who are temporarily quarantined due to a positive COVID-19 test result or possible exposure to COVID-19 may participate in remote instruction during the period of quarantine only, in accordance with GDPST's virtual instruction policy.



Health & Welfare Policy H. 6.0 Policy: Illness at School

1. A staff member will assist a student in need of help for sudden illness or injury occurring in school. Conditions occurring at home should be taken care of before coming to school.
2. Students should be covered under family insurance. The school is not responsible for medical bills for injuries occurring at school.
3. The secretary/administrator does not diagnose illnesses. Students who are unable to remain in class because of illness will be sent home. Parents will be contacted to make transportation arrangements for their student to go home if s/he is too ill to stay in school. No student will be allowed to leave the campus without parent notification. If ill, the student should be given care at home or, if the condition persists, the student should seek medical attention.
4. Arrangements to leave school because of illness or injury must be made through the office. 5. Health matters are treated confidentially.
6. Students expecting to be absent two weeks or more for medical reasons MUST contact the office regarding home instruction. The student's physician must make a request for home instruction.



Health & Welfare Policy H. 7.0 Policy: Injury or Medical Illness

All injuries and illnesses MUST be reported to the nearest faculty member in charge or to the office. Most injuries are avoidable if safety rules are observed.

Parents are advised that if their child is hurt at school, there is no school insurance to cover medical costs. In case of injury, GDPST staff will administer first aid. An ambulance will be called in case of serious injury. The school will immediately notify parents or other adults listed on the emergency form.

If a student feels sick at school, he/she will be able to lie down. If the student is running a fever or has severe illness symptoms, parent will be notified. Students cannot be released until a parent or guardian (listed on the emergency card) comes to pick them up.



Health & Welfare Policy H. 8.0 Policy: Pregnant or Parent Students

Pregnant or parenting students, regardless of their marital status, have the right to attend Green Dot Public Schools and to participate in any program or activity for which they would otherwise qualify in an environment free from discrimination or harassment. Classes, programs and materials offered to pregnant and parenting students must be equal to those offered to other students and students must be provided access to those classes needed to complete their course of study.

Pregnant and parenting students have a right to full participation in school classes, programs, and activities and it is the school's responsibility to make reasonable accommodations to keep pregnant students safe on campus and facilitate their continued participation. Such accommodations may include, but are not limited
to, additional time for use of facilities and class changes and home-schooling during absences due to pregnancy related illness or recovery. Students should not be checked out from a school based on their pregnancy or parenting status. Students shall not be required to attend a charter school, and charter staff may present alternative educational opportunities to pregnant or parent students, so long as the staff also informs the student that she/he has the right to continued attendance at Green Dot.



Health & Welfare Policy H. 9.0 Policy: Service Animals

Under the Americans With Disabilities Act, a “service animal” is defined as a dog that has been individually trained to do work or perform tasks for an individual with a disability. The task(s) performed by the dog must be directly related to the person’s disability. Emotional support, comfort animals, and therapy dogs are not service animals under the Americans With Disabilities Act. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for purposes of this Policy. Service animals do not have to wear a vest or patch or special harness identifying them as a service animal.

STUDENT SERVICE ANIMALS

Parents/guardians shall direct all requests that a service animal be permitted to accompany their child at school and/or school sponsored activities to their child’s school Principal. Within two (2) business days of the request, the Principal shall schedule a meeting to discuss the request.

Except in situations where it is obvious that the dog is a service animal, the Principal or their designee/s may ask during the meeting the following questions: (1) is the dog a service animal required because of a

disability and 2) what work or task has the dog been trained to perform. No ACS employee may request any documentation for the dog or require that the dog demonstrate its task. The student is responsible for caring for and supervising the service animal, which includes toileting and cleaning up after the animal; however, if a student's disability precludes the student from performing the aforementioned tasks, this issue should be discussed during the meeting between the Principal or their designee and the student's parent/guardian.

Service animals must be permitted to accompany their handlers to and through self-service food lines. Service animals must be under the control of the handler at all times. The service animals must be harnessed, leashed, or tethered while at any ACS school or at any school sponsored activity. If a service animal is out of control and the handler does not take effective action to control it and/or if the animal is not housebroken, the Principal or their designee may ask that the service animal be removed from the premises.

Allergies and fear of dogs are not valid reasons for denying access to service dogs. However, when a person who is allergic to dog dander and a person who uses a service animal must spend time in the same room or facility, they both should be accommodated.

PUBLIC SERVICE ANIMALS

Any person who intends to enter upon ACS school with a service dog shall check in with the school Principal or their designee. Except in situations where it is obvious that the dog is a service animal, the Principal or their designee/s may ask the following questions: (1) is the dog a service animal required because of a disability and 2) what work or task has the dog been trained to perform. No ACS employee may request any documentation for the dog, require that the dog demonstrate its task, or inquire about the nature of the person's disability. The handler is responsible for caring for and supervising the service animal, which includes toileting, the animal.

Service animals are allowed to accompany the handler to any place in any ACS building where members of the public or program participants are allowed to be.

Service animals must be under the control of their handler at all times. Service animals must be harnessed, leashed, or tethered while at any ACS school or at any school sponsored activity. If a service animal is out of control and the handler does not take effective action to control it and/or if the animal is not housebroken, the Principal or their designee may ask that the service animal be removed from the premises.

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Allergies and fear of dogs are not valid reasons for denying access to service dogs. However, when a person who is allergic to dog dander and a person who uses a service animal must spend time in the same room or facility, they both should be accommodated.



Green Dot recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. Green Dot shall ensure that all of its staff who work, teach, or supervise in a laboratory environment (e.g., science teachers) are provided with the Green Dot Lab Safety Handbook as it may be updated from time to time, to review and adhere to such safety standards.

Green Dot shall provide schools with eye safety devices for use whenever students, teachers, or visitors are engaged in or observing an activity or using hazardous substances that is authorized in advance by Green Dot likely to cause injury to the eyes. Eye safety devices may be sold to students for an amount not to exceed their actual cost to Green Dot.



Health & Welfare Policy H. 11.0 Policy: Suicide Prevention

Green Dot recognizes that suicide is a major cause of death among youth and should be taken seriously.

To attempt to reduce suicidal behavior and its impact on students, families, and stakeholders, Green Dot has developed this policy to codify preventive strategies and intervention procedures.

PREVENTION AND INSTRUCTION

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

Green Dot's comprehensive health education program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and self-esteem. Suicide prevention instruction may be incorporated into the health education curriculum in the secondary grades. Any such instruction shall be aligned with state content standards and shall be designed to help students analyze signs of depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies. At appropriate secondary grades, Green Dot's suicide prevention instruction shall be designed to help students:

1. identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide; 2. identify alternatives to suicide and develop coping and resiliency skills;
3. learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent; and
4. identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, and/or suicide prevention services

Green Dot may offer parents/guardians education or information which describes the severity of the youth suicide problem, Green Dot's suicide prevention curriculum, risk factors and warning signs of suicide, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis. The Executive Director and/or designee shall ensure that the contact information of The National Suicide Prevention Lifeline – 1-800-273-8255 – shall be conspicuously placed at each GDPST school.

PROFESSIONAL DEVELOPMENT

Suicide prevention training for staff shall be designed to help staff identify and respond to students at risk of suicide. Any such training shall be offered under the direction of a Green Dot counselor/psychologist and/or in cooperation with one or more community mental health agencies and may include information on:

1. research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors;
2. warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior;
3. research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health;
4. school and community resources and services; and



5. Green Dot procedures for intervening when a student attempts, threatens, or discloses the desire to commit suicide.

INTERVENTION
Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the principal or school counselor. The principal or counselor shall then notify the student's parent(s)/legal guardian(s) as soon as possible and may refer the student to mental health resources in the school or community. Belief that a student is at imminent risk of suicide shall include, but not be limited to, the student verbalizing the desire to commit suicide, evidence of self-harm, or a student self-referral. Upon notification, the Principal shall ensure the student is placed under adult supervision. Emergency medical services shall be contacted immediately if an in-school suicide attempt or in-school suicide occurs. The principal or designee shall contact the Executive Director or designee as soon as practicable.

Prior to contacting the student's parent/guardian, the school leader or designee shall determine if there could be further risk of harm resulting from parent/guardian notification. If parent/guardian notification could result in further risk of harm or endanger the health or well-being of the student, the local law enforcement and the Department of Children's Services shall be contacted.

If appropriate, the Principal or designee shall contact the student's parent/guardian and: 1.
Inform the parent/guardian that there is reason to believe the student is at risk of suicide;
2. Inform the parent/guardian that emergency medical services were contacted;
3. Ask the parent/guardian whether he/she wishes to obtain or has obtained mental health counseling for the student; and
4. Provide the names of community mental health counseling resources.

To ensure student safety and appropriate communications in the event that a suicide occurs, or an attempt is made on campus or at a school-sponsored activity, Green Dot shall follow any established crisis intervention procedures in the school safety plan. After consultation with the Executive Director or designee and the student's parents/guardians about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

When a suicide attempt or threat is reported, the principal or designee shall:
1. Ensure the student's physical safety by one of the following, as appropriate:
    a. securing immediate medical treatment if a suicide attempt has occurred;
    b. securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
    c. keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene 2. designate specific individuals to be promptly contacted, including the school counselor, psychologist, nurse, superintendent, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies;
3. document the incident in writing as soon as feasible;
4. follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed;



5. provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school
6. provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Prior to a student returning to school, the counselor and Principal or designee shall meet with the student's parent/guardian, and student, if appropriate, to discuss re-entry. The Principal will identify an employee to periodically check in with the student to ensure the student's safety and address any problems with re-entry.

POSTVENTION
Immediately following a student suicide, the Crisis Team shall meet and implement the Crisis Management Plan. At a minimum, the Crisis Management Plan shall address the following:

1. Verification of death;
2. Preparation of postvention response;
3. Informing faculty and staff of student death;
4. Informing students that a death has occurred; and
5. Providing information on the resources available to students, as well as have grief counseling sessions available to students in the days following.

The Crisis Team shall work with teachers to identify the students most likely to be impacted by the death, or students showing signs of extreme grief, in order to provide additional assistance and counseling if needed. Additionally, staff and faculty will immediately review suicide warning signs and reporting requirements.



Health & Welfare Policy H. 12.0 Policy: Student Wellness and Health Services

COMMITMENT TO COORDINATED SCHOOL HEALTH
All GDPST shall implement the CDC's Coordinated School Health approach to managing new and existing wellness related programs and services in schools and the surrounding community based on State law and School Board of Education CSH standards and guidelines. School counselors shall serve as the designees
and shall support GDPST's Director of Student Services in overseeing compliance with commission of Education and Tennessee Public Charter School Commission CSH standards and guidelines.

SCHOOL HEALTH ADVISORY COUNCIL
GDPST has established and shall maintain a School Health Advisory Council to serve as a resource to school sites for implementing programs. The Council shall consist of individuals representing GDPST, such as the Director of Student Services, Director of Finance and Operations, Director of Curriculum and Instruction, and the Superintendent of Schools. The primary responsibilities of the Council include by are not limited to:

1. Making recommendations regarding student physical activity and nutrition policies; 2. Ensuring that all GDPST schools create and implement an action plan related to all School Health Index modules;
3. Ensuring that the results of the action plan are annually reported to the council; and 4. Ensuring that school level results include measures of progress on each indicator of the School Health Index.

The commission of Education and Tennessee Public Charter School Commission's Coordinated School Health and Physical Activity Guidelines shall be used as guidance by the Council to make recommendations. The Executive Director or designee will consider recommendations of the Council. Minutes will be kept of each meeting of the Council.

NUTRITION GUIDELINES
The nutrition guidelines for all food and beverages offered for sale to students are as follows:

- Will be consistent with the meal pattern requirements and nutrition stands for competitive foods developed by the USDA Smart Snacks in School nutrition standards.
- For other, non-sold foods and beverages made available on the school campus during the school day each school Principal shall monitor all such foods and beverages to ensure that non-sold food and beverages comply as much as possible with the USDA Smart Snacks in School national standards.

COMMITMENT TO NUTRITION
All GDPST schools shall participate in the USDA child nutrition programs, which will include but not be limited to, the National School Lunch Program and the School Breakfast Program. Meals shall be accessible to all students in a non-stigmatizing manner. Students will be given adequate time to enjoy healthy meals. All food including vending machines, fundraising items, and concessions must meet guidelines set forth by the Healthy, Hunger-free Kids Act, 2010, Smart Snacks in Schools. The school Principal and/or designee shall be responsible for overseeing the school's compliance with the commission of Education and Tennessee Public Charter School Commission Rules and Regulations for the sale of food items.

NUTRITION EDUCATION



Nutrition Education will be offered as part of a standards-based program designed to provide students with the knowledge and skills needed to promote and protect their health as outlined in the commission of Education and Tennessee Public Charter School Commission Health Education and Lifetime Wellness Standards. Nutrition Education will encourage students to start each day with a healthy breakfast.

Only those foods and beverages that meet the nutritional standards 7 C.F.R. § 210.11 may be marketed on GDPST school campuses.

COMMITMENT TO PHYSICAL ACTIVITY AND PHYSICAL EDUCATION
GDPST recognizes that physical activity is extremely important to the overall health of a child. Schools shall support and promote physical activity. Physical activity may be integrated into any areas of the school program. Physical Education classes shall be offered as part of a standards-based program designed to provide developmentally appropriate moderate to vigorous physical activity as an integral part of the class. All physical education classes shall comply with the commission of Education and Tennessee Public Charter School Commission's's Physical Education 8 Standards and State law.

COMMITMENT TO CURRICULUM
All applicable courses of study shall be based on State-approved curriculum standards. All GDPST schools shall annually administer a baseline assessment on each of the recommended School Health Index modules. Results shall be submitted to the School Health Advisory Council and reported to the State Department of Education.

RECORD KEEPING COMPLIANCE
The District's Coordinated School Health Specialist shall ensure that records demonstrating compliance with community involvement requirements are maintained.

PROMOTING STUDENT WELFARE
The Executive Director or designee, in conjunction with GDPST Principals and Director of Student Services and Director of Curriculum and Instruction, shall develop standards and procedures for:

a. Attendance services;
b. Guidance services;
c. School student health services, including the administration of medications;
d. School psychological services (i.e. school-based individual and/or group sessions, family in-home counseling, and psychological assessments for students with disabilities);
e. Student wellness plans; and
f. Student social work services.



Parent & Guardian Policy I. 1.0 Policy: Communication

Green Dot Public School believes that the communication between parents/guardians and the school is integral to the success of a student. Parents can expect that all communication will receive a response within 48 hours or two (2) school days.

SCHOOL TO HOME COMMUNICATION:

- TEACHERS CONTACTING PARENTS BY PHONE: Expect regular phone calls from teachers regarding your child's progress. If you do not hear from one of your child's teachers, do not assume your child is doing satisfactory work. The only way to assure your child is on track is to communicate with your child's teachers by phone, email, or by scheduling an appointment.
- AUTOMATED COMMUNICATION SYSTEM: Staff members and/or parent volunteers call home on a regular basis to inform parents of school events and to discuss specific issues regarding individual students. The school may also use an automated calling or email system to remind parents of schedule changes, holidays, or other important announcements (e.g., student absences or truancy). Please make sure that you provide the office with the phone number and email that is best for receiving such communication. Should you wish to change this contact number or email address during the school year, please provide the office with the change in writing.
- SCHOOL CORRESPONDENCE: School bulletins, monthly calendars, flyers and letters from the Principal are sent home with students or mailed on a regular basis. Please ask your child or check your mail for school correspondence in order to keep informed of what is happening at school.

HOME TO SCHOOL COMMUNICATION

- CHANGE OF CONTACT INFORMATION: Parents/guardians will be asked at the beginning of each school year to provide the school with current contact and emergency information. If your contact information changes during the school year (including all telephone numbers), it is the responsibility of each parent/guardian to provide the Main Office with this new information in writing. The school cannot assume responsibility for missed communications in the event that the contact information is misreported or not updated by the parent or guardian.
- PARENTS/GUARDIANS CONTACTING TEACHERS: All teachers and staff members have email accounts where they can be easily contacted. From Power School, you may click on the teacher's name on your student's web page to send an email. You may also contact teachers by leaving a message with the main office.
- MESSAGES AND DELIVERIES TO STUDENTS: Students may not use the office telephones except for school business or emergencies approved by the administration. In an effort to limit classroom disturbances, staff will only deliver urgent messages to students during the instructional periods.

- REPORTING CRIMINAL OFFENSES: Parents/guardians must notify the school leader if a student has at any time been adjudicated delinquent for any of the following:

    1. An offense involving:
        1. First degree murder;
        2. Second degree murder;
        3. Rape;
        4. Aggravated rape;
        5. Rape of a child;
        6. Aggravated robbery;
        7. Especially aggravated robbery;
        8. Kidnap;
        9. Aggravated kidnapping;

2023-2024

Green Dot Public Schools Tennessee Student and Family Policy Manual

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- Extra-Curricular Activities
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About this Student Policy Manual

The policies set forth in this Green Dot Public Schools Tennessee ("Green Dot" or "Green Dot Public Schools") Student Policy Manual ("Manual") are intended to inform Green Dot employees and families of students enrolled at Green Dot schools regarding common questions and issues that arise at school sites.

The Manual includes student policies that are intended to be user-friendly and provide insight into Green Dot's culture, policies, and philosophies. Every situation is different, however, and individual

circumstances often require individual solutions. Accordingly, this Manual provides guidelines and is not a contract. Green Dot may vary from any written policy in the Manual as necessary and as permissible by law. This Manual reflects Green Dot's student policies at the time each policy was last revised.

Green Dot Public Schools Tennessee currently operates schools authorized by the Achievement School District (ASD) and the Tennessee Public Charter School Commission. While most policies apply to all of our schools, it will be important to understand the school's authorizer when reviewing ENROLLMENT & DISCIPLINE policies.

ASD AUTHORIZED SCHOOLS:
- Fairley High School
- Hillcrest High School
- Kirby Middle School
- Wooddale Middle School

TN PUBLIC CHARTER SCHOOL COMMISSION AUTHORIZED SCHOOLS:
- Bluff City High School

AUTHORIZER CONTACT INFORMATION:

- Achievement School District (ASD)
    - (901) 260-9649
    - Achievementschooldistrict.org
- Tennessee Public Charter School Commission
    - (615) 532-6245
    - tn.gov/tn-public-charter-school-commission.html

Green Dot's Mission
Green Dot Public Schools is a non-profit organization whose mission is to help transform public education so ALL students graduate prepared for college, leadership and life.

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Academic Policy A. 1.0 Policy: Academic Honors

The school will recognize students who have attained outstanding scholastic achievement each year based on the criteria listed below.

GRADE POINT AVERAGE AWARD
3.0 – 3.40 Honors
3.5 – 3.99 High Honors
4.0 and above 4.0 Club

The Valedictorian(s) and Salutatorian(s) of each graduating high school class will be determined by the highest and second highest grade point average respectively. All students will be considered for these honors including transfer students.

Academic Policy A. 2.0 Policy: Academic Integrity

Academic integrity is a central tenet of the school's honor code. Students are expected to complete their own work, test without external resources, and submit original work for all assignments. Furthermore, they are expected to deny all requests from others to copy from their work.

If a student violates expectations for Academic Integrity, the following consequences will be issued:

1. All test papers, quizzes, or assignments will be taken from the student(s) violating the policy. 2. A student found cheating may receive, at the discretion of the teacher, a grade of "F" or a zero for the test, quiz, or assignment. This may lower a quarter or semester grade substantially. 3. The student will be placed on a Student Conduct Agreement for a period determined by the administration.
4. Parents will be notified, and a parent conference will be arranged if the teacher deems it necessary. 5. Repeated violations or a single serious violation may lead to more serious disciplinary actions, including expulsion.

Academic Policy A. 3.0 Policy: Grading Scale

GDPST schools will implement a grading system that aligns with state and district requirements. Grades will be reported on progress reports, report cards and transcripts as follows:

Uniform Grading System - *Weighting for Advanced Coursework*				
Grade	**Percentage Range**	**Grade Point Average**	**Honors Courses**	**Local and Statewide Dual Credit Courses, Industry Certification** / **Advanced Placement, Cambridge International, College Level**

			Aligned Courses, and Dual Enrollment Courses	**Exam Program (CLEP), and International Baccalaureate Courses**
A	**90% - 100%**	4.0 GPA Points Shall include the addition of 3 **percentage points** to the grades used to calculate the semester average	Shall include the addition of 4 **percentage points** to the grades used to calculate the semester average.	Shall include the addition of 5 **percentage points** to the grades used to calculate the semester average.
B	**80% - 89%**	3.0 GPA Points		
C	**70% - 79%**	2.0 GPA Points		
D	**60% - 69%**	1.0 GPA Points		
F	**0% - 59%**	0 GPA Points		

The Uniform Grading System will be utilized to calculate eligibility for financial assistance administered by the Tennessee Student Assistance Corporation.

Green Dot Public Schools Tennessee utilizes the Cube-Root methodology as advised by the Tennessee Department of Education.

GRADES OF INCOMPLETE: The grade of "I" (Incomplete) may only be given when extended illness or other unusual circumstances warrant giving the student additional time to fulfill the course work. These grades must be removed within six weeks of the next semester or they become an "F."

ATTENDANCE: In adherence with the Green Dot Attendance Policy, any student who misses more than 20 days in a semester may not earn credit.

STATE ASSESSMENTS
TNReady and EOC scores shall be included in students' final grades as follows:

- HIGH SCHOOL: Student scores for the 2017-2018 School Year state assessment shall count for 15% of the student's final grade. The weight of the EOC examination on the student's final average shall be determined by the Regional Superintendent in accordance with commission LEA policy 4603 from a range of no less than fifteen (15%) and no more than twenty-five (25%) in the 2018-2019 school year and thereafter.

- STATE ASSESSMENTS for MIDDLE SCHOOL: Student scores on the state tests will comprise 15% of the student's final grade for the spring semester in the subject areas of Mathematics, Reading/Language Arts, Science, and Social Studies.

If state assessment results are not received by the commission at least five (5) instructional days before the end of the course, the school may choose not to include the state assessment score in the student's final grade calculation.

HOPE SCHOLARSHIP ELIGIBILITY

The student's HOPE GPA shall be calculated using the Tennessee State Uniform Grading Scale at the end of each semester.

Academic Policy A. 4.0 Policy: Grade Changes

TEACHER REQUEST FOR A GRADE CHANGE: After grades are submitted, teachers must submit any requests to change grades to the Principal. All grade changes will be documented in student's cumulative folder using the official Green Dot Request for Grade Change form. The Principal will make the final determination on requests for grade changes.

STUDENT REQUEST FOR A GRADE CHANGE: A student or the student's parent/guardian may request a change of grade. Students shall address all grade change requests with the teacher first. If the teacher refuses to change the grade, then the pupil may submit a request as follows.

1. The request must be made in writing and should be directed to the Principal within ten (10) school days of the start of the new quarter/semester. The Principal or Principal's designee will attempt to resolve the appeal with a written response within ten (10) school days. The Principal shall consult with both the student and the teacher to determine if there is any evidence of fraud, clerical error or bad faith. The burden of proving the allegation is upon the student.
2. After request at the school level, if further appeal is desired, the appeal should be made to the Green Dot Public Schools Tennessee Executive Director for resolution with a written response within fifteen (15) school days. The Executive Director shall give the teacher the opportunity to address any concerns raised by the pupil.

If any appeal is denied, the parent may place a written rebuttal to the action in the student's file. The grade change request process will be modified for homeless students.

Academic Policy A. 5.0 Policy: Withdrawal Grades

Green Dot does not grant credit for courses if the student transfers to an external school prior to the end of a semester. The current grade in PowerSchool will be assigned as a progress grade for work completed at the time of the transfer. The receiving school is responsible for granting credit.

If the student is transferring out of a Green Dot school 20 school days or less prior to the end of the semester, the student will be responsible for all course requirements and must take the final in order to receive credit. A student will be granted an Incomplete "I" until the final exam and course requirements are completed. If the student does not take the final or complete the course requirements, he or she will automatically receive a failing grade on those assignments (including the final exam). These missing grades will result in a lower grade. The grade of an "I" must be removed within six weeks or it becomes an "F".

An exception to Green Dot's general prohibition of granting course credit to a student who transfers mid-semester for foster youth, who shall receive full or partial credits based on seat-time for all work satisfactorily completed before transferring schools. Upon receiving notification from a receiving school that a foster youth is transferring away from a Green Dot school, Green Dot will issue check-out grades based upon the current grade assigned in PowerSchool, and award full or partial credits on an official transcript and send to the receiving school.

Academic Policy A. 6.0 Policy: Middle School Promotion, Graduation & Acceleration

These policies help ensure that each Green Dot student progresses through grade levels after attaining adequate achievement in his/her present grade level (i.e., without social promotion) to prepare for success in high school, college, leadership and life.

MIDDLE SCHOOL PROMOTION

To be considered for promotion to the next grade level, each middle school student (grades 6 - 8) must obtain sufficient academic credit in required courses during that school year in accord with Green Dot's grading scale (see Green Dot Policy, "Grading Scale"). Middle school students are required to receive academic instruction and participate in the subject areas of English, Reading, Mathematics, Social Studies, and Science.

Any student who misses a certain number of days in a semester in a class period may not earn credit in that course (see Green Dot Policy C. 1.0, "Attendance, Absenteeism, Truancy and SART"). Students who fail more than two courses per school year may not be promoted to the next grade level (i.e., that student may be retained in the same grade level for the following school year). Students who fail one or two courses in a school year may be required to pass summer school to be promoted to the next grade level.

Green Dot administration reserves the right to review special circumstances and allow consideration to be given.

ACCELERATION

When high academic achievement is evident, the Executive Director or designee may recommend a student for acceleration into a higher-grade level. The student's maturity level shall be taken into consideration.

MIDDLE SCHOOL COMMENCEMENT CEREMONY PARTICIPATION RECOMMENDATIONS Each Green Dot middle school may require its students to complete any or all of the following to be eligible to participate in the school's commencement ceremony:

1. Community service hours (Green Dot recommends ten hours per school year); 2. Adherence to all disciplinary contracts/agreements.

A student may be prohibited from participating in the commencement ceremony for academic, behavioral, or other reasons at the school Principal's discretion and with the Executive Director's approval.

Each course is worth 0.5 credits per semester. Students must retake courses they fail during summer school, during the next school year, or during after-school credit-recovery. Students who fail to accumulate 24 credits may be offered a fifth year of high school at the discretion of the principal.

Credits to promote from one grade level to another are based on the completion of core classes:

GRADE	REQUIRED CREDITS TO ENTER GRADE
10th Grade	6 Credits
11th Grade	12 Credits
12th Grade	18 Credits

HIGH SCHOOL GRADUATION REQUIREMENTS:

To ensure that students are qualified for entrance into college, they must earn 24 credits to graduate. Graduation requirements and additional elective offerings are outlined in the table below.

DEPARTMENT	REQUIRED CREDITS	COURSES OFFERED BY DEPARTMENT
English	4 Credits	Academic English Essentials Advisory Seminar 9-11 Advisory Senior Capstone 12 African American Literature Composition English 9* English 10* English 11* English 12 OR Advanced Placement Language* Expository Reading & Writing Course Journalism Literacy Enrichment Literacy Intervention
Fine Arts	1 Credit	Art 1-4 Band 1-4 Chorus 1-2 Drama 1-2

History	3.5 Credits	Government OR AP US Government and Politics* Economics* Personal Finance* (0.5 credits) US History & Geography OR Advanced Placement US History* World History & Geography* ***Pass US Civics Test**



Math	4 Credits	Algebra 1* Algebra 2* Bridge Math Calculus: Advanced Placement Calculus: Dual Credit Geometry* Integrated Math Math Support
Physical Education	1.5 Credits	Physical Education* (0.5 credits) Lifetime Wellness*
Science	4 Credits	Anatomy & Physiology OR Biology: Advanced Placement Biology* Chemistry* Physics
World Language	2 Credits	Spanish 1* Spanish 2* Spanish 3 Spanish 4: Advanced Placement
Electives	4 Credits	In addition to the required courses (*) denoted above, students must select 5 additional elective courses. Three credits must fall into one approved elective focus category.

Total 24 credits

** Denotes specific courses required for graduation.*

GRADUATING WITH DISTINCTION (HIGH SCHOOL)

Students who score at or above all the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with state honors.

Students shall be recognized as graduating with district distinction if they have met the graduation requirements, have obtained an overall grade point average of at least a 3.0 or higher on a 4.0 scale, and have earned an industry certification in his or her career interest category or a regionally-recognized industry certification.

A student who earns a composite score of nineteen (19) or higher on the ACT, or an equivalent score on

the SAT, and earns a capstone industry certification as promoted by the Department of Education, shall be recognized as a Tennessee Tri-Star Scholar upon graduation from high school. The public high school shall recognize the student's achievement at the graduation ceremony by placing an appropriate designation on the student's diploma, or other credential, or by providing a ribbon or cord to be worn with graduation regalia. The student shall be noted as a Tennessee Tri-Star Scholar in the school's graduation program.

Students will be recognized as graduating with “state distinction” by attaining a B or better average and completing one (1) of the following:

(a) Earn a national and/or state recognized industry certification;
(b) Participate in at least one (1) of the Governor’s Schools;
(c) Participate in one (1) of the state’s ALL State musical organizations;



(d) Earn statewide recognition or award at a skill- or knowledge-based state tournament, convention, or competition hosted by a statewide student organization, and/or qualify for national recognition by a national student organization;
(e) Be selected as a National Merit Finalist or Semi-Finalist;
(f) Attain a score of thirty-one (31) or higher composite score on the ACT or SAT equivalent; (g) Attain a score of three (3) or higher on at least two advanced placement exams; (h) Successfully complete the International Baccalaureate Diploma Programme; or (i) Earn twelve (12) or more semester hours of postsecondary credit.

Green Dot shall recognize students who have attained a high level of proficiency in speaking, reading, and writing in one (1) or more languages in addition to English with a Seal of Biliteracy. Students receiving this recognition shall meet the following criteria:

(a) Complete all English language arts (ELA) requirements for graduation with an overall grade point average of 3.0 or higher in those classes;
(b) Demonstrate English proficiency through one (1) of the following:
(i) Score at the on-track or mastered level on each ELA end-of-course assessment taken;
(ii) Score three (3) or higher on an Advanced Placement English Language or English Literature exam; B1 or higher on a Cambridge International English exam; or four
(4) or higher on an International Baccalaureate English exam;
(iii) Score 22 or higher on the ACT Reading subtest or 480 or higher on the SAT evidence-based reading and writing subtest; or
(iv) Score 4.5 or higher on the WIDA Access, if the student is an English learner; and
(c) Demonstrate proficiency in a world language through one (1) of the following:
(i) Score Intermediate-Mid or higher in all three (3) communication modes (interpersonal, interpretive, and presentational) on a world language proficiency assessment recognized by the American Council on the Teaching of Foreign Languages (ACTFL);
(ii) Score three (3) or higher on an Advanced Placement world language exam; B1 or higher on a Cambridge International world language exam; or four (4) or higher on an International Baccalaureate world language exam;
(iii) Score at the Intermediate level or higher on the Sign Language Proficiency Interview (SLPI: ASL);
(iv) Pass a foreign government's approved non-English language exam, or score at a level

comparable to Intermediate-mid or higher on the ACTFL proficiency scale on another country's secondary level standardized exam in the country's non- English native language; or

(v) Score at a level comparable to Intermediate-Mid or higher on the ACTFL proficiency scale on an LEA developed alternate model. Alternate models may only be used if the identified world language does not have an associated nationally recognized assessment and must address communication, cultures, connections, comparisons, and communities.

Each school shall document and track students' progress toward the Seal of Biliteracy. Each local board shall affix an appropriate insignia to the diploma of the qualifying student indicating that the student has been awarded a Tennessee Seal of Biliteracy.

Students who voluntarily complete at least ten (10) hours of community service each semester the student is in attendance at a public high school shall be recognized at their graduation ceremony.

Students graduating with a gold or platinum medal on National Career Readiness Certificate (WorkKeys) shall be recognized at their graduation ceremony.



Students graduating with a district-developed work ethic distinction shall be recognized at their graduation ceremony.

Graduating with Local Honors.
Students shall be recognized as graduating with local honors by meeting all state and Green Dot graduation requirements and each of the following:

(a) Attain a GPA of 3.5 or higher;
(b) Attain a score of 21 or higher on the ACT (or SAT equivalent);
(c) Successfully complete two (2) or more Advanced Placement (AP) or Statewide Dual Credit (SDC) courses (including sitting for the AP or SDC exam) with a grade of C or better.

CREDIT DENIAL/RETENTION

A copy of a student's promotion plan shall be provided to his or her parent or legal guardian, and the school shall offer to parents or legal guardians the opportunity for a parent-teacher conference to discuss the promotion plan.

A student who demonstrates sufficient academic progress with the strategies included in his or her promotion plan during the school year shall be promoted to the next grade level and shall be enrolled in a summer reading or learning program, if available.

If a retention decision has been made, the school shall develop an individualized academic remediation plan for the retained student prior to the start of the next school year. The academic remediation plan shall be developed in coordination with the student's teachers and may also include input from the student's parents, school counselor(s), or other appropriate school personnel. The academic remediation plan shall be



designed to help the retained student attain and demonstrate learning proficiency and shall include at least one (1) of the following strategies:

1. Adjustment to the current instructional strategies or materials;
2. Additional instructional time;
3. Individual tutoring outside of school hours;
4. Modification to the student's classroom assignment to ensure that student receives instruction from a teacher with a level of overall effectiveness of above expectations (level 4) or significantly above expectations (level 5); or
5. Attendance or truancy interventions.

A copy of the academic remediation plan shall be provided to the student's parent or guardian within ten (10) days of development of such plan. A student shall not be retained more than once in any grade.

Retention shall not:

I. Be used without an academic remediation plan that includes strategies and enhancements that are different from the previous year;
II. Be used as a punitive or disciplinary measure;
III. Be used solely on English language proficiency for students who are identified as English learners; or
IV. Be based solely on a student's social and emotional health.

The progress of a retained student shall be closely monitored and reported to parents a minimum of three (3) times during the school year of retention.

The Executive Director or designee shall keep an annual record of each student who is retained.

RETENTION APPEALS

Each authorized charter school shall establish a retention hearing team which shall conduct appeals for students who have been retained. Each authorized charter school shall develop a policy outlining the processes and procedures for its retention team hearings which shall include the following minimum requirements:

1. Governing board members shall not serve on the retention hearing team.
2. The Executive Director shall appoint a chairman of the retention hearing team. The chairman shall perform the following duties:
    a. Set the time, place, and date for each hearing;
    b. Maintain order and structure during each hearing; and
    c. Prepare, sign, and disseminate the minutes of each meeting.
3. An audio record of the proceedings shall be made by the retention hearing team and will be made available to the student upon request.
4. The student shall have the right to legal representation, at the parent's expense. The school administrators are to be notified, in writing, at least five (5) school days prior to the hearing if the student is to be represented by legal counsel.
5. The authorized charter school shall inform, in writing, the student and parent or guardian that the retention may be appealed within five (5) school days of notification of the retention and provide the student and parent or guardian with a copy of the appeal policy/procedures. Upon receiving notification of the request to appeal the retention decision, the retention hearing team shall provide written notification to the student and parent or guardian, and any other appropriate person of the time, place, and date of the hearing in a language that the parent and student understand. The



hearing shall be held no later than ten (10) school days after the retention notice. The retention hearing team shall make a decision within ten (10) days of the appeals hearing.

6. Within five (5) school days of the retention hearing team rendering a decision, the student, parent or guardian, principal, principal-teacher or assistant principal may request a review by the governing board, and the governing board shall review the record. Following the review, the governing board may grant or deny the request for a hearing or affirm or overturn the decision of the retention hearing team with or without a hearing. The notice of the hearing shall include a statement that, unless the student, parent or guardian requests an open hearing in writing within five (5) school days of receipt of the notice, the hearing shall be closed to the public. The governing board shall render a decision within ten (10) business days. The decision of the governing board shall be final.

COURSE ACCESS PROGRAM

Students and parent(s)/guardian(s) have the right to appeal any denial of a course access course enrollment. All appeals shall be submitted in writing to the Green Dot Public Schools Tennessee governing board within ten (10) school days of a denial.

After a timely appeal is submitted, the GDPST governing board will provide written notification to the student and parent(s)/guardian(s) of the time, place, and date of the hearing. The hearing shall be held no later than ten (10) school days after the appeal is submitted. At the hearing, the GDPST governing board shall determine whether there was an error in denying the student the ability to participate in the course access program. The decision of the governing board shall be final.

Participation in the appeals process shall not in any way affect the student's status, grades, or work assignments.



Academic Policy A. 8.0 Policy: High School Commencement Requirements

In addition to completing required coursework, students will be expected to complete the following activities to be eligible to participate in graduation.

ACTIVITY	REQUIREMENT
College Applications	Students will be required to complete applications to at least three colleges (including one 4-year college).
Community Service	Students are required to complete 40 hours of community service (10 hours per year). Service-learning projects will be offered through Advisory.

A student may be prohibited from participating in the commencement ceremony for academic, behavioral, or other reasons at the school Principal's discretion.



Academic Policy A. 9.0 Policy: Testing Programs & Required Assessments

TESTING PROGRAMS
Each school shall provide for a school-wide testing program, including any district or Green Dot-required assessments. State-mandated student testing programs shall be undertaken in accordance with procedures published by the Tennessee Department of Education. Any test directly concerned with measuring student ability or achievement through individual or group psychological or sociometric tests shall not be administered by or with the knowledge of any employee of the system without first obtaining written consent of the parents or guardians.

Other tests may be administered as necessary as determined and approved by the school or as requested by students, teachers or parents when approved by the principal. Results of all group tests shall be recorded on the student's permanent record and shall be made available to parents and appropriate personnel in accordance with established procedures.

Except for situations where the Tennessee General Assembly has specifically provided the right to opt

out in the law, such as the family life curriculum, parents and/or students may not opt out of state mandated content or instructional programs, including assessments.

Students shall take a series of assessments as outlined in the table below.

ASSESSMENT	GRADE(S)	
ACCESS	6-12	TDOE Requirement: Assessment of English proficiency for students who are English Language Learners
ACT	6-12	TDOE Requirement: A national college-readiness exam that measures high school achievement and is used in the college admissions process.
Civics Assessment	11	TDOE Requirement: The state requires all students to pass a Civics assessment to complete high school graduation requirements.
EOC Biology	6, 7 & 8	TDOE Requirement: A summative assessment of student achievement on course-specific TN learning standards.
EOC Chemistry	6, 7 & 8	TDOE Requirement: A summative assessment of student achievement on course-specific TN learning standards.
Lexile Assessment	6-12	District Requirement: A test to monitor progress of student reading growth.
MSAA & Portfolio (Students with Severe Cognitive Disabilities)	11 6,7,8	TDOE Requirement: An assessment of Reading, Math, and Science relative to TN learning standards for students whose disabilities prevent them from accessing standard summative achievement tests.
TCAP Science	6-8	TDOE Requirement: A summative assessment of student achievement on course-specific TN learning standards.
TCAP Social Studies		TDOE Requirement: A summative assessment of student achievement on course-specific TN learning standards.
TNReady English 1, 2 & 3	9, 10, 11 or 12	TDOE Requirement: A summative assessment of student achievement on grade-level TN learning standards.
TNReady US History	11	TDOE Requirement: A summative assessment of student achievement on course-specific TN learning standards.



TNReady Math	6-12	TDOE Requirement: A summative assessment of student achievement on grade-level TN learning standards.
TNReady Reading	6-8	TDOE Requirement: A summative assessment of student achievement on grade-level TN learning standards.



Academic Policy A. 10.0 Policy: Credit Recovery

Credit recovery is a course-specific, standards based extended learning opportunity for students who have previously been unsuccessful in mastering the standards required to receive course credit or earn promotion. Credit recovery programs, in general, have a primary focus of helping students stay in school and graduate on time. High school students may recover credit by retaking the traditional course, through GDPST's electronic credit recovery curriculum, or with written, pre-approval from the school principal, a student may use credit recovery through an outside, accredited institution. Middle school students must retake coursework through traditional curriculum/course delivery (face-to-face teacher instruction).

Students may only recover one failed course at a time. The failed course must be successfully completed prior to starting a new credit recovery course. Students are not permitted to take first time credit through a GDPST electronic course recovery system without written prior approval by the GDPST Executive Director or the GDPST Director of Academics.

Upon approval by the principal or designee, the school counselor will identify the deficient credit(s), enroll the student in the appropriate course, and notify the credit recovery teacher of record that the student has been enrolled.

Parents shall be aware that not all post-secondary institutions will accept credit recovery courses for credit and that the NCAA Clearinghouse will not accept credit recovery courses for credit.

1. Admission and Removal

a. GDPST Students, enrolled in credit recovery courses, must meet all of the following conditions:

i. All students must have a parent or legal guardian's written consent to enroll the student in the proposed credit recovery course. Parents/guardians should be informed that not all postsecondary institutions will accept credit recovery courses and that the NCAA Clearinghouse will only accept accredited credit recovery courses for credit.

ii. The student has previously taken an initial, non-credit recovery section of the proposed course. Credit recovery is designed to be a remediation option for students, and a credit recovery course shall not be the first time a student is exposed to the course content.

iii. The student mastered at least fifty percent (50%) of the course standards as evidenced by the course grade in a non-credit recovery section of the course or a diagnostic assessment. Students who mastered below fifty percent (50%) of the course standards as evidenced by the course grade in a non-credit recovery section of the course or a diagnostic assessment, must retake the course.

b. If a student is seeking to recover credit for the first semester of a two (2)- semester course, the student may not receive the full credit for the course until they have enrolled in and passed the second semester of the course and taken any applicable End of Course examinations.

c. GDPST's credit recovery policies may set additional requirements for admission to and removal from credit recovery programs including but not limited to attendance, discipline, availability of coursework, availability of space, appropriate progress, and grades.

d. All schools shall track and designate students enrolled in credit recovery courses as directed by the Tennessee Department of Education.



2. Instruction

a. Students enrolled in any credit recovery courses shall be assigned to a teacher of record. b. Credit recovery teachers of record shall be endorsed and certified in any content area for which they teach or otherwise facilitate credit recovery courses.

c. Credit recovery teachers of record shall be responsible for reviewing initial student diagnostic results; assisting in determining appropriate goals, coursework, and assignments for students; and reviewing final student work.

d. Credit recovery facilitators shall be responsible for day-to-day oversight and facilitation of credit recovery programs, under the guidance of the credit recovery teacher of record. e. Credit recovery facilities must record training pertaining to the credit recovery course organization, online instruction management and related technology.

f. All credit recovery teachers of record shall receive training pertaining to the credit recovery course organization, online instruction management, and related technology.

g. All credit recovery courses shall:

i. be aligned with Tennessee's current academic standards for the relevant course content area, as approved by the commission of Education and/or Tennessee Public Charter School Commission; and

ii. be able to differentiate instruction to address individual student growth needs based on diagnostic assessment or End of Course data.

h. Credit Recovery content may be delivered through instructional technology.

i. Students in Credit Recovery programs shall:

i. complete a course standard-specific diagnostic to determine standard specific goals;

ii. meet individual standard-specific goals in a flexible time frame as established by identified student need;

iii. complete additional assignments as directed by GDPST's credit recovery policy and as designated by the credit recovery teacher of record.

iv. master all individualized standard-specific goals and assignments as established by the diagnostic process and the credit recovery teacher of record, in order to earn credit.

3. Grades

a. Students passing credit recovery shall receive a grade of seventy percent (70%). b. The student transcript shall denote that the credit was attained through credit recovery.

c. The original failing grade may also be listed on the transcript but shall not factor into the student's GPA, in accordance with the Tennessee commission of Education Uniform Grading Policy (3.301).



Attendance Policy B. 1.0 Policy: Excused and Unexcused Absences

Tennessee law requires that all children between the ages of six (6) and seventeen (17) attend school. At Green Dot, attendance is also mandatory for students who have been remanded to attend alternative education programs. Attendance is a key factor in student achievement; therefore, students are expected to be present and on-time each day that school is in session. Students and parents/guardians are responsible for ensuring regular school attendance. Unexcused absences are prohibited by law and policy. Schools shall provide documentation of enrollment status upon request for students applying for new or reinstatement of driver's permit or license. GDPST shall notify the Department of Safety whenever a student with a driver's permit or license withdraws from school.

Green Dot will notify parents/guardians when students are absent or excessively tardy, provide opportunities to restore the student's attendance, and offer access to resources to address truancy challenges.

EXCUSED AND UNEXCUSED ABSENCES

Absences shall be classified as either excused or unexcused as determined by the principal or designee. Excused absences shall include:

1. Personal illness;
2. Illness of immediate family member;
3. Death in the family;
4. Summons, subpoena, or court order;
5. School sponsored or school endorse activities;
6. Religious observances;
7. College visits;
8. Pregnancy;
9. Extreme weather conditions;
10. One-day absence when the parent/guardian is deployed for military service and one-day absence when the parent/guardian returns from military service;
11. Participation in an activity or program sponsored by 4-H; or
12. Circumstances, which in the judgment of the principal, create emergencies over which the student has no control.

Principals shall also allow up to ten (10) excused cumulative absences per year for students to visit a parent or guardian during a deployment cycle. The student is required to provide documentation to the school as proof of his/her parent's/guardian's deployment. Students shall be permitted to make up schoolwork during these absences.

More than ten (10) consecutive or fifteen (15) total reported unexcused absences by a student during any semester renders a student ineligible to retain a driver's permit or license, or to obtain such if of age. In order to qualify for reclaiming a driver's permit or license, the student must make a passing grade in at least three (3) full unit subjects or their equivalency at the conclusion of a subsequent grading period.

Student attendance records shall be given the same level of confidentiality as other student records. Only authorized school officials with legitimate educational purposes may have access to student information without the consent of the student or parent/guardian.



Attendance Policy B. 2.0 Policy: Make Up Work

Students who receive an excused absence are not excused from the material covered in class. Students must request make up work and will be allowed one (1) day for each day they are absent.

Students with an unexcused absence due to reasons other than suspensions will be provided the opportunity to make up missed work for up to five (5) unexcused absences.

Students with Unexcused Absences Due to First Time Suspensions
Students receiving their first suspension in a school year may be permitted to complete and receive credit on make-up work for their assignments by performing pre-approved community service. This option will be available only to students serving their first suspension in a school year, provided that the following process is followed:

1. When the student is readmitted, the Principal or his/her designee will meet with the student to agree upon the community service to be completed.
2. The Principal or his/her designee will keep a record of the student’s community service documentation.
3. The Principal or his/her designee will notify the teachers of the student when the student has completed the community service.
4. At that time, the teacher and student will develop a plan for the student to complete and have counted as a grade his make-up work. Make-up work will be completed in a timely manner, directed by the teacher and in accordance with the school’s general make-up work procedure.

All students seeking to make up work must request it no later than two (2) days after the student returns to school.



Attendance Policy B. 3.0 Policy: Reporting an Absence

The parent or guardian must notify the school office by 9:00 am each day that the student is absent. If the parent/guardian does not make the call by 9:00 am, the school will notify home in an effort to find out if the student has an excused absence.

PROCEDURE FOR RETURNING TO SCHOOL AFTER AN ABSENCE: A student who does not receive approval from the school for an excused absence must submit documentation from a parent or guardian or other appropriate person describing the excused absence immediately upon the student's return to school or no later than three (3) days after the absence was taken. If no documentation justifying the absence as excusable is submitted within the three-day period, then absence will become an unexcused absence. The school is required to keep on file a note signed by a parent/guardian for every student absence. The note must be legible and written in ink. A valid note should contain:

- Full name of the student
- Date(s) or time of absence
- Specific reason for absence
- Telephone numbers where both parents/guardians may be reached (home and work) ● Signature of parent or guardian



Attendance Policy B. 4.0 Policy: Early Dismissal

After their arrival on campus in the morning, students may NOT leave campus until dismissal time. Students leaving campus without permission are considered truant. If a student requests an early dismissal (for example, if a parent/guardian is picking him/her up for a doctor's appointment), the parent/guardian reports to the office to sign out the student.

The school may deny an early dismissal request if it falls within the final 60 minutes of the school day. 27



Attendance Policy B. 5.0 Policy: Tardies

A student is considered tardy if he/she is not in the appropriate seat when the bell rings signaling the start of class. If a student arrives late to school, he/she must obtain a late slip from the school office. Any tardiness of more than 30 minutes for any class is considered an unexcused absence. Excessive tardies will result in disciplinary action.

TARDIES BETWEEN CLASSES: Students have an allotted time to travel from one classroom to

another. Students who take longer than that time will receive an unexcused tardy from the teacher.



Attendance Policy B. 6.0 Policy: Truancy

If a student is absent without an excuse, schools may implement varying interim parent communications and school-based interventions to encourage regular school attendance. Once a student accumulates 10 unexcused absences in a single school year, s/he is considered a “truant” and his or her attendance record will be reported to the district and to the TN Department of Education. Each successive accumulation of five (5) unexcused absences shall also be reported.

If a parent or legal guardian fails to take appropriate action within three (3) days of truancy

notification, the case may be referred to Juvenile Court, the District Attorney's Office, and/or the Department of Children's Services for appropriate legal action. Referrals to local law enforcement may go to court for Educational Neglect and result in fines and court-ordered programs.

Any student under age 18 is considered a dropout if he or she is absent ten (10) consecutive days or fifteen (15) unexcused absences in a single semester and system policies and procedures on truancy have been followed.



Attendance Policy B. 7.0 Policy: Student Attendance Review Team (SART)

The Student Attendance Review Team (SART) aims to work with families to ensure that students comply with compulsory education laws. SART is both a prevention and intervention tool that can be utilized to address truancies, excessive tardies, and excessive absences. The SART's duties include:

- Reviewing school-wide attendance data
- Creating prevention strategies to encourage consistent student attendance
- Identifying students struggling to meet attendance expectations
- Creating intervention plans for struggling students

- Monitoring progress of students on contracts
- Determining consequences for excessive absences, up to and including, loss of course credit or referral to the judicial system

SART MEMBERS: The SART consists of the Principal and designated classified and certified staff members. The student and parent/guardian experiencing attendance issues are encouraged to participate in the SART process. Members shall be trained and shall understand the confidential nature of the SART when dealing student names and identifying information. Members should meet on a regular basis to execute the duties defined above. In addition, the SART should convene as required when a student has accumulated an excessive amount of absences or truancies.

Process for Addressing Excessive Absences:

Absences	**Totals by Semester**	**Contact Interventions/Consequences**
Phase 1	3 Absences	Send Warning Letter ● Parent phone call ●After school detention
Phase 2	5 Absences	Send 5 Day Notification Letter ● Parent conference ● Create Attendance Intervention plan ●Develop or Refine Attendance Contract ●Individualized assessment by a school employee of the reasons the student has been absent from school ●Potential referral of the child to counseling, community-based services or other in-school or out-of-school services
Phase 3	10 Absences	Send 10 Day Notification Letter Certified Mail ● Attendance Hearing with Admin ●Refine Attendance Contract ●Potential requirement to participate in school-based community service, school-based restorative justice program, Saturday or after school course, or referral to school-based teen court.
Phase 4	20 Absences	Send 20 Day Notification Letter Certified Mail ● Attendance Contract Reviewed ● Potential Loss of Course Credit ●Potential Referral to Shelby County Juvenile Court



INACTIVE STATUS: After three days of consecutive absence, the SART process will begin (see truancy matrix). After 10 days of consecutive absence with no response to phone calls or certified letters, or the SART process, a student will be placed on inactive status, withdrawn for school, and records will reflect that the student voluntarily withdrew from school. Students who are inactive are no longer part of the school's enrollment count. Any student who becomes inactive will be returned to active status once he/she returns to school and will be placed on the waiting list if applicable. A meeting of the SART will be convened immediately.

LEGAL INTERVENTIONS: The SART reserves the right to involve the judicial system in cases of excessive absences, excessive tardies and habitual truancy.

APPEALS: Disputes over whether an absence is excused or unexcused shall be decided by the principal (or designee). After meeting with the parent/guardian, the principal will send the parent/guardian a letter confirming his or her decision and ensure that the student's attendance record is adjusted accordingly. The principal's decision can be appealed to the Executive Director or designee, as specified in the principal's decision confirmation letter.



Calendar & Bell Schedule Policy C. 1.0 Policy: Green Dot School Year Calendar

Green Dot Public Schools Tennessee will offer a minimum of 182 days of instruction per school year. Whenever possible, Green Dot will align its calendar with the school calendars provided by the Achievement School District and Shelby County Schools.

The GDPST calendars will be published on school websites and distributed to families annually. 32



Calendar & Bell Schedule Policy C. 2.0 Policy: Bell Schedule

Green Dot will offer a six (6) period bell schedule with an additional advisory period. The school may alter the regular bell schedule to accommodate holiday release, student testing and teacher professional development.

School bell schedules will be published on school websites and distributed to families annually. 33



Code of Conduct Policy D. 1.0 Policy: Progression of Disciplinary Procedures

Each student is expected to behave in a manner that exemplifies dedication, discipline, desire, honesty, loyalty and respect. Students will be held responsible and accountable for behavior that conveys these principles. Proper behavior is expected at all school-sponsored activities both during and after the regular school day. Green Dot believes it is the role of educators to teach students proper behavior and to work with students who make poor decisions so they can become equipped to be college and career-ready adults. Students who consistently or repeatedly fail to uphold the Green Dot standards of conduct and behavior, however, may be subject to disciplinary action up to and including expulsion.

For the purposes of this handbook, “Suspension” shall be defined as dismissed from attendance at school for any reason for not more than ten (10) consecutive days. Multiple suspensions shall not run consecutively nor shall multiple suspensions be applied to avoid expulsion from school. “Remand” shall be defined as assignment to an alternative school or program. “Expulsion” shall be defined as removal from attendance for more than ten (10) consecutive days or more than fifteen (15) days in a month of school attendance. Multiple suspensions that occur consecutively shall constitute expulsion.

Progression of disciplinary procedures

Teachers are responsible for the day-to-day discipline in their classrooms within the understanding that teachers have many different roles beyond just disciplinarian. Teachers work with their students to meet their individual needs and work together to find a common ground in the classroom, to ensure that learning can take place. Disciplinary options available to the teachers include: warning, detention, parent-teacher communication, counseling referral, written assignment, and discipline referral to the administration. The Discipline Matrix can be found in Code of Conduct Policy D 2.0.

ADMINISTRATIVE DETENTION: These detentions are typically held after school. During the detention period, students are to sit quietly and complete assignments. No activity such as listening to music, sleeping, etc. is permitted. This detention is served after school and may consist of writing an assignment, sitting quietly in a
classroom or assisting with cleaning of the campus. School events, activities or athletics are not valid reasons for missing a detention.

After a student is given a school detention, the student’s parent/guardian may be notified by telephone by the Principal or designee.



Code of Conduct Policy D. 2.0 Policy: The Discipline Matrix

The matrix below outlines the three-tier system for responding to both major and minor infractions.

Violation	Description	Examples Potential Consequences
Mild **Moderate**	A mild behavior infraction is a minor misbehavior that does not impede the learning of others or only does so to a minimal extent. Moderate behavior infractions are misbehaviors that more persistently impeded the learning of the student or their peers.	•Minor uniform infraction • Failure to complete work • Chewing gum • Food/drink violation • Calling out • Virtually: inappropriate chat comments; screen sharing; continual disruptive learning environment • Repetitive failure to meet virtual norms • Inappropriate Profile picture • Logging out prior to end of class • Instigating a fight • Insubordination/defiance • Tagging •Inappropriate use of technology (including crashing DL with inappropriate/offensive content) • Verbal altercation •Profanity/foul language not directed at an adult •Refusal to maintain social •Teacher intervention through any of the following techniques: non-verbal correction, gentle verbal reprimand, proximity correction or humor. •Parent phone call/conference •Detention (lunch or after school) • Referrals • Parent conference • Parent shadowing • Loss of student privileges • Suspension (or ISS) • Student agreement • Other school service • Removal from DL setting (student may need to access content through

		distancing/inappropriate contact •Refusal to wear mask	recorded lesson)
Severe	Severe behavior infractions are misbehaviors and actions that are very serious violations of our Code of Conduct, and/or are criminal violations of Tennessee law.	• Bullying • Cyberbullying • Drug distribution •Leaving class without permission • Destruction of property • *Intentional* destruction of provided laptop • Indecent exposure • Possession of or use of alcohol/drugs (or presence of drug paraphernalia) • Fighting	•Detention (lunch of after school) • Suspension (or ISS) • Discipline Review Board • Student agreement • Probation • Expulsion



		• Brandishing a weapon • Gang activity • Terrorist threats	
Zero Tolerance	Zero Tolerance infractions are misbehaviors and actions that are very serious violations of our Code of Conduct, and/or are criminal violations of Tennessee and Federal law.	•Possession of a firearm or explosive •Possession of an illegal drug or unauthorized prescription drugs •Aggravated assault or assault resulting in bodily injury against school personnel	•Expulsion for a minimum of one (1) year

ADMINISTRATIVE AFTER SCHOOL DETENTION: These detentions are up to 60-minute detentions that occur after school five minutes after the dismissal bell. Students must report to detention on time and remain in detention for the entire time to clear the detention.

During the detention period, students are to sit quietly and complete assignments. No activity such as

listening to music, sleeping, etc. is permitted. This detention may consist of writing an assignment, sitting quietly in a classroom or assisting with cleaning of the campus. School events, activities or athletics are not valid reasons for missing a detention.

After a student is given a school detention, the student's parent/guardian may be notified by telephone by the Principal or designee.

ADMINISTRATIVE LUNCH DETENTION: Students will receive a detention reminder slip, which will have the date of your detention and the room lunch detention will be held. Students will have three minutes to report to the lunch detention room. The expectation for students is to serve their lunch detention the next time lunch detention is offered (Ex. Student receive lunch detention on Monday, student will serve lunch detention on Tuesday). Students who do not attend lunch detention will receive a school-wide detention, which may disqualify them from the next merit event (Exceptions will be made for students who were absent on the day of detention).

HOW TO EARN MERITS
Teachers should award merits anytime a student displays a "merit worthy" behavior. Merit worthy behaviors are observable actions that indicate or exemplify preparedness for college, leadership and life.

Buckets of "Merit Worthy" Behavior:

Preparing For College	Preparing for Leadership	Preparing For Life
Academic discourse High level questioning Persisting with difficult content (in class or out of class)	Taking Initiative Striving For Excellence	Showing Respect Acting Responsibly Interacting Positively and appropriately in all settings Nurturing Diversity and Collaboration

Code of Conduct Policy D. 3.0 Policy: Serious Infractions



In order to assure a safe and secure learning environment free of drugs, violence, and dangerous weapons, any student who engages in the following behaviors may be subject to suspension for a period of not less than one (1) school year.

1. Possession of an illegal drug or unauthorized prescription drugs
2. Possession of a firearm or explosive
3. Committing aggravated assault or assault resulting in bodily injury against school personnel

Expelled means removed from the student's regular school or removed from school attendance altogether.

Remanded means removed from the student's regular school and placed in an alternative school. Green Dot Public Schools Tennessee's head of schools may modify this expulsion on a case-by-case basis.

The following behaviors are also considered serious infractions and may lead to immediate suspension and/or remand.

1. Violence or threatened violence against the person or property of any personnel or any student attending or assigned to any school;
2. Possession of a pistol, gun or firearm on school property;
3. Possession of a knife or other weapons, etc., as defined in TCA 39-6-170, on school property;
4. Willful or malicious damage to the theft of real or personal property of the school or the property of any person attending or assigned to the school;
5. Unlawful use or possession of barbital or legend drugs as defined in TCA 53-10-101; 6. Unlawful use or possession of alcohol;
7. The sale or distribution of drugs and alcohol;
8. Assault or battery on school employees; *(this includes physical and explicit verbal assault)* 9. Willful and persistent violation of the rules of the school or truancy *(with prior unsuccessful interventions)*



Code of Conduct Policy D. 4.0 Policy: Suspension

A student may be suspended or expelled/remanded for serious infractions. Misbehavior in violation of the Student Code of Conduct not otherwise constituting an expellable offense may become a serious infraction subject to expulsion and/or suspension when the misbehavior is so persistent that, in cumulative effect, it is significantly disruptive of the educational process. The decision to expel shall be based on an assessment of the facts and circumstances of each case. Relevant factors, without prioritization, include, but are not limited to, the seriousness of the misconduct, the student's age, grade level, history of prior misconduct, health and safety issues, and disruptive effects upon the educational process.

SUSPENSION PROCESS

In addition to the above list of serious violations, the Principal or designee has the authority to suspend a student for a period of up to five (5) school days to further investigate an incident or because of an emergency constituting endangerment to health or safety of students or staff.

1. PREREQUISITES TO SUSPENSION

Prior to suspending a student, the Principal or designee must hold an informal conference with the student to:

a) Notify the student of the accusations against him/her;
b) Allow the student to relate his/her version of the incident; and
c) Determine whether the student's conduct warrants suspension.

2. NOTIFICATION TO PARENTS/GUARDIANS

If the Principal or designee determines the student's conduct warrants suspension during the school day, the Principal or designee must notify the student's parents/guardians that the student has been suspended before the student is sent home on the day the suspension occurs. The Principal/School Director or designee will notify a suspended student's parents/guardians of the period of suspension, the
grounds for the suspension, and the time and place for an opportunity to confer with the Principal/School Director.

3. CREDIT DURING SUSPENSION

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

4. BEHAVIOR IMPROVEMENT PLAN

If a student is suspended for more than five (5) days, the principal shall develop a behavior improvement plan. The principal shall seek input for the behavior improvement plan from people with knowledge of the student's behavior, including but not limited to the student, the student's parent(s)/guardian(s), general education teachers, counselors, behavior interventionists, and special education teachers, if applicable.

Suspensions of Ten (10) Days or less: The school shall provide written notice to the student but shall not provide the student the right to appeal the suspension decision to a DHA, as stated by commission LEA Policy 6313.



Code of Conduct Policy D. 5.0 Policy: Achievement School District (ASD) Expulsion & Remand Process

EXPULSION PROCESS

This process applies to expulsions (removal from the regular program for more than ten (10) days). When Green Dot Public Schools Tennessee finds the most serious disciplinary consequence – expulsion from school – to be required for a student, it should follow the steps below before applying an expulsion.

1. PREREQUISITES FOR EXPULSION

Prior to remanding a student, the Principal and/or designee must hold an informal conference with the student to:

a) Notify the student of the accusations against him/her;
b) Allow the student to relate his/her version of the incident;
c) Suspend the student for five (5) days pending a decision on an expulsion.

2. NOTIFICATION OF PARENTS/GUARDIANS

If the remand/expulsion is applied, the principal or designee shall immediately give notice of the remand/expulsion to the parent or guardian. After providing notice, the school should obtain the parent's signature or, if the parent or guardian cannot be reached, mail a certified copy of the notice to the student's home address. The remand/expulsion notice shall include the effective date and length of the remand/expulsion, the reason for the remand/expulsion, and information about the parent's right to appeal the expulsion decision to the GDPST Executive Director. The notice shall also state that failure to request an appeal in a timely manner constitutes a waiver of further rights in the matter. All remand/expulsion appeals must be filed at the charter network level, orally or in writing, within five (5) days after receipt of the notice and may be filed by the student, legal parent or guardian.

3. APPEAL TO A DISCIPLINARY HEARING AUTHORITY APPOINTED BY THE SUPERINTENDENT

Appeals of remands/expulsions shall be heard by a disciplinary hearing authority, consisting of members appointed by the Superintendent. Each appeal shall be heard by a hearing authority with at least one licensed employee of the ASD or one of its authorized schools. The hearing shall be audio recorded.

The Superintendent or designee shall give notice of the time and place of the hearing to the parent or guardian, the student, and the principal or school designee. The Superintendent or designee shall also notify the parties that:

- The notice shall include the reasons for the remand and state the same student rights as provided for suspension hearings, above.
- The hearing will be held within ten (10) days of the receipt of the request for appeal. ● The hearing authority may affirm the decision of the school or order adjustment or removal of the remand/expulsion upon such terms and conditions as it deems reasonable.

4. DECISION OF THE DISCIPLINARY HEARING AUTHORITY

Immediately following the appeal hearing, the hearing authority will notify the student and the student's parents/guardians in writing of his/her decision. The decision shall specify:

- The length of the expulsion, if any;
- Assignment to an alternative school, if applicable;



- When the expulsion is not permanent, the procedures for re-admittance at the end of the expulsion period; and
- The right to appeal the decision to the ASD Superintendent or designee.

5. NOTIFICATION OF ASD OFFICE OF SUPERINTENDENT

If the remand/expulsion is applied, all paperwork should be sent to the ASD's Manager of Enrollment and Discipline within two (2) days of the decision to remand. The ASD will partner with the parent to assign the student to an alternative school. In order to facilitate the ASD's swift placement of the student in alternative school and minimal lost instructional time, the remand notice to the ASD must include all required submission components as specified in the ASD's Remand/Expulsion Checklist, submitted no more than seven (7) days after the incident occurred.

6. APPEAL to the NETWORK HEARING AUTHORITY

Per TN49-6-1504, no student should be assumed to have violated school rules without a fair and unbiased hearing in front of people who can judge him or her impartially. Appeals of remand/expulsion decisions shall be heard by a network disciplinary hearing authority first. The purpose of the Network Hearing Office is to consider the fairness, reasonableness, and legality of the discipline decision. If a parent, student or student representative is not satisfied with the decision of the Network Hearing Authority, he or she may appeal to the ASD Office of the Superintendent.

7. APPEAL to the ASD SUPERINTENDENT OR DESIGNEE

The student or his/her parents/guardians may appeal the Disciplinary Hearing Authority's decision. The appeal process is as follows:

- Parents may request a review by the ASD Superintendent by notifying her in writing within five (5) calendar days of the date of receipt of the decision by the Disciplinary Hearing Authority.
- The ASD Superintendent will review the audio or transcribed record from the hearing.
- The ASD Superintendent or designee will notify the student and his or her parents/guardians of the decision, in writing, within five (5) school days of the request for a hearing.

REQUIRED REMAND FOR SUSPENSIONS OF MORE THAN TEN (10) DAYS

It is the Charter Commissions's philosophy that it is in the best interest of students to be in the classroom as much as possible. To that end, the TN Public Charter School Commission has determined that for disciplinary infractions justifying a suspension of more than ten (10) school days, an authorized charter school shall remand the student to alternative school for the period of the suspension, absent special circumstances. Students remanded to alternative school shall comply with the compulsory attendance law.

If a special circumstance arises that the authorized charter school believes justifies a disciplinary action other than the required remand to alternative school, the authorized charter school shall immediately notify the Executive Director, or designee, of the special circumstance. The Executive Director, or designee, will consult with the authorized charter school regarding the special circumstance and will come to a decision regarding the proposed modification of the required remand within seven (7) business days. Special circumstance modifications will be considered by the Executive Director on a case-by-case basis.

The required remand to alternative school shall not apply to students found to have committed a Zero-tolerance offense.

Immediately following the decision to suspend/expel/remand for more than ten (10) days, the student and the student's parent(s)/guardian(s) shall be immediately notified, in writing, of the suspension and the student's right to appeal to a Disciplinary Hearing Authority ("DHA") within five (5) school days. The written notification shall be accompanied by copies of all school policies and procedures related to DHA appeals, commission Policy 6317 - Required Remands and Student Disciplinary Hearing Authority, and this procedure document. The school shall also immediately notify the Charter Commission of a decision to suspend/expel/remand a student for more than ten (10) days.

STUDENT DISCIPLINARY HEARING AUTHORITY

Each authorized charter school shall establish a Disciplinary Hearing Authority ("DHA") which shall conduct appeals for students who have been remanded/suspended for more than ten (10) school days. Each authorized charter school shall develop a policy outlining the processes and procedures for its DHA hearings which shall include the following minimum requirements:

(1) The governing board of the authorized charter school shall appoint a DHA which shall consist of at least two (2) members (maximum number must not exceed total membership of the governing board). At least one (1) DHA member shall be a licensed employee of the authorized charter school. All appointments are for one (1) year terms and subject to reappointment. Governing board members shall not serve on the DHA.

(2) The governing board shall appoint a chairman of the DHA from the members appointed by the board. The chairman shall perform the following duties:

a) Set the time, place, and date for each hearing;
b) Maintain order and structure during each hearing; and
c) Prepare, sign, and disseminate the minutes of each meeting.

(3) An audio record of the proceedings shall be made by the DHA and will be made available to the student upon request.



(4) The student shall have the right to legal representation, at the parent's expense. The school administrators are to be notified, in writing, at least five (5) school days prior to the hearing if the student is to be represented by legal counsel.

(5) The authorized charter school shall inform, in writing, the student and parent or guardian that the remand/suspension may be appealed within five (5) school days of notification of the remand/suspension and provide the student and parent or guardian with a copy of the appeal policy/procedures. Upon receiving notification of the request to appeal the remand/suspension decision, the chair of the DHA shall provide written notification to the student and parent or guardian, and any other appropriate person of the time, place, and date of the hearing in a language that the parent and student understand. The hearing shall be held no later than ten (10) school days after the beginning of the remand/suspension. The DHA shall render a decision within five (5) business days following the hearing.

(6) The DHA may take the following disciplinary actions:

a) Affirm the decision of the school principal;
b) Order removal of the remand/suspension unconditionally;
c) Order removal of the remand/suspension upon such terms and conditions as it deems reasonable; or
d) Remand/suspend the student for a specified period of time.

The DHA may not suspend a student who has been remanded to alternative school unless the Executive Director has approved a suspension as a special circumstance.

(7) Within five (5) school days of the DHA rendering a decision, the student, parent or guardian, principal, principal-teacher or assistant principal may request a review by the governing board, and the governing board shall review the record. Following the review, the governing board may grant or deny the request for a hearing or affirm or overturn the decision of the DHA with or without a hearing. Following the review, the governing board, in writing, shall take one (1) of the following actions:

i. Deny the request for a hearing and affirm the decision of the DHA;
ii. Deny the request for a hearing and overturn the decision of the DHA; or
iii. Grant the request for a hearing, then affirm or overturn the decision of the DHA.

The governing board shall not impose a more severe penalty than that imposed by the DHA without first providing an opportunity for a hearing before the governing board. The notice of the hearing shall include a statement that, unless the student, parent or guardian requests an open hearing in writing
within five (5) school days of receipt of the notice, the hearing shall be closed to the public. The governing board shall render a decision within ten (10) business days. The decision of the governing board shall be final.

(8) **Zero-tolerance offenses.** Zero-tolerance offenses (refer to the Code of Conduct Policy D. 2.0) require a mandatory one (1)-year expulsion. Any student committing a zero-tolerance offense that requires a one (1)-year expulsion shall receive a mandatory one (1)-year expulsion from school and shall not be remanded to an alternative school unless the GDPST head of schools modifies the expulsion. Students found to be in violation of the Zero-tolerance policy shall be given the right to appeal to the DHA within five (5) school days of receiving notice of the expulsion. The DHA shall only have the ability to consider guilt or innocence of the zero-tolerance infraction, and whether the student was provided with proper due process. The

DHA shall render a decision within five (5)



business days. The DHA shall not have the ability to modify the mandatory calendar one (1)-year expulsion, however, the DHA may make a recommendation to the GDPST head of schools or his/her designee regarding a proposed modification of the student's mandatory expulsion.

a. Within five (5) school days of the DHA rendering a decision, the student, parent or guardian shall have the right to appeal from the DHA to the GDPST head of schools or his/her designee to seek modification of the mandatory calendar one (1)-year expulsion. If the student chooses not to contest their guilt/innocence of the zero-tolerance offense or the due process provided to them, the student shall be allowed to forgo an appeal to the DHA and appeal directly to the GDPST head of schools or his/her designee for a modification of the mandatory one (1)-year expulsion. The student must notify the Executive Director, in writing, of his/her appeal to modify the mandatory one (1)-year expulsion using the Zero Tolerance Modification Appeal Form.
b. The GDPST head of schools may request a written recommendation from the DHA to accompany the official DHA record submitted for review. The GDPST head of schools and his/her designee shall consider a recommendation from the DHA, if any, regarding a proposed modification of the student's expulsion, however, the GDPST head of schools or his/her designee shall not be bound by the recommendation. The GDPST head of schools or his/her designee shall render a decision within seven (7) business days.
c. Within five (5) school days of the GDPST head of schools or his/her designee rendering a decision, the student, student's parent(s)/guardian(s), principal, principal-teacher, or assistant principal may request, in writing, a review of the official DHA record by the governing board regarding the student's guilt/innocence of the zero-tolerance infraction and/or whether the student was provided with proper due process. The governing board shall render a decision within ten (10) business days. The governing board of the authorized charter school shall not have the ability to modify the decision of the GDPST head of schools or his/her designee with regard to modification of the student's expulsion. The decision of the charter school's governing board shall be final.
d. The GDPST head of schools or his/her designee shall notify the Charter Commission of any modification made to the mandatory one (1) calendar year expulsion for zero tolerance offenses within five (5) school days of the final deposition after any appeals.

The DHA and governing board shall follow the same procedures and timelines for Zero-tolerance offenses and remands/suspensions of more than ten (10) school days, unless otherwise stated herein.

*As outlined in this document, a student may choose not to appeal to the DHA and to instead appeal directly to the GDPST head of schools or his/her designee for modification of a mandatory one-year zero-tolerance expulsion. The student shall be advised that by doing this they are choosing not to contest their guilt/innocence or due process provided to them and are seeking only a modification of the mandatory one (1)-year expulsion. Students who choose to forgo the initial appeal to the DHA shall not be permitted to appeal to the governing board.



Code of Conduct Policy D. 7.0 Policy: Discipline for Students with Disabilities

Schools may discipline students with disabilities using in-school suspension, or out-of-school suspension. During in-school suspension, the school must provide comparable services to the student's IEP and allow opportunities for the student to participate in his or her general curriculum.

A school may suspend a student with a disability for up to 10 days without a duty to provide continued services specified in the student's Individual Education Program (IEP), review his or her Behavior Intervention Plan (BIP), or reconsider the Functional Behavior Assessment (FBA).

If a student is remanded, removed from primary school longer than 10 days, a manifestation determination review (MDR) must be conducted within the first 10 days of the student's removal. Parents must be notified at least 24 hours prior to the MDR. The MDR shall be used to determine (1) whether the conduct in question was caused by or had a direct or substantial relationship to the child's disability, or (2) whether the conduct in question was the direct result of the school's failure to implement the IEP. Regardless of the MDR determination, services shall recommence on the 11th day of the student being removed from their primary school.

If the MDR determines that the conduct for a non-zero tolerance offense was a manifestation of the student's disability, the school must do the following: (a) conduct or review the student's FBA, (b) develop or modify a BIP, and (c) return the student to placement from which he or she was removed unless parents and school agree to a change of placement as part of modifications to the IEP or BIP. If the conduct was a zero-tolerance offense, the student can be placed in an alternative education setting for up to 45 days. If the MDR determines that the conduct was not a manifestation, the student shall be disciplined in the same manner as non-disabled students would be for similar violations. The school will remain responsible for service provision.

Parent or school appeals of the MDR determination must be conducted within 20 days of notice of the MDR decision by the school. Green Dot Public Schools has 10 days to render an appeal decision. During the appeal process, the student shall continue receiving disability services. Schools have the right to appeal to the special exceptions ruling if continuing IEP services is substantially likely to result in injury to the student or others.

Students suspected of a disability should receive IDEA discipline protections if the school has knowledge that the student may have a disability before the misconduct occurred. If the misconduct occurs and the parent then alleges the child has a disability, the child will not receive discipline protections for that misconduct.

All SPED teachers/leaders are required to participate in Behavior Process Training, MDR Process Training and CPI Training at the beginning of each year. The GDPST Special Education Program Administrator and SPED Admins/Leads are to discuss specific behavioral cases on a weekly basis and

collaboratively determine how to respond to them appropriately. The GDPST Special Education Program Administrator reviews all data on a monthly basis and schedules Behavioral Planning meetings on an as needed basis to proactively address student Behavioral supports.



Code of Conduct Policy D. 8.0 Policy: Corporal Punishment

No employee of Green Dot shall engage in corporal punishment, condone its use, or seek permission from another (including a parent) to administer it. Some examples of corporal punishment include, but are not limited to:

- Shoving, striking, grabbing, shaking or hitting a student
- Throwing objects at a student
- Unreasonable restraint of a student
- Directing others to engage in any of the activities listed above

There may be times when a Green Dot employee may need to use physical contact with a student. This should only be done for reasons of self-defense or defense of another. Any action done for these reasons must be:

- Proportional to the student's conduct; and
- The most restrained means available to control the situation

Resorting to physical contact to protect oneself or another and/or regain/maintain order must be a last resort after all other reasonable means have been exhausted. Restraint and/or isolation of special education students are governed by relevant TN state law. Each situation will be reviewed by Green Dot Public Schools Tennessee.



Code of Conduct Policy D. 9.0 Policy: Safe Relocation of Students

Employees who are directly responsible for a student’s education or who otherwise interact within the scope of their assigned duties may relocate a student from the student’s present location to another location when such relocation is necessary for the student’s safety or the safety of others, or intervene in a physical altercation between two (2) or more students, or between a student and a Green Dot employee, to end the altercation by relocating the student. Such employees may use reasonable or justifiable force to physically relocate the student or intervene in a conflict if the student is unwilling to cooperate with the employee's instructions. If steps beyond the use of reasonable or justifiable force are required, the student shall be allowed to remain in place until such a time as local law enforcement officers or school resource officers can be summoned to relocate the student or take the student into custody until such a time as a parent or guardian can retrieve the student.This policy shall be in effect on school property, as well as at official school functions, including, by not limited to, sporting events and approved field friends, taking place away from the local school property.

If an employee is unable to resolve the matter when the use of reasonable or justifiable force are required, the student shall be allowed to remain in place until such a time as local law enforcement officers or school resource officers can be summoned to relocate the student or take the student into custody until such a time as a parent or guardian can retrieve the student.

In the event that physical relocation becomes necessary, the teacher shall immediately file a report of the incident with the building principal. If the student's behavior constitutes a violation of the Green Dot Student Conduct Policy, then the report shall be placed in the student's permanent record. The student

is then subject to additional disciplinary action that may include suspension or expulsion from the school. Otherwise, the report shall be kept in the student's discipline record, and not become a part of that student's permanent record. The principal or the principal's designee shall notify the teacher involved of the actions taken to address the behavior of the relocated student.

Each building administrator shall fully support the authority of the employees under this policy, and fully implement the policy and procedures of the system.



Student Dress Code E. 1.0 Policy: School Uniform

It is our goal to create a safe, orderly, and academically focused environment. Research shows that when combined with other appropriate measures, dress code policies have a positive impact on school climate, student behavior and academic success. Students are to focus on cleanliness, neatness, good taste, and safety. The regulations listed below are to be observed by all students at all times.

STUDENT MASKS: Until the Shelby County Health Department (SCHD) deems it safe to return to normal school operations, facial masks will be considered an optional part of the uniform. Green Dot Public Schools (GDPST) campuses will provide masks for student use (if requested). If a parent would prefer to provide their own mask, they must contact school leadership for prior approval. .

SHIRTS: Only plain collared, polo-style shirts are to be worn in the color that the school designates. The only approved logo or name is the name of the school. Plain shirts are acceptable, but no logos are permitted. All shirts must be tucked in at all times during school hours. When both hands are raised, the shirt must be long enough to remain tucked. All undershirts must be black, white, or gray and must be worn under not over the shirt.

SWEATERS/SWEATSHIRTS: Sweatshirts may be worn in the school’s designated color. All sweaters must be worn with a uniform shirt underneath. Sweaters must be plain with no writing, emblems, or logos of any kind except the name of the school.

PANTS/SHORTS: Only trouser-style khaki or blacki pants/shorts/ are to be worn. Trousers are to be worn

at least ankle length but not touching the ground. No cargo shorts are permitted. The hem must not be frayed or ripped, and sweatpants are not allowed. It is not permissible to cut the leg seam. Shorts/skirts must reach the top of the knee in length. Pants and shorts must be worn at the waist, not at the hip.

SKIRTS/SHORTS: Khaki or black skirts/skorts must be the appropriate size and must fall just above the student's kneecaps.

TIGHTS/LEGGINGS: Only solid black, white, or gray may be worn under skirts of the appropriate length.

BELTS: Belts must be a black, white, or gray, standard width belt, and they must be properly worn at waist level. Belts may be webbed, braided or leather. Belts and belt buckles may not have logos, studs, chains or initials.

FOOTWEAR: Dress shoes or tennis shoes. All footwear must have closed toes and closed heels. No house shoes, slippers, or sandals of any kind are allowed. Shoes must be plain black, white or gray.

HAIR: Neat, clean, and fixed in such a way that it does not hang in the face. Beards and mustaches that are neatly trimmed.

HEADWEAR: No hats, bandanas, wave caps, or visors are allowed on campus. Students may not wear their hoods in class. Girls may wear ribbons, rubber bands, barrettes, or headbands. No sweatbands are allowed on your wrists or your head.

SCHOOL GEAR: School T-Shirts, Spirit Shirts, and sweatshirts may be worn on designated days. 47



SOCKS: Plain black, white or gray must be worn.

COATS/OUTERWEAR: Coats and outerwear may be worn but must be taken off and stored in lockers during the school day.

SYMBOLS: Symbols, either sewn or pinned onto clothes, backpacks or jewelry, may not display any messages of intolerance, gang, drug or sexual references. Such symbols will not be tolerated on any school materials or supplies.

We must establish the integrity of our dress code. Students who are not in uniform will be given opportunities to correct their attire, including using "loaner clothing" if it is available. Students who fail to return the loaner clothing at the end of the day may have their student accounts charged the cost of the clothing. The student should expect disciplinary action consistent with our progressive discipline policy. A phone call home may be made on the first offense for any student who fails to comply with the dress code. A family member may be asked to come to school with a change of clothes, and the student may receive detention and/or in-school suspension.



Student Dress Code E. 2.0 Policy: Casual Dress Days

The Principal authorizes all Casual Dress Days. They may reflect a particular holiday and/or theme; however, the following guidelines are to be observed on all Casual Dress Days:

1. Students are permitted to wear casual pants, including clean and untorn jeans. 2. Students are permitted to wear T-shirts, sweatshirts or other casual shirts/blouses provided they are modest and do not make reference to drugs, alcoholic beverages, taverns, offensive activities or hard rock concerts, etc. “Double meaning” T-shirts are not permitted. At no time are midriff T-shirts, sweatshirts or other casual shirts/blouses to be worn as well as clothing that exposes the midriff (stomach/waist).

CLOTHING FOR DANCES: The Casual Dress Day guidelines are to be followed for all informal dances. For formal dances, appropriate clothing is required. Formal dresses must be mid-thigh or longer. Clothing must not reveal undergarments. Slits anywhere on the dress cannot be higher than the thumbs when hands are kept at the side. Formal attire includes tuxes, suits, or dress pants with a suit coat. A

long sleeve collared dress shirt with a tie must at least be worn. Dress pants must be long. No cut-offs, shorts, or sweat suits. If a student is not dressed in appropriate formal dance attire, the student will be sent home and no refunds will be given.



Enrollment Policy F. 1.0 Policy: ASD Student Eligibility and Enrollment Policy

As a member of the Achievement School District, Green Dot Public Schools Tennessee adheres to the ASD enrollment policy. The ASD guarantees enrollment to all attendance area students at either their assigned neighborhood school or an equivalent placement. ASD schools enroll all students in accordance with Tennessee legislation and civil rights laws. Enrollment is non-discriminatory on the basis of disability. The ASD also guarantees the continued enrollment of non-attendance area students (e.g. transfers) who attended an ASD school prior to the transformation.

In the event of additional capacity, ASD schools can serve other eligible, but not 'guaranteed enrollment' groups of students. The following policy outlines the application, lottery, and waitlist processes that govern enrollment in the ASD.

STUDENT ELIGIBILITY AND ENROLLMENT PRIORITY
The Achievement School District's annual cycle of enrollment begins with conversations following the announcement of new ASD schools. ASD staff work with Green Dot to analyze current enrollment, attendance area student population, and building capacity for each ASD school. These discussions

provide a perspective on various enrollment scenarios and an estimated number of preliminary seats available for non-attendance area students.

The ASD guarantees enrollment to all eligible students, as defined by state and federal laws. Enrollment eligibility is defined in three ways:

1. Priority-zoned. Students who, at the time of enrollment in an ASD school, reside in the designated attendance area of a school on the 2011 or 2015 Tennessee Priority list. NOTE: This applies to the attendance area of the school at the time that it became a priority school. A student is still ASD eligible if a local education agency creates new options, or even a new zone, for the priority school.

2. Priority-enrolled. Students who are not zoned to a priority school, but who, at the time of enrollment in an ASD school, are currently enrolled in a school on the Tennessee Priority list. This eligibility also applies to students who were enrolled in a priority school through the end of the previous school year. 3. Homeless students are eligible for enrollment in all GDPST schools

Generally, ASD schools have limited student enrollment. However, in accordance with T.C.A. 49-13-106(a), qualifying ASD charter schools may serve a limited number of non-priority zoned students who meet one of the following criteria:

a. Child of a teacher, staff member, sponsor, or member of the governing body;
b. Eligible for free or reduced-price lunch; or
c. Failure to test proficient on state standardized tests (EOC/TCAP/TNReady) in the previous school year. ASD schools that qualify to enroll students under this exception are (1) Tennessee charter schools, (2) that earned a TVAAS of 3, 4, or 5 in the previous year or are new schools, and (3) have conducted an initial enrollment period of at least 30 days and still have capacity to serve additional students. The enrollment of additional students under T.C.A. 49-13-106(a) may not exceed 25% of the school's total enrollment. The ASD has established an enrollment priority group structure to ensure that its schools serve certain students. Each transformation model carries certain requirements. Schools with attendance areas must serve all students assigned to their school. If a school has additional seats

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available after all students with guaranteed enrollment are offered seats, the school may offer enrollment to students according to the following Priority Groups.



Enrollment Policy F. 2.0 Policy: Enrollment & Wait List Process

The Achievement School District's annual cycle of enrollment begins with conversations following the announcement of new ASD schools. ASD staff work with school operators to analyze current enrollment, attendance area student population, and building capacity for each ASD school. These discussions produce an estimated number of preliminary seats available at each school.

ASD school enrollment begins in early February. During the enrollment period, the ASD communicates to families about their school choices, student eligibility, the benefits of enrolling early and how to enroll in their preferred schools. Charter networks also directly communicate with surrounding families and communities to inform them of their school choices, share the experiences of students and families in their schools and create opportunities for school staff to learn more about and prepare to meet the needs of prospective students.

At the end of the enrollment period, ASD operators review enrollment requests. If a school has additional seats available after all eligible students with guaranteed enrollment are offered seats, the school must host an enrollment lottery to determine enrollment order for the remaining students. Each lottery process is either (a) approved by the ASD prior to implementation or (2) required to be certified by a law or accounting firm after its completion.

Lotteries proceed according to the following priority groupings based on the transformation model. These priority levels apply to determine the order of enrollment when an ASD school has more interested students than they can accommodate. These priority levels do not create initial eligibility to attend an ASD school.

Priority Group	Description Status
Attendance area	Students with current, legal residence in an ASD school's attendance area Guaranteed
Continuity	Non-attendance area students who attended the school the previous year (including students on transfer) Guaranteed
Sibling	Brothers and sisters of enrolled students – either attendance area or continuity Not guaranteed
Other ASD zone	Students with current, legal residence in another ASD school's attendance area Not guaranteed
Other priority school zone	Students with current, legal residence in a non-ASD Priority School attendance area Not guaranteed
Other at-risk or children of staff, sponsor, or governing body (for qualifying ASD charter schools only)	**WAIT LIST**

	Students meeting one of the following criteria: o Eligible for free or reduced-price lunch, o Failed to test proficient on a prior year's TCAP or End-of-Course exam, o Children of staff, sponsor, or governing body Not guaranteed (may comprise no more than 25% of student body)

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Openings may not exist for all students who participate in a school's enrollment lottery. If no opening exists, the student will automatically be waitlisted for his/her school choices. The order that a student is randomly identified in the lottery determines the order of that student on the school's waitlist.

The process of admitting students from the waitlist will be managed by the Operator. If a school would like to offer a seat to a student on the waitlist, it will select the highest-ranking student, in accordance with ASD's Enrollment Priority Groups. Upon enrollment, the student is removed from the waitlist.

Waitlist policy differs slightly for students who live in an ASD school's attendance area but apply to attend another ASD school. In the event that an opening does not exist for a student at the student's preferred school, the student will be placed on that school's waitlist and assigned to the student's neighborhood ASD school. In order to prevent unnecessary intra-district enrollment variability, ASD students can remain on other ASD schools' waitlists for the first two weeks of the school year. Following the first two weeks, those students will be removed from each school's waitlist. Students who live in the attendance area of other Priority Zone schools not served by the ASD may remain on waitlists indefinitely.



Enrollment Policy F. 3.0

Policy: TN Public Charter School Commission Enrollment, Lottery & Waitlist Processes *(Applicable to Bluff City High School only)*

All Charter Commission authorized Green Dot schools use SchoolMint to conduct its lotteries and manage its waitlists. This document explains the mechanics of SchoolMint's automated lottery, and the preferences configured that align with Green Dot's approved charter application and Tennessee charter school law.

A. GREEN DOT LOTTERY AND WAITLIST PREFERENCES

Green Dot will hold an initial lottery application period of at least 30 days each year. Applicants can complete forms via the SchoolMint system (this function was not ready for the 2017-2018 school year but will be used in future years) or via paper forms which can be mailed, dropped off at any Green Dot

school, emailed, or faxed. All forms will be date-stamped when they are received and entered into the SchoolMint system prior to the day of the lottery.

Lottery forms received prior to the application deadline will be categorized into one of the following priority groups:

Priority Group 1: All currently enrolled Green Dot Public Schools students
Priority Group 2: Children of Green Dot Public Schools regular, full-time employees and founding families (teachers, sponsors and members of the governing body) (not to exceed 10% of total enrollment or twenty-five students, whichever is less)
Priority Group 3: Siblings of students already admitted to the school
Priority Group 4: Students residing within Shelby County Schools
Priority Group 5: Students residing outside Shelby County Schools whose needs would be included in the area in which Green Dot Charter High School will focus

Students who may fall in multiple priority groups will be placed in the highest priority group for the lottery.

Priority Group 1:
Students are considered currently enrolled Green Dot Public Schools students if they are active in any of Green Dot Public Schools Tennessee schools as of the lottery form deadline.

Priority Group 2:
Priority Group 2 includes students who answer "yes" to one or more of the following questions: "Is one of the parents or guardians on the board of this organization? ", "Is one of the parents or guardians employed by this organization?", and "Is the parent or guardian a Founding Family Member?" Each question with an answer of "Yes" will require a name to be submitted. All students eligible for Priority Group 2 will be verified through Green Dot Human Resources department.

Priority Group 3:
Priority Group 3 includes students with siblings who are currently enrolled at Green Dot Charter High School. A sibling is defined as someone who shares at least one biological parent or guardian with another student currently enrolled.

Priority Group 4:
Students are considered residing within Shelby County Schools District based on his/her address. This information can be verified either through SchoolMint's geographic boundary data service, Maponics, or by using Shelby County School District's school finder web query.



Priority Group 5:
Students are considered residing outside Shelby County Schools District based on his/her address. If an applicant resides in Tennessee, but his/her address falls outside of Shelby County School District's school finder web query or SchoolMint's Maponics service, the applicant will be placed in this group.

All preferences will be verified by Green Dot staff prior to the lottery being run. Verification will occur using one or more methods for each priority group:

PRIORITY GROUP	VERIFICATION
Priority Group 1	1. Current school listed on lottery form

	2. Verification in Green Dot's SIS system that the student is actively enrolled
Priority Group 2	1. Questions on lottery form and submission of name if answer is "Yes": "Is one of the parents or guardians on the board of this organization?" "Is one of the parents or guardians employed by this organization?" "Is the parent or guardian a Founding Family Member?" 2. Verification with Green Dot Human Resources that immediate family member is a current full-time, regular employee
Priority Group 3	1. Question on lottery form, "Does the student have a brother or sister currently attending this school?" 2. Verification by Green Dot staff that sibling is currently enrolled at the time of the lottery
Priority Group 4	1. Verification by SchoolMint's geographic boundary data service Maponics 2. Verification by Green Dot staff that address provided on lottery form falls within Shelby County Schools
Priority Group 5	1. Verification by SchoolMint's geographic boundary data service Maponics 2. Verification by Green Dot staff that address provided on lottery form falls outside Shelby County Schools

If the number of completed lottery forms exceeds the grade-level capacity, a random, public drawing lottery will be held within 7 days after the end of the initial student application period.

The school reserves the right to select more than the applicable 9th grade capacity for admission to ensure the school's overall enrollment is stable as long as the increase would not require a material revision to the charter.

B. POST LOTTERY AND WAITLIST MANAGEMENT

If after the lottery, there are still seats available, Green Dot will accept students based on the order they register.

However, if all seats have been filled via the automated lottery, all remaining applicants participating in the lottery will be randomly placed within their priority groups for a spot on the waitlist.

Post-lottery, any lottery forms received after the lottery deadline but before the actual lottery taking place will be placed on the waitlist based on lottery preference in the order received behind those waitlisted students placed in the lottery.

Lottery forms received after the lottery has occurred will be placed on the waitlist in the order they are received with no preference being granted.



The waitlist for every grade expires annually on the last day of the school year. As a best practice, Green Dot will reach out to each waitlist student to invite them to submit a lottery form for the next school year during the annual application period and notify the parent/guardian of the waitlist expiration at the end of the year.

C. SCHOOLMINT LOTTERY MECHANICS
SchoolMint's random number generator (PRNG) is currently implemented as a modified Mersenne Twister with a period of 2**19937-1.

For example, let's say there are 5 students (s1, s2, s3, s4 and s5) who have applied. Everyone has a "no priority." In this case, SchoolMint puts x number of tickets for each student in the hat (i.e. our randomizer - Ruby).

Let's say there is only 1 seat available for the grade that these 5 students are applying to. Therefore, x=1 and each student will get 1 ticket in the hat: s1 (t1), s2 (t2), s3 (t3), s4 (t4), s5 (t5).

Now let's say there are 3 seats available for the grade that these 5 students are applying to. SchoolMint will randomly pick up tickets for 3 students (e.g. t3, t1, t4). In this case, students 3, 1 and 4 are selected and the remaining students go on the waitlist in the order selected.

The above process will be repeated for each priority group starting with Priority Group 1 and ending with Priority Group 5.

Additional SchoolMint Details

- SchoolMint uses an industry standard randomizer.
- SchoolMint uses a pseudo-random number generator which is currently implemented as a modified Mersenne Twister with a period of 2**19937-1. This is the default random number generator available with Ruby Language. More information can be found here (http://ruby-doc.org/core-2.2.0/Random.html). The generator uses a source of entropy provided by the operating system, if available (/dev/urandom on Unix systems or the RSA cryptographic provider on Windows), which is then combined with the time, the process id, and a sequence number. Because of this randomizer, every lottery run will show different results.
- SchoolMint maintains an audit-trail for all the changes including any waitlist changes that can happen as a result of students accepting or declining offers.
- SchoolMint does not allow any user (school admin or SchoolMint employee) to tamper with the randomization of the lottery.



Proof of a complete physical examination must be presented prior to (a) each student entering school for the first time and (b) each student participating as a member of an interscholastic athletic team or in any other strenuous physical activity program.

No students entering school will be permitted to enroll (or attend) without proof of immunization, as determined by the Commissioner of Public Health. It is the responsibility of the parents or guardians to have their children immunized and to provide such proof to the principal of the school which the student is to attend.

Students may be granted an exemption from immunization requirements if a qualified physician certifies that administration of immunizations would be in any manner harmful to the child. Students may also be granted an exemption from immunization requirements if a parent or guardian files with proper authorities a signed, written statement that such immunization and preventive measures conflict with the religious tenets and practices of the parent or guardian affirmed under penalties of perjury. The immunization requirement may be waived for Homeless Students.

Proof of exceptions will be in writing and filed in the same manner as other immunization records.

The immunization requirement may be waived for Homeless Students. If the child or youth needs to obtain immunizations or medical records, the enrolling school shall refer the parent or guardian of the homeless child or youth to the Coordinated School Health Specialist who shall assist in obtaining necessary immunizations or medical records.

A list of transfer students shall be kept at each school throughout the school year in order that their records can be monitored by the Department of Health.



Enrollment Policy F. 5.0 Policy: ASD Transfers In to & Out of School

TRANSFERS INTO SCHOOL

1. Achievement School District TO Achievement School District
2. Other LEA TO Achievement School District

Ultimately, ASD school and operator leadership are responsible for deciding whether or not to receive a transfer student. The Achievement School District would like to ensure that its schools are able to make transfer enrollment decisions with full information and context. Accordingly, the following process should be followed when a transfer student arrives at an ASD school:

1. Ask the family to provide the name of the student's previous school and school district. 2. If the student is transferring from Shelby County Schools, require the family to present a copy of the SCS Withdrawal Entry Form. An ASD school should not register a transfer student until it can confirm the student has been appropriately withdrawn from his/her previous school.
3. ASD schools are encouraged to call the student's previous school directly to confirm the reason the student is no longer enrolled in the school.

ASD schools can choose to enroll a transfer student, even if he/she has an outstanding expulsion. However, administrators should always conduct the appropriate diligence before registering a student. Once a student has been registered at an ASD school, that school assumes responsibility for his/her education and placement.

1. Achievement School District TO Achievement School District
2. Achievement School District TO other an LEA

TRANSFERS OUT OF SCHOOL

When a student transfers out of the ASD school, district and school/operator leadership must make an effort to understand a student's needs, attempt to address those needs in the current placement, and inform families of available school options. Transfers should always be requested by families. Under no circumstances should ASD staff directly 'counsel out' or advise a family to seek a voluntary transfer. In the event that an ASD school cannot adequately serve a student's needs or there are extenuating safety, discipline, or medical issues – school and operator leadership should work with ASD Support Team staff to find a suitable administrative placement. For questions or assistance with administrative placements, please contact the district's Special Education Manager for special education issues and the Manager of Enrollment for all other issues.

In the event that a family voluntarily requests to transfer a student to another school, the following process should be followed:

1. The family should contact the student's current school to discuss the transfer request process and receive a Transfer Request Form. The parent should complete, sign, and submit the form to the student's current school.
2. A follow-up meeting and exit interview is required for all transfer reasons other than moving/relocation. The school leader (or designee) will contact the family to arrange a meeting to discuss the transfer within 5 school days of receiving a completed Transfer Request Form. At the meeting, the school leader (or designee) will conduct an exit interview with the family, student, and



other school staff as necessary. The exit interview ensures that the family has been adequately informed of options and that the ASD understands and documents the family's reasons for requesting a transfer. The Exit Interview Summary Form outlines the

information that should be captured.

3. The school leader should discuss available school options with the family. Potential options include another ASD school, the student's zoned school (if different), an SCS school, or a private/parochial school. The family should be given some time to make a decision.
4. School leaders are encouraged to place a courtesy phone call to the student's new school to confirm capacity exists and the student will be registered upon arrival. Under no circumstances should a family be granted a transfer without some confirmation of capacity for that student at another school. For questions or assistance in securing a new placement for a student, please contact the Manager of Student Membership & Access.
5. Once a transfer has been granted, an ASD Withdrawal Form should be completed and the family should be issued a copy of the Transfer Request Form. Both ASD and SCS schools have been instructed not to register transfer students without the proper, signed withdrawal documentation.

Please use the enrollment hotline and enrollment email if you need more information or have questions (901-877-8ASD and enrollment@tn-asd.org).

Additional processes exist to ensure Green Dot appropriately serves families of students with disabilities or other special needs.

MID-YEAR TRANSFERS IN

Once a transfer student has enrolled (either by school choice or voluntary mid-year transfer) at an ASD school, he/she is required to meet behavioral and attendance expectations set force in this handbook. Student transfers may be denied or revoked if the student fails to meet those expectations, despite intensive interventions implemented by the school. Students whose transfers are denied or revoked are to return to their attendance zoned school.



Bluff City High School only)

Enrolled students may at any time request to transfer to another school. Green Dot Public Schools will encourage them to stay, especially if it is mid-semester. In a situation that a student does leave and later chooses to return, the student must complete an application and return it to the main office. When the application is submitted, the student will be informed if there is space available or if they will be placed on the waiting list, pursuant to the enrollment policy. Students who have been incarcerated must attend a conference with their parent/ guardian and an administrator before returning to the school. Students who have been previously expelled must complete the re-enrollment process prior to being eligible to return to school.



Extra-Curricular Activities Policy G. 1.0 Policy: Athletic Eligibility

No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any athletic program of the school.

All Green Dot campuses follow the guidelines established by the SCIAA and TSSAA. Principals and coaches shall be responsible for ensuring that the Rules of the National College Athletics Association (NCAA) are followed. Students must maintain a minimum grade point average of 2.5 for the previous grading period to remain eligible.

Students who fall between a 2.0 and a 2.5 GPA, are placed on probation for one quarter. During the probationary period, students will continue to participate in practice and games as long as they meet all requirements of the Student Athlete Probationary Agreement.

In addition to meeting GPA expectations, student athletes will be expected to adhere to the following guidelines:

- Athletes cannot receive a semester grade of “F” in any subject.
- Students must exhibit satisfactory citizenship and conduct on and off the field. • Students must observe all regulations outlined in the current addition of the SCIAA guidelines. • Students must pass an annual physical examination given by a medical doctor. The parents/guardians of each student shall be responsible for covering the cost of the examination, and these records shall be on file at the school.
- Students must carry adequate insurance.

No student shall be required to attend a school athletic event, or event related to participation in a school athletic team, if the event is on an official school holiday, observed day of worship, or religious holiday. Each school may require written notice that the student will not be in attendance of the athletic event prior to the event.

The mission of our athletic programs is to provide student athletes with competitive opportunities in interscholastic sports. It is our goal that each student athlete will learn and demonstrate the life-long values of leadership, sportsmanship, teamwork, and integrity.



Extra-Curricular Activities Policy G. 2.0 Policy: Extra-Curricular Eligibility

STUDENT LEADERSHIP: Students wishing to apply for or maintain leadership positions must meet the following requirements for academics, attendance, and behavior:

• Students must maintain an overall GPA of 2.5 or higher, with no failing grades.
• Students must attend school regularly – a student with 10 or more absences may be removed from office.
• Students must be in good behavioral standing – a student earning an out-of-school suspension may be removed from office.

Any student can be excluded from social activities for academic or behavioral reasons. 62



Health & Welfare Policy H. 1.0

Policy: Administration of Medication During the School Day

Green Dot may not furnish any medications. School personnel are prohibited by law from giving any medication to a student unless the student's physician has given written instructions. All medications require physician and parent/guardian authorization. Once authorization is obtained, the medication must be given to the Office in original containers, labeled with the name of the medication, dosage, name of student, and frequency of administration. Over the counter medications should be in original sealed packages with directions for administration. Medications will be stored in a secure location labeled with the student's name, dosage, and time to be given. Parents will be notified if a student requires an "only if needed medication" while at school. Medication administration will be documented in a medication log maintained for each child. This form will be incorporated into each student's permanent file upon transfer or graduation.



No student will be denied an education solely because of a communicable disease, and his/her educational program shall be restricted only to the extent necessary to minimize the risk of transmitting the disease.

Parents or guardians of infected students shall inform appropriate school officials of the infection so that proper precautions for the protection of other students, employees, and the infected student shall be taken.

No student with a communicable disease which may endanger the health of either himself/herself or other individuals will enter or remain in the regular school setting. If a school principal has reason to believe a student has a communicable disease which may endanger the health of either himself/herself or other individuals in the regular school setting, the principal shall:

1. Assign the student to a setting which will protect other students, employees and the student himself; or
2. Exclude the student from school until certification is obtained from a physician or the County Health Department by either the parent or principal stating that the disease is no longer communicable. 3. If the superintendent/designee has reason to believe that the student has a long-term communicable disease, the principal must require confirmation from a physician or the County Health Department as to the student's condition. If the student is confirmed to have a long-term communicable disease the principal shall refer the student for special education services.

Green Dot may request that further examinations be conducted by a physician or County Health Department and may request periodic re-examinations after the student has been readmitted to the school.

Expenses incurred from examinations requested by school officials shall be paid by the school.

STUDENTS LIVING WITH HUMAN IMMUNODEFICIENCY VIRUS (HIV) OR ACQUIRED IMMUNODEFICIENCY SYNDROME (AIDS)

To the extent practical with medical and educational needs, the student shall be subject to the same rules for class assignment, privileges, and participation in any school-sponsored activities as all other students. The school shall strive to maintain a respectful school climate for students living with HIV. Mandatory screening for communicable diseases not spread by casual everyday contact, such as HIV, shall not be a condition for school entry or attendance.

The school shall be responsible for requesting medical records from the parent/guardian and a statement from the student's physician regarding the health status of the student reported to be HIV-positive.

No information concerning a student living with HIV shall be divulged, directly or indirectly, to any other individual or group without the written consent of the parent/guardian. All medical information and written documentation of discussions, telephone conversations, proceedings, and meetings shall be kept by the school in a locked file. If the HIV-positive student is under the age of eighteen (18), access to this file shall be granted only to those persons who have the written consent of the student's parents/guardians. Under no circumstances shall information identifying a student living with HIV be released to the public.

Students shall be taught universal precautions through the Tennessee Health Education and Lifetime Wellness Standards for Grades K-12 and through the school's HIV prevention education program. Students shall also have access to voluntary and confidential counseling about matters related to HIV and AIDS.



Health & Welfare Policy H. 3.0 Policy: Concussion and Sudden Cardiac Arrest

In accordance with the Tennessee Secondary School Athletic Association, any player who exhibits signs, symptoms or behaviors consistent with a concussion (such as a loss of consciousness, headache, dizziness, confusion or balance problems) or sudden cardiac arrest (such as fainting or seizures during exercise, unexplained shortness of breath, chest pains, dizziness, racing heart rate or extreme fatigue) shall be immediately removed from the game and shall not return to play until cleared by an appropriate healthcare professional.

Green Dot employees shall adhere to the following protocol if players exhibit signs, symptoms, or behaviors consistent with a concussion or sudden cardiac arrest during practice or competition:

1. Continue to monitor players for possible signs of injury as usual.
2. Immediately remove any player that shows signs, symptoms, or behaviors consistent with a concussion or cardiac arrest from the activity or competition.
3. The school shall have the player examined by the school's designated health care provider. If the designated health care provider determines that the student has not sustained a concussion or experienced sudden cardiac arrest, the player may return to the activity or competition.
4. The head coach shall be responsible for obtaining clearance from the school's designated health care provider.
5. If the school does not have access to a designated health care provider, or if the school's designated health care provider suspects that the athletic may have sustained a concussion or experience sudden cardiac arrest, the only means for an athlete to return to full or graduated practice or play is for the student to be evaluated and given written clearance from a licensed healthcare provider.

Per Tennessee commission of Education and Tennessee Public Charter School Commission requirements, coaches and athletic directors (whether employed or volunteers) must take the National Federation of State High School Associates Elective Course - Sudden Cardiac Arrest and Concussion and the National Federation of State High School Associates Elective Course - Concussion for Sports online courses. Concussion/head injury and sudden cardiac arrest information sheets will be provided for parents/guardians and students to review and sign prior to participation in athletics.



Health & Welfare Policy H. 4.0 Policy: Epinephrine Auto Injectors

During the enrollment process, parents/guardians must indicate if their child has any chronic health problems, medical conditions, medications, or allergies on the Enrollment Form.

Stocking: Green Dot shall obtain a prescription for epinephrine auto-injectors (“EpiPen”) from an authorizing physician and surgeon that includes at least one regular EpiPen per Green Dot school, unless there are students at the school who require a junior EpiPen. Such a prescription may be filled by local or mail order pharmacies or EpiPen manufacturers. Green Dot recommends that each Green Dot school stock a minimum of two regular EpiPens. The designated school administrator is responsible for restocking EpiPens.

Volunteer Requests: Green Dot will distribute an annual notice to all school staff that contains the following information:

- a description of a volunteer request stating that the request is for volunteers to be trained to administer an EpiPen to a person if the person is suffering, or reasonably believed to be suffering, from anaphylaxis; and
- a description of the training that volunteers will receive.

Training: Each school’s Office Manager, Parent Coordinator, and Office Assistant(s) will be trained to administer EpiPens and receive annual refresher training. Such training shall be consistent with the most recent “Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs” published by the federal Centers for Disease Control and Prevention and the most recent guidelines for medication administration from the CDE.

Administration: If a student is, or reasonably believed to be, suffering from an anaphylactic reaction, only the school’s Office Manager, Parent Coordinator, Office Assistant, or volunteer staff member who has received EpiPen training can administer the EpiPen to the student. During the administration of the EpiPen or as soon as practicable thereafter, or if no trained individual is present at the time of the anaphylactic reaction, the school will immediately call 9-1-1 to request an emergency response and stay with the student until paramedics arrive. The school will also contact the student’s parent/guardian and physician as soon as practicable upon learning of the student’s anaphylactic reaction.



Health & Welfare Policy H. 5.0 Policy: Homebound or Hospital Schooling

Green Dot requires regular attendance at school to ensure students receive a quality education. If a student incurs more than 10 school days of consecutive absence because of health or physical impairment, he/she shall seek home and/or hospital-based instruction.

Homebound schooling shall begin as soon as the student's physical and mental health permits. The amount of instructional service time provided through the homebound and/or hospital program shall be determined in relation to each student's education needs, as well as his/her physical and mental health.

If a student is eligible for homebound and/or hospital schooling an Educational Planning Conference will be convened by an administrator within 5 days of the receipt of the written request and doctor's forms. This meeting will include the parent, student, Counselor, and a grade level representative and will determine the schedule for the home schoolteacher to provide service.

A student who requires homebound and/or hospital schooling on a temporary basis shall be provided with instructional services sufficient to enable him/her to return to school with a minimum of difficulty. Instructional tutoring should not be less than five (5) hours per week unless the physician certifies that the student should not receive this level of instruction due to medical reasons. A student who requires homebound and/or hospital schooling for an extended time shall be provided with instructional services sufficient to appropriately advance the student's basic educational development.

A student may receive homebound and/or hospital schooling through telephonic or other electronic communication systems if such a system is available to the student and instructor. However, at least two (2) hours per week of direct instructional services shall be provided. All instructional services and home visits will be documented via Power School to ensure the student's needs are being met.

Before a student returns to school, an Educational Planning Conference must be held wherein the school approves a plan for successful re-entry. The plan will be created by the parent, Counselor, administration, the physician/therapist (if necessary), and the home schoolteacher. A student will not be permitted to return to classes until the plan has been approved.

LONG-TERM HOSPITALIZATION
In the event a student must be hospitalized for a long period of time (i.e. for physical or psychological reasons or for treatment with substance abuse) he/she may retain his/her status at Green Dot.

If the hospitalization is for physical reasons, an administrator or designee will serve as the liaison between the family, hospital and school. The administrator will meet with the school Counselor and student's teachers to determine the education needs of the student. The administrator is responsible for the ongoing coordination of the student's educational program.

If the hospitalization is for psychological or substance abuse reasons, a school psychologist will work with the administrator as the liaison between the family, home, and school. Before discharge of the student and his/her return to school the school psychologist and administrator will conduct a meeting with all school professionals who will be working with the student to determine the strategies needed for a positive transition to the school setting.

COVID-19 QUARANTINING



Students on homebound instruction who are temporarily quarantined due to a positive COVID-19 test result or possible exposure to COVID-19 may participate in remote instruction during the period of quarantine only, in accordance with GDPST's virtual instruction policy.



Health & Welfare Policy H. 6.0 Policy: Illness at School

1. A staff member will assist a student in need of help for sudden illness or injury occurring in school. Conditions occurring at home should be taken care of before coming to school.
2. Students should be covered under family insurance. The school is not responsible for medical bills for injuries occurring at school.
3. The secretary/administrator does not diagnose illnesses. Students who are unable to remain in class because of illness will be sent home. Parents will be contacted to make transportation arrangements for their student to go home if s/he is too ill to stay in school. No student will be allowed to leave the campus without parent notification. If ill, the student should be given care at home or, if the condition persists, the student should seek medical attention.
4. Arrangements to leave school because of illness or injury must be made through the office. 5. Health matters are treated confidentially.
6. Students expecting to be absent two weeks or more for medical reasons MUST contact the office regarding home instruction. The student's physician must make a request for home instruction.



Health & Welfare Policy H. 7.0 Policy: Injury or Medical Illness

All injuries and illnesses MUST be reported to the nearest faculty member in charge or to the office. Most injuries are avoidable if safety rules are observed.

Parents are advised that if their child is hurt at school, there is no school insurance to cover medical costs. In case of injury, GDPST staff will administer first aid. An ambulance will be called in case of serious injury. The school will immediately notify parents or other adults listed on the emergency form.

If a student feels sick at school, he/she will be able to lie down. If the student is running a fever or has severe illness symptoms, parent will be notified. Students cannot be released until a parent or guardian (listed on the emergency card) comes to pick them up.



Health & Welfare Policy H. 8.0 Policy: Pregnant or Parent Students

Pregnant or parenting students, regardless of their marital status, have the right to attend Green Dot Public Schools and to participate in any program or activity for which they would otherwise qualify in an environment free from discrimination or harassment. Classes, programs and materials offered to pregnant and parenting students must be equal to those offered to other students and students must be provided access to those classes needed to complete their course of study.

Pregnant and parenting students have a right to full participation in school classes, programs, and activities and it is the school's responsibility to make reasonable accommodations to keep pregnant students safe on campus and facilitate their continued participation. Such accommodations may include, but are not limited
to, additional time for use of facilities and class changes and home-schooling during absences due to pregnancy related illness or recovery. Students should not be checked out from a school based on their pregnancy or parenting status. Students shall not be required to attend a charter school, and charter staff may present alternative educational opportunities to pregnant or parent students, so long as the staff also informs the student that she/he has the right to continued attendance at Green Dot.



Health & Welfare Policy H. 9.0 Policy: Service Animals

Under the Americans With Disabilities Act, a “service animal” is defined as a dog that has been individually trained to do work or perform tasks for an individual with a disability. The task(s) performed by the dog must be directly related to the person’s disability. Emotional support, comfort animals, and therapy dogs are not service animals under the Americans With Disabilities Act. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for purposes of this Policy. Service animals do not have to wear a vest or patch or special harness identifying them as a service animal.

STUDENT SERVICE ANIMALS

Parents/guardians shall direct all requests that a service animal be permitted to accompany their child at school and/or school sponsored activities to their child’s school Principal. Within two (2) business days of the request, the Principal shall schedule a meeting to discuss the request.

Except in situations where it is obvious that the dog is a service animal, the Principal or their designee/s may ask during the meeting the following questions: (1) is the dog a service animal required because of a

disability and 2) what work or task has the dog been trained to perform. No ACS employee may request any documentation for the dog or require that the dog demonstrate its task. The student is responsible for caring for and supervising the service animal, which includes toileting and cleaning up after the animal; however, if a student's disability precludes the student from performing the aforementioned tasks, this issue should be discussed during the meeting between the Principal or their designee and the student's parent/guardian.

Service animals must be permitted to accompany their handlers to and through self-service food lines. Service animals must be under the control of the handler at all times. The service animals must be harnessed, leashed, or tethered while at any ACS school or at any school sponsored activity. If a service animal is out of control and the handler does not take effective action to control it and/or if the animal is not housebroken, the Principal or their designee may ask that the service animal be removed from the premises.

Allergies and fear of dogs are not valid reasons for denying access to service dogs. However, when a person who is allergic to dog dander and a person who uses a service animal must spend time in the same room or facility, they both should be accommodated.

PUBLIC SERVICE ANIMALS

Any person who intends to enter upon ACS school with a service dog shall check in with the school Principal or their designee. Except in situations where it is obvious that the dog is a service animal, the Principal or their designee/s may ask the following questions: (1) is the dog a service animal required because of a disability and 2) what work or task has the dog been trained to perform. No ACS employee may request any documentation for the dog, require that the dog demonstrate its task, or inquire about the nature of the person's disability. The handler is responsible for caring for and supervising the service animal, which includes toileting, the animal.

Service animals are allowed to accompany the handler to any place in any ACS building where members of the public or program participants are allowed to be.

Service animals must be under the control of their handler at all times. Service animals must be harnessed, leashed, or tethered while at any ACS school or at any school sponsored activity. If a service animal is out of control and the handler does not take effective action to control it and/or if the animal is not housebroken, the Principal or their designee may ask that the service animal be removed from the premises.

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Allergies and fear of dogs are not valid reasons for denying access to service dogs. However, when a person who is allergic to dog dander and a person who uses a service animal must spend time in the same room or facility, they both should be accommodated.



Green Dot recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. Green Dot shall ensure that all of its staff who work, teach, or supervise in a laboratory environment (e.g., science teachers) are provided with the Green Dot Lab Safety Handbook as it may be updated from time to time, to review and adhere to such safety standards.

Green Dot shall provide schools with eye safety devices for use whenever students, teachers, or visitors are engaged in or observing an activity or using hazardous substances that is authorized in advance by Green Dot likely to cause injury to the eyes. Eye safety devices may be sold to students for an amount not to exceed their actual cost to Green Dot.



Health & Welfare Policy H. 11.0 Policy: Suicide Prevention

Green Dot recognizes that suicide is a major cause of death among youth and should be taken seriously.

To attempt to reduce suicidal behavior and its impact on students, families, and stakeholders, Green Dot has developed this policy to codify preventive strategies and intervention procedures.

PREVENTION AND INSTRUCTION

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

Green Dot's comprehensive health education program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and self-esteem. Suicide prevention instruction may be incorporated into the health education curriculum in the secondary grades. Any such instruction shall be aligned with state content standards and shall be designed to help students analyze signs of depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies. At appropriate secondary grades, Green Dot's suicide prevention instruction shall be designed to help students:

1. identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide; 2. identify alternatives to suicide and develop coping and resiliency skills;
3. learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent; and
4. identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, and/or suicide prevention services

Green Dot may offer parents/guardians education or information which describes the severity of the youth suicide problem, Green Dot's suicide prevention curriculum, risk factors and warning signs of suicide, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis. The Executive Director and/or designee shall ensure that the contact information of The National Suicide Prevention Lifeline – 1-800-273-8255 – shall be conspicuously placed at each GDPST school.

PROFESSIONAL DEVELOPMENT

Suicide prevention training for staff shall be designed to help staff identify and respond to students at risk of suicide. Any such training shall be offered under the direction of a Green Dot counselor/psychologist and/or in cooperation with one or more community mental health agencies and may include information on:

1. research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors;
2. warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior;
3. research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health;
4. school and community resources and services; and



5. Green Dot procedures for intervening when a student attempts, threatens, or discloses the desire to commit suicide.

INTERVENTION
Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the principal or school counselor. The principal or counselor shall then notify the student's parent(s)/legal guardian(s) as soon as possible and may refer the student to mental health resources in the school or community. Belief that a student is at imminent risk of suicide shall include, but not be limited to, the student verbalizing the desire to commit suicide, evidence of self-harm, or a student self-referral. Upon notification, the Principal shall ensure the student is placed under adult supervision. Emergency medical services shall be contacted immediately if an in-school suicide attempt or in-school suicide occurs. The principal or designee shall contact the Executive Director or designee as soon as practicable.

Prior to contacting the student's parent/guardian, the school leader or designee shall determine if there could be further risk of harm resulting from parent/guardian notification. If parent/guardian notification could result in further risk of harm or endanger the health or well-being of the student, the local law enforcement and the Department of Children's Services shall be contacted.

If appropriate, the Principal or designee shall contact the student's parent/guardian and: 1.
Inform the parent/guardian that there is reason to believe the student is at risk of suicide;
2. Inform the parent/guardian that emergency medical services were contacted;
3. Ask the parent/guardian whether he/she wishes to obtain or has obtained mental health counseling for the student; and
4. Provide the names of community mental health counseling resources.

To ensure student safety and appropriate communications in the event that a suicide occurs, or an attempt is made on campus or at a school-sponsored activity, Green Dot shall follow any established crisis intervention procedures in the school safety plan. After consultation with the Executive Director or designee and the student's parents/guardians about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

When a suicide attempt or threat is reported, the principal or designee shall:
1. Ensure the student's physical safety by one of the following, as appropriate:
    a. securing immediate medical treatment if a suicide attempt has occurred;
    b. securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
    c. keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene 2. designate specific individuals to be promptly contacted, including the school counselor, psychologist, nurse, superintendent, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies;
3. document the incident in writing as soon as feasible;
4. follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed;



5. provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school
6. provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Prior to a student returning to school, the counselor and Principal or designee shall meet with the student's parent/guardian, and student, if appropriate, to discuss re-entry. The Principal will identify an employee to periodically check in with the student to ensure the student's safety and address any problems with re-entry.

POSTVENTION
Immediately following a student suicide, the Crisis Team shall meet and implement the Crisis Management Plan. At a minimum, the Crisis Management Plan shall address the following:

1. Verification of death;
2. Preparation of postvention response;
3. Informing faculty and staff of student death;
4. Informing students that a death has occurred; and
5. Providing information on the resources available to students, as well as have grief counseling sessions available to students in the days following.

The Crisis Team shall work with teachers to identify the students most likely to be impacted by the death, or students showing signs of extreme grief, in order to provide additional assistance and counseling if needed. Additionally, staff and faculty will immediately review suicide warning signs and reporting requirements.



Health & Welfare Policy H. 12.0 Policy: Student Wellness and Health Services

COMMITMENT TO COORDINATED SCHOOL HEALTH
All GDPST shall implement the CDC's Coordinated School Health approach to managing new and existing wellness related programs and services in schools and the surrounding community based on State law and School Board of Education CSH standards and guidelines. School counselors shall serve as the designees
and shall support GDPST's Director of Student Services in overseeing compliance with commission of Education and Tennessee Public Charter School Commission CSH standards and guidelines.

SCHOOL HEALTH ADVISORY COUNCIL
GDPST has established and shall maintain a School Health Advisory Council to serve as a resource to school sites for implementing programs. The Council shall consist of individuals representing GDPST, such as the Director of Student Services, Director of Finance and Operations, Director of Curriculum and Instruction, and the Superintendent of Schools. The primary responsibilities of the Council include by are not limited to:

1. Making recommendations regarding student physical activity and nutrition policies; 2. Ensuring that all GDPST schools create and implement an action plan related to all School Health Index modules;
3. Ensuring that the results of the action plan are annually reported to the council; and 4. Ensuring that school level results include measures of progress on each indicator of the School Health Index.

The commission of Education and Tennessee Public Charter School Commission's Coordinated School Health and Physical Activity Guidelines shall be used as guidance by the Council to make recommendations. The Executive Director or designee will consider recommendations of the Council. Minutes will be kept of each meeting of the Council.

NUTRITION GUIDELINES
The nutrition guidelines for all food and beverages offered for sale to students are as follows:

- Will be consistent with the meal pattern requirements and nutrition stands for competitive foods developed by the USDA Smart Snacks in School nutrition standards.
- For other, non-sold foods and beverages made available on the school campus during the school day each school Principal shall monitor all such foods and beverages to ensure that non-sold food and beverages comply as much as possible with the USDA Smart Snacks in School national standards.

COMMITMENT TO NUTRITION
All GDPST schools shall participate in the USDA child nutrition programs, which will include but not be limited to, the National School Lunch Program and the School Breakfast Program. Meals shall be accessible to all students in a non-stigmatizing manner. Students will be given adequate time to enjoy healthy meals. All food including vending machines, fundraising items, and concessions must meet guidelines set forth by the Healthy, Hunger-free Kids Act, 2010, Smart Snacks in Schools. The school Principal and/or designee shall be responsible for overseeing the school's compliance with the commission of Education and Tennessee Public Charter School Commission Rules and Regulations for the sale of food items.

NUTRITION EDUCATION



Nutrition Education will be offered as part of a standards-based program designed to provide students with the knowledge and skills needed to promote and protect their health as outlined in the commission of Education and Tennessee Public Charter School Commission Health Education and Lifetime Wellness Standards. Nutrition Education will encourage students to start each day with a healthy breakfast.

Only those foods and beverages that meet the nutritional standards 7 C.F.R. § 210.11 may be marketed on GDPST school campuses.

COMMITMENT TO PHYSICAL ACTIVITY AND PHYSICAL EDUCATION
GDPST recognizes that physical activity is extremely important to the overall health of a child. Schools shall support and promote physical activity. Physical activity may be integrated into any areas of the school program. Physical Education classes shall be offered as part of a standards-based program designed to provide developmentally appropriate moderate to vigorous physical activity as an integral part of the class. All physical education classes shall comply with the commission of Education and Tennessee Public Charter School Commission's's Physical Education 8 Standards and State law.

COMMITMENT TO CURRICULUM
All applicable courses of study shall be based on State-approved curriculum standards. All GDPST schools shall annually administer a baseline assessment on each of the recommended School Health Index modules. Results shall be submitted to the School Health Advisory Council and reported to the State Department of Education.

RECORD KEEPING COMPLIANCE
The District's Coordinated School Health Specialist shall ensure that records demonstrating compliance with community involvement requirements are maintained.

PROMOTING STUDENT WELFARE
The Executive Director or designee, in conjunction with GDPST Principals and Director of Student Services and Director of Curriculum and Instruction, shall develop standards and procedures for:

a. Attendance services;
b. Guidance services;
c. School student health services, including the administration of medications;
d. School psychological services (i.e. school-based individual and/or group sessions, family in-home counseling, and psychological assessments for students with disabilities);
e. Student wellness plans; and
f. Student social work services.



Parent & Guardian Policy I. 1.0 Policy: Communication

Green Dot Public School believes that the communication between parents/guardians and the school is integral to the success of a student. Parents can expect that all communication will receive a response within 48 hours or two (2) school days.

SCHOOL TO HOME COMMUNICATION:

- TEACHERS CONTACTING PARENTS BY PHONE: Expect regular phone calls from teachers regarding your child's progress. If you do not hear from one of your child's teachers, do not assume your child is doing satisfactory work. The only way to assure your child is on track is to communicate with your child's teachers by phone, email, or by scheduling an appointment.
- AUTOMATED COMMUNICATION SYSTEM: Staff members and/or parent volunteers call home on a regular basis to inform parents of school events and to discuss specific issues regarding individual students. The school may also use an automated calling or email system to remind parents of schedule changes, holidays, or other important announcements (e.g., student absences or truancy). Please make sure that you provide the office with the phone number and email that is best for receiving such communication. Should you wish to change this contact number or email address during the school year, please provide the office with the change in writing.
- SCHOOL CORRESPONDENCE: School bulletins, monthly calendars, flyers and letters from the Principal are sent home with students or mailed on a regular basis. Please ask your child or check your mail for school correspondence in order to keep informed of what is happening at school.

HOME TO SCHOOL COMMUNICATION

- CHANGE OF CONTACT INFORMATION: Parents/guardians will be asked at the beginning of each school year to provide the school with current contact and emergency information. If your contact information changes during the school year (including all telephone numbers), it is the responsibility of each parent/guardian to provide the Main Office with this new information in writing. The school cannot assume responsibility for missed communications in the event that the contact information is misreported or not updated by the parent or guardian.
- PARENTS/GUARDIANS CONTACTING TEACHERS: All teachers and staff members have email accounts where they can be easily contacted. From Power School, you may click on the teacher's name on your student's web page to send an email. You may also contact teachers by leaving a message with the main office.
- MESSAGES AND DELIVERIES TO STUDENTS: Students may not use the office telephones except for school business or emergencies approved by the administration. In an effort to limit classroom disturbances, staff will only deliver urgent messages to students during the instructional periods.

- REPORTING CRIMINAL OFFENSES: Parents/guardians must notify the school leader if a student has at any time been adjudicated delinquent for any of the following:

    1. An offense involving:
        1. First degree murder;
        2. Second degree murder;
        3. Rape;
        4. Aggravated rape;
        5. Rape of a child;
        6. Aggravated robbery;
        7. Especially aggravated robbery;
        8. Kidnap;
        9. Aggravated kidnapping;

Attachment H - Enrollment Policy (AMENDED)

F. 1.0

As a member of the Memphis Shelby County Schools, Wooddale Middle School will adhere to Chapter 13 Tennessee Public Charter Schools Act of 2002.

Participation in a public charter school shall be based on parental choice or the choice of the legal guardian or custodian.

Enrollment is non-discriminatory fully compliant with T.C.A. § 49-13-107. Wooddale Middle School will follow all federal and state laws as well as constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, nation origin, religion, ancestry, or need for special education services. To ensure compliance with state and federal regulations, information regarding disabilities, race, color, national origin, ancestry, or need for special education services will be collected during the recruitment, application, or enrollment process for information purposes only and will not be used in determining eligibility. The school, as a public charter school, will not charge tuition unless the Governance Board approves a transfer student from another school district, pursuant to the provisions of T.C.A. § 49-6-3003.

Wooddale Middle School shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building.

An enrollment preference shall be provided to students that attended the charter school during the previous school year.

If the number of applications exceeds the capacity of a program, class, grade level, or building, the charter school shall select students through a lottery. The enrollment preference for returning students shall exclude those students from entering into a lottery.

If an enrollment lottery is conducted, a public charter school shall give enrollment preferences in the following order:

1. Students enrolled in a charter school that has an articulation agreement with the enrolling public charter school; provided, that the articulation agreement has been approved by the authorizer;
2. Siblings of students already enrolled in the public charter school;
3. Students residing within the geographic boundaries of the LEA in which the public charter school is located who were enrolled in another public school during the previous school year; and
4. Students residing outside the geographic boundaries of the LEA in which the public charter school is located.

Wooddale Middle School may give an enrollment preference to children of a teacher or member of the governing body of the charter school, not to exceed ten percent (10%) of total enrollment or twenty-five (25)

students, whichever is less.

Wooddale Middle School will provide to the department of education certification by an independent accounting firm or by a law firm that each lottery conducted for enrollment purposes complied with the requirements of this section. In lieu of such certification, the department of education review and approve the lottery process.

Wooddale Middle School will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g), with respect to the publication of any students' names before, during, or after the enrollment and lottery process.

SCHOOLMINT LOTTERY MECHANICS

SchoolMint's random number generator (PRNG) is currently implemented as a modified Mersenne Twister with a period of 2**19937-1.

For example, let's say there are 5 students (s1, s2, s3, s4 and s5) who have applied. Everyone has a "no priority." In this case, SchoolMint puts x number of tickets for each student in the hat (i.e. our randomizer - Ruby).

Let's say there is only 1 seat available for the grade that these 5 students are applying to. Therefore, x=1 and each student will get 1 ticket in the hat: s1 (t1), s2 (t2), s3 (t3), s4 (t4), s5 (t5).

Now let's say there are 3 seats available for the grade that these 5 students are applying to. SchoolMint will randomly pick up tickets for 3 students (e.g. t3, t1, t4). In this case, students 3, 1 and 4 are selected and the remaining students go on the waitlist in the order selected.

The above process will be repeated for each priority group starting with Priority Group 1 and ending with Priority Group 5.

Additional SchoolMint Details

- SchoolMint uses an industry standard randomizer.
- SchoolMint uses a pseudo-random number generator which is currently implemented as a modified Mersenne Twister with a period of 2**19937-1. This is the default random number generator available with Ruby Language. More information can be found here (http://ruby-doc.org/core-2.2.0/Random.html). The generator uses a source of entropy provided by the operating system, if available (/dev/urandom on Unix systems or the RSA cryptographic provider on Windows), which is then combined with the time, the process id, and a sequence number. Because of this randomizer, every lottery run will show different results.
- SchoolMint maintains an audit-trail for all the changes including any waitlist changes that can happen as a result of students accepting or declining offers.
- SchoolMint does not allow any user (school admin or SchoolMint employee) to tamper with the randomization of the lottery.

WAIT LIST

Seats may not exist for all students who participate in the school's enrollment lottery. If no opening exists, the student will automatically be waitlisted for his/her school choices. The order that a student is randomly identified in the lottery determines the order of that student on the school's waitlist.

The process of admitting students from the waitlist will be managed by the WHO. If a school would like to offer a seat to a student on the waitlist, it will select the highest-ranking student. Upon enrollment, the student is removed from the waitlist.

If after the lottery, there are still seats available, Wooddale Middle School will accept students based on the order they register.

However, if all seats have been filled via the automated lottery, all remaining applicants participating in the lottery will be randomly placed within their priority groups for a spot on the waitlist.

Post-lottery, any lottery forms received after the lottery deadline but before the actual lottery taking place will be placed on the waitlist based on lottery preference in the order received behind those waitlisted students placed in the lottery.

Lottery forms received after the lottery has occurred will be placed on the waitlist in the order they are received with no preference being granted.

The waitlist for every grade expires annually on the last day of the school year. As a best practice, Wooddale Middle School will reach out to each waitlist student to invite them to submit a lottery form for the next school year during the annual application period and notify the parent/guardian of the waitlist expiration at the end of the year.

Physical Examinations and Immunizations

Proof of a complete physical examination must be presented prior to (a) each student entering school for the first time and (b) each student participating as a member of an interscholastic athletic team or in any other strenuous physical activity program.

No students entering school will be permitted to enroll (or attend) without proof of immunization, as determined by the Commissioner of Public Health. It is the responsibility of the parents or guardians to have their children immunized and to provide such proof to the principal of the school which the student is to attend.

Students may be granted an exemption from immunization requirements if a qualified physician certifies that administration of immunizations would be in any manner harmful to the child. Students may also be granted an exemption from immunization requirements if a parent or guardian files with proper authorities a signed, written statement that such immunization and preventive measures conflict with the religious tenets and practices of the parent or guardian affirmed under penalties of perjury. The immunization requirement may be waived for homeless students.

Proof of exceptions will be in writing and filed in the same manner as other immunization records.

The immunization requirement may be waived for Homeless Students. If the child or youth needs to obtain immunizations or medical records, the enrolling school shall refer the parent or guardian of the homeless child or youth to the Coordinated School Health Specialist who shall assist in obtaining necessary immunizations or medical records.
A list of transfer students shall be kept at each school throughout the school year in order that their records can be monitored by the Department of Health.

Re-enrollment: It is understood that students enrolled in Wooddale MS may re-enroll for the following school year without submitting an application.

TRANSFERS OUT OF SCHOOL

When a student transfers out of the school, school leadership must make an effort to understand a student's needs, attempt to address those needs in the current placement, and inform families of available school options. Transfers should always be requested by families. Under no circumstances should Wooddale MS staff directly 'counsel out' or advise a family to seek a voluntary transfer. In the event that the school cannot adequately serve a student's needs or there are extenuating safety, discipline, or medical issues – school and operator leadership should work with MSCS to find a suitable administrative placement.

In the event that a family voluntarily requests to transfer a student to another school, the following process will be followed:

1. The family should contact the school principal to discuss the transfer request process and receive a Transfer Request Form. The parent should complete, sign, and submit the form to the student's current school.
2. A follow-up meeting and exit interview is required for all transfer reasons other than moving/relocation. The school leader (or designee) will contact the family to arrange a meeting to discuss the transfer within five school days of receiving a completed Transfer Request Form. At the meeting, the school leader (or designee) will conduct an exit interview with the family, student, and other school staff as possible. The exit interview ensures that the family has been adequately informed of options and that the school understands and documents the family's reasons for requesting a transfer. The Exit Interview Summary Form outlines the information that should be captured.
3. The school leader should discuss available school options with the family.
4. School leaders are encouraged to place a courtesy phone call to the student's new school to confirm capacity exists and the student will be registered upon arrival. Under no circumstances should a family be granted a transfer without some confirmation of capacity for that student at another school.
5. Once a transfer has been granted, a Withdrawal Form should be completed and the family should be issued a copy of the Transfer Request Form.

CodeCrew

I am writing to support Wooddale Middle School remaining part of the Green Dot Public School Tennessee (GDPST) beyond its original ten-year charter. Green Dot's work in the community is exceptional, and Wooddale Middle School remaining under the GDPST will be **an** asset to the community that Wooddale Middle School serves.

As a former educator and current board member, I believe in the mission and vision of GDPST, and with the continued support of the charter network, Wooddale Middle School will grow and flourish. I am confident that remaining with GDPST Wooddale Middle School will exceed expectations and once again become the beacon of the neighborhood.

Sincerely

Pamela
Egwuekwe

Memphis Belles
A local chapter of Women in Aviation International (WAI)

May 22, 2024

Lisa A. Williams
Memphis Belles

To Whom It May Concern,

I am writing to support Wooddale Middle School's continuation of the Green Dot Public School Tennessee (GDPST) beyond its original ten-year charter. Green Dot's work in the community is exceptional, and Wooddale Middle School remaining under the GDPST will be an asset to the community that Wooddale Middle School serves.

For the past two years, we have partnered with Wooddale Middle School in providing programs that include local speakers and tours of aviation facilities, community outreach efforts to encourage Wooddale Middle School students to pursue aviation careers and regional scholarships opportunities.

During this period, we have learned about the passion and drive that Wooddale Middle School leadership and staff have to meet the needs of their students and the community from an academic and socio-economic perspective.

We look forward to the partnership between Wooddale Middle School and WAI,Memphis Belles which is a non-profit 501(c)3 organization whose mission is to educate it's members and the local community about Aviation.

Sincerely,

Lisa A. Williams
President of the Memphis Belles, Local Chapter of WAI

Attachment I - Letters of Support (AMENDED)



May 16, 2024

Amertice Allen, MPH
1350 Concourse Ave.
Suite # 563
Memphis, TN 38104

To Whom It May Concern:

I, Amertice Allen, feel compelled to send this letter regarding Wooddale Middle School in Memphis, TN. As a Green Dot Public School Tennessee Board Member, I would like for this letter to support the formal request to have Wooddale Middle School remain in GDPST beyond its 10-year charter as spelled out originally.

As a native Memphian, I am also very aware that Wooddale Middle isn't just a school, but it is a staple in the Memphis community. I'm proud that the Green Dot faculty and administration staff have successfully engaged the parents of Wooddale Middle students and leaders in the community to promote and embrace academic excellence and student well-being. I've witnessed the positive changes at Wooddale over the past 10 years. I know several alumni are proud of the great work and positive changes that Green Dot Public Schools brought to the community. It is fitting that Wooddale Middle remain in GDPST and continue to be a beacon of light for the community.

Sincerely,

Amertice Allen

Amertice Allen, MPH
Sr. Director ~ ALSAC Enterprise Contact Center
amertice.allen@alsac.stjude.org
901-438-4835

stjude.org
©2019 ALSAC/St. Jude Children's Research Hospital (38332)
St. Jude Children's Research Hospital®
Finding cures. Saving children.
ALSAC • DANNY THOMAS, FOUNDER

MEMPHIS CONNECT

Justin Crutcher

8406 Wind River Circle North

Cordova, Tn 38016

Date: 05/16/2024

To Whom It May Concern,

This letter supports Wooddale Middle School and Green Dot Public Schools and its efforts to make a positive impact in the community it serves. For the past five years, I have partnered with Wooddale Middle School to provide youth development services to their students. I provide soft skills training and health and wellness training.

During this time, I have learned about the passion and drive that Wooddale Middle School leadership and staff must meet the needs of their students and their families. I believe in the mission and vision of Wooddale Middle School.

I am honored to be in partnership with Wooddale Middle School and eagerly anticipate future opportunities to make a positive impact in the school's community.

Sincerely,

Justin T. Crutcher (President)

3865 South Perkins Road
Memphis, TN 38115
501.527.0841
FAX 901.528.1172
www.midsouthfoodbank.org

Date: May 16, 2024

To Whom It May Concern,

This letter supports Wooddale Middle School and Green Dot Public School and its efforts to make a positive impact in the community it serves. For the past five years, we have partnered with Wooddale Middle School in an initiative to eliminate hunger in the Parkway Village community. We provide an onsite food pantry which is available to our parents and community members.

During this time, we have learned about the passion and drive that Wooddale Middle School leadership and staff have to meet the needs of their students and the community from an academic and socio-economic perspective.

We are honored to be in partnership with Wooddale Middle School and eagerly anticipate the future opportunities to make a positive impact in the School's community.

Sincerely,

MID-SOUTH FOOD BANK
FEEDING THE NEED



Tasha McCraven
Child Hunger Programs Manager
901-373-0430

Dear Memphis City Shelby County Schools,

My name is Dr. Ted Lyons. I am the Clinical Director of ShotRx, and Executive Director of ShotRx Memphis. I submit this letter in full support of Wooddale Middle School's reauthorization.

The leadership at Wooddale Middle School and Green Dot Public Schools partnered with our team at ShotRx during the COVID-19 pandemic to help keep the scholars, staff, and Whitehaven community safe. Wooddale Middle School opened its doors to the community and brought ShotRx in to provide education and vaccinations on several occasions during one of the most trying times in our city and country.

I personally interacted with Wooddale Middle School and Green Dot Public Schools administrators and educators to develop and implement education and vaccination services on their campus. Educators, scholars, parents, and community members who were misinformed, hesitant, or lacked easy access to COVID vaccinations and boosters received services on campus because of the care, concern, and compassion of the servant leaders that are in place.

Green Dot and Wooddale Middle leaders have worked extremely hard to educate and serve all students. They provided translators for Hispanic families that attended the vaccination events, they provided staff members to assist in directing students and parents to the vaccination areas, and above all they showed authentic concern for every person that visited their campus. I fully support Wooddale Middle School's reauthorization. Wooddale Middle has been an amazing partner in keeping the Whitehaven community informed and safe.

I am grateful for the opportunity to work with Wooddale Middle and Green Dot. They are true community servants who reach out to all communities. I am happy to speak further on their behalf and can be reached at 901.779.6500 or via email, ShotRx901@gmail.com.

Dr. Ted Lyons

ShotRx Health and Wellness Solutions

Friday, May 17, 2024

To Whom It May Concern,

I Bishop Brandon B. Porter, submit this letter in full support of Wooddale Middle/Green Dot Public School reauthorization.

The leadership at Wooddale Middle and Green Dot Public Schools has partnered with Greater Community Temple C.O.G.I.C. during community engagement events throughout the year. I personally interacted with Wooddale Middle School administrators and educators during Black History and Graduation programs for several years. Our partnership is one to have because we are both in the community trying to be effective through education and faith. We care about our community and the school because of the care, concern, and compassion of the employees and leaders that are in place.

Wooddale Middle serves all students within the district and managed to hold excellent ratings as a Level 5 school in Memphis, Shelby County. They provided excellent academics and social skills for the students they serve, and I'm honored to be apart. I fully support Wooddale Middle School's reauthorization because they have been an amazing partner in keeping the Parkway Village/Hickory Hill community informed and safe.

Wooddale Middle and the staff are true community servants and that is one of the reasons we adopted them as a school. I am happy to speak further if needed, I can be reached at 901.542.5255 or via email, bbporter@bellsouth.net.

Sincerely,

Bishop Brandon B. Porter
Greater Community Temple
901.484.3357 cell
bbporter@bellsouth.net
@BishopPorter

Lifedoc Health
825 Valleybrook Dr,
Memphis, TN 38120
Tel: (901) 683 0024
Fax: (901) 683 0086

Date: 05/15/2024

To Whom It May Concern

This letter is in support of Green Dot Public School (GDPS) and the efforts they lead to try and make a positive impact in the communities they serve. Since 2019 we have partnered with Green Dot to in an initiative that provides free screenings, health education, follow-up, and access to food to the students and families. During this time, we have learned about the passion and drive that they and the team have to meet the needs of their students and the community from an academic and socio-economic perspective. Since 2021, we have been able to serve the students in those schools thanks to a Grant that GDPS dedicated to a school nursing program that would better assess the needs of the student body and allow us to work together meet those needs.

We are proud to be a partner of Green Dot Public School and look forward to many years of positively impacting the community together. Should I be able to help in any other way please do not hesitate to reach out to pavelasquez@lifedochealth.org. Sincerely,



Pedro Velasquez

Executive Director

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	—
No	

Name: Chanel Walker

Organization: Parent

Date: Nov. 14. 2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	
No	✓

Name: Deronta Burts

Organization: Dad

Date: 11/19/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Alyx McKinney

Organization: Wooddale

Date: 11-14-23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Timothy Gibson

Organization: _____

Date: 11/14/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Marcus Proctor

Organization: _____

Date: 11/14/2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

(Yes)	
No	

Name: Terrence Hamer

Organization: _____

Date: 11-14-2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	X
No	

Name: Derrick Lane

Organization: _____

Date: 11/14/2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	X
No	

Name: Samuel Bolton Sr

Organization: _____

Date: Nov 14, 2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Adam Kennon

Organization: _____

Date: 11/14/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Jason Burchett

Organization: N/A

Date: 11/14/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Jayshun Reed

Organization: Alpha Phi Alpha Fraternity Inc...

Date: Nov 14, 2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Lawrence R Johnson

Organization: _____

Date: 11-14-2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Miguel Rojas

Organization: _____

Date: 11-14-23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	X
No	

Name: Marvin Barton

Organization: Green Dot Public

Date: 11-14-23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Marlon Robinson

Organization: _____

Date: 11/14/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Darian Wynn

Organization: GDPST

Date: NOV 14, 2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	√
No	

Name: Anthony Williams

Organization: _____

Date: 11-14-23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

(Yes)	
No	

Name: James C. Donaldson

Organization: _____

Date: 11-14-23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	
No	

Name: Dy'onna Allen

Organization: _____

Date: _____

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	
No	

Name: Terrance Harmer

Organization: _____

Date: 11-14-2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	
No	

Name: Esther B. Hall

Organization: _____

Date: 11-12-23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Steven Jones

Organization: _____

Date: 11/14/2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Antonio Guy

Organization: _____

Date: 11/14/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Fabiola Garcia

Organization: Parent

Date: 11-07-23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Jasmine Austin

Organization: _____

Date: 11-7-23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Angie Harris

Organization: _____

Date: NOV-07-2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	
No	

Name: Chamyria Mayfield

Organization: parents

Date: Nov 7, 2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	
No	

Name: Tyra King

Organization: _____

Date: 11/7/2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Yawonda Parks

Organization: _____

Date: 11/7/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	Jeanette Hearn
No	

Name: Jeanette Hearn

Organization: _____

Date: 11/07/2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	
No	

Name: Nikita Woods

Organization: Parent

Date: 11-7-2023

Thank you for your ongoing support.

Denai Greene
Principal

Carta de apoyo

Estimado interesado de la comunidad,

¡Necesitamos su apoyo! Wooddale Middle School puede permanecer en Green Dot Public Schools Tennessee (GDPST) más allá de su estatuto original de 10 años si las partes interesadas y los miembros de la comunidad firman una carta de apoyo de acuerdo con la solicitud de GDPST de operar otros 10 años. Tenga en cuenta que una escuela solo puede utilizar la carta de apoyo de la comunidad en su décimo año de funcionamiento.

¿Le gustaría que Wooddale Middle School permanezca en las Escuelas Públicas Green Dot de Tennessee por otros 10 años? **Por favor marque sí o no a continuación.**

Sí ✓	
No	

Nombre: Jose lopez

Organización: PaPa'

Fecha: 10/16/23.

Gracias por su continua ayuda.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	
No	

Name: Evita Patterson

Organization: Parent

Date: 10/19/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Eavan Townsend

Organization: Parent

Date: 10/18/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	
No	

Name: Kayla Jr

Organization: Parent

Date: 10/19/23

Thank you for your ongoing support.

Denai Greene
Principal

Carta de apoyo

Estimado interesado de la comunidad,

¡Necesitamos su apoyo! Wooddale Middle School puede permanecer en Green Dot Public Schools Tennessee (GDPST) más allá de su estatuto original de 10 años si las partes interesadas y los miembros de la comunidad firman una carta de apoyo de acuerdo con la solicitud de GDPST de operar otros 10 años. Tenga en cuenta que una escuela solo puede utilizar la carta de apoyo de la comunidad en su décimo año de funcionamiento.

¿Le gustaría que Wooddale Middle School permanezca en las Escuelas Públicas Green Dot de Tennessee por otros 10 años? **Por favor marque sí o no a continuación.**

Sí	✓
No	

Nombre: Elsy Rojas

Organización: Padres

Fecha: 10-19-23

Gracias por su continua ayuda.

Denai Greene
Principal

Carta de apoyo

Estimado interesado de la comunidad,

¡Necesitamos su apoyo! Wooddale Middle School puede permanecer en Green Dot Public Schools Tennessee (GDPST) más allá de su estatuto original de 10 años si las partes interesadas y los miembros de la comunidad firman una carta de apoyo de acuerdo con la solicitud de GDPST de operar otros 10 años. Tenga en cuenta que una escuela solo puede utilizar la carta de apoyo de la comunidad en su décimo año de funcionamiento.

¿Le gustaría que Wooddale Middle School permanezca en las Escuelas Públicas Green Dot de Tennessee por otros 10 años? **Por favor marque sí o no a continuación.**

Sí	✓
No	

Nombre: Wendy Morales

Organización: Parents

Fecha: 10-19-2023

Gracias por su continua ayuda.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Krystal Roberts

Organization: Parent

Date: 10-19-23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Alexandria Nelson (

Organization: parent

Date: 10/19/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

(Yes)	
No	

Name: Troy Walker

Organization: Parent

Date: 10/19/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	
No	

Name: Shenice Mitchell

Organization: Parent

Date: 10-19-2023

Thank you for your ongoing support.

Denai Greene
Principal

Carta de apoyo

Estimado interesado de la comunidad,

¡Necesitamos su apoyo! Wooddale Middle School puede permanecer en Green Dot Public Schools Tennessee (GDPST) más allá de su estatuto original de 10 años si las partes interesadas y los miembros de la comunidad firman una carta de apoyo de acuerdo con la solicitud de GDPST de operar otros 10 años. Tenga en cuenta que una escuela solo puede utilizar la carta de apoyo de la comunidad en su décimo año de funcionamiento.

¿Le gustaría que Wooddale Middle School permanezca en las Escuelas Públicas Green Dot de Tennessee por otros 10 años? **Por favor marque sí o no a continuación.**

Sí	✓
No	

Nombre: Delia Garcia

Organización: Padres

Fecha: 10/19/23

Gracias por su continua ayuda.

Denai Greene
Principal

Carta de apoyo

Estimado interesado de la comunidad,

¡Necesitamos su apoyo! Wooddale Middle School puede permanecer en Green Dot Public Schools Tennessee (GDPST) más allá de su estatuto original de 10 años si las partes interesadas y los miembros de la comunidad firman una carta de apoyo de acuerdo con la solicitud de GDPST de operar otros 10 años. Tenga en cuenta que una escuela solo puede utilizar la carta de apoyo de la comunidad en su décimo año de funcionamiento.

¿Le gustaría que Wooddale Middle School permanezca en las Escuelas Públicas Green Dot de Tennessee por otros 10 años? **Por favor marque sí o no a continuación.**

Sí	✓
No	

Nombre: Norma Carachco

Organización: Padres

Fecha: Octubre / 19 / 2023

Gracias por su continua ayuda.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: DeAnna Blacknall

Organization: Wooddale Middle School

Date: 10-18-23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	
No	

Name: Jessica R. Jones Moore

Organization: Parent

Date: Oct. 17, 2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Sherika Stribling

Organization: _____

Date: 10-17-2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

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Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	[signature]
No	

Name: [signature]

Organization: Parent

Date: 10/17/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Andrea Watterson

Organization: _____

Date: 10/28/2023

Thank you for your ongoing support.

Denai Greene
Principal

Carta de apoyo

Estimado interesado de la comunidad,

¡Necesitamos su apoyo! Wooddale Middle School puede permanecer en Green Dot Public Schools Tennessee (GDPST) más allá de su estatuto original de 10 años si las partes interesadas y los miembros de la comunidad firman una carta de apoyo de acuerdo con la solicitud de GDPST de operar otros 10 años. Tenga en cuenta que una escuela solo puede utilizar la carta de apoyo de la comunidad en su décimo año de funcionamiento.

¿Le gustaría que Wooddale Middle School permanezca en las Escuelas Públicas Green Dot de Tennessee por otros 10 años? **Por favor marque sí o no a continuación.**

Sí	✓
No	

Nombre: Maribel Mendoza

Organización: _____

Fecha: 10- 16- 23

Gracias por su continua ayuda.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

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Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Sheena Taylor

Organization: _____

Date: 11-07-23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

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Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Cadericka Smith

Organization: Parent

Date: 10-12-23

Thank you for your ongoing support.

Denai Greene
Principal

Carta de apoyo

Estimado interesado de la comunidad,

¡Necesitamos su apoyo! Wooddale Middle School puede permanecer en Green Dot Public Schools Tennessee (GDPST) más allá de su estatuto original de 10 años si las partes interesadas y los miembros de la comunidad firman una carta de apoyo de acuerdo con la solicitud de GDPST de operar otros 10 años. Tenga en cuenta que una escuela solo puede utilizar la carta de apoyo de la comunidad en su décimo año de funcionamiento.

¿Le gustaría que Wooddale Middle School permanezca en las Escuelas Públicas Green Dot de Tennessee por otros 10 años? **Por favor marque sí o no a continuación.**

Sí	V
No	

Nombre: Fernando Garcia

Organización: Padres

Fecha: 10 19 23

Gracias por su continua ayuda.

Denai Greene
Principal

Carta de apoyo

Estimado interesado de la comunidad,

¡Necesitamos su apoyo! Wooddale Middle School puede permanecer en Green Dot Public Schools Tennessee (GDPST) más allá de su estatuto original de 10 años si las partes interesadas y los miembros de la comunidad firman una carta de apoyo de acuerdo con la solicitud de GDPST de operar otros 10 años. Tenga en cuenta que una escuela solo puede utilizar la carta de apoyo de la comunidad en su décimo año de funcionamiento.

¿Le gustaría que Wooddale Middle School permanezca en las Escuelas Públicas Green Dot de Tennessee por otros 10 años? **Por favor marque sí o no a continuación.**

Sí	✓
No	

Nombre: Cesar Alfaro

Organización: Padres

Fecha: 10/19/23

Gracias por su continua ayuda.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	X
No	

Name: Erica Manning

Organization: Parent

Date: 10.19.23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	Yes
No	

Name: Reginald Ballard

Organization: Parent

Date: 10/19/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Ashley Daniels

Organization: Parent

Date: 12/19/2023

Thank you for your ongoing support.

Denai Greene
Principal

Carta de apoyo

Estimado interesado de la comunidad,

¡Necesitamos su apoyo! Wooddale Middle School puede permanecer en Green Dot Public Schools Tennessee (GDPST) más allá de su estatuto original de 10 años si las partes interesadas y los miembros de la comunidad firman una carta de apoyo de acuerdo con la solicitud de GDPST de operar otros 10 años. Tenga en cuenta que una escuela solo puede utilizar la carta de apoyo de la comunidad en su décimo año de funcionamiento.

¿Le gustaría que Wooddale Middle School permanezca en las Escuelas Públicas Green Dot de Tennessee por otros 10 años? **Por favor marque sí o no a continuación.**

Sí	✓
No	

Nombre: María Ramirez

Organización: padres

Fecha: 09-19-23

Gracias por su continua ayuda.

Denai Greene
Principal

Carta de apoyo

Estimado interesado de la comunidad,

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¿Le gustaría que Wooddale Middle School permanezca en las Escuelas Públicas Green Dot de Tennessee por otros 10 años? **Por favor marque sí o no a continuación.**

Sí	✓
No	

Nombre: Arleti Muñoz C.

Organización: Padres

Fecha: 10/19/23

Gracias por su continua ayuda.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Alma Ramirez

Organization: Padres

Date: 09-19-23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: [signature]

Organization: Parent

Date: 10/19/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Denai Greene

Organization: _____

Date: 11/7/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	X
No	

Name: Tracy Boukari

Organization: Parent

Date: 11/07/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	RS
No	

Name: Rashonda Sims

Organization: Parent

Date: 11-07-2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	X
No	

Name: Ashley Downs

Organization: Parent

Date: Nov 7, 2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	
No	

Name: D'undra Akins

Organization: _____

Date: 11/07/2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	yes
No	

Name: Porsha Forman

Organization: Parent

Date: 11/7/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	YES
No	

Name: Delores Williams

Organization: Grandparent

Date: 11-7-23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

(Yes)	
No	

Name: Rasheema Cannon

Organization: Parent

Date: 11-7-2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Caitlin O Brown

Organization: _____

Date: 7 November 2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Ebony Rawlins

Organization: _____

Date: 11/7/2023

Thank you for your ongoing support.

Denai Greene
Principal

Carta de apoyo

Estimado interesado de la comunidad,

¡Necesitamos su apoyo! Wooddale Middle School puede permanecer en Green Dot Public Schools Tennessee (GDPST) más allá de su estatuto original de 10 años si las partes interesadas y los miembros de la comunidad firman una carta de apoyo de acuerdo con la solicitud de GDPST de operar otros 10 años. Tenga en cuenta que una escuela solo puede utilizar la carta de apoyo de la comunidad en su décimo año de funcionamiento.

¿Le gustaría que Wooddale Middle School permanezca en las Escuelas Públicas Green Dot de Tennessee por otros 10 años? **Por favor marque sí o no a continuación.**

Sí	✓
No	

Nombre: Cynthia Rodriguez

Organización: _____

Fecha: 11-7-23

Gracias por su continua ayuda.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	P
No	

Name: Michelle Hailey

Organization: _____

Date: 11/7/2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	X
No	

Name: Shenitria Moore

Organization: Parent

Date: 11/6/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes ✓	
No	

Name: Shenell Tate

Organization: Lifedoc Health

Date: 10-16-2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Krystal Jones

Organization: Give Clean

Date: 10-16-23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Mondrea Brooks

Organization: Green Dot Public School TN

Date: October 17, 2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Albertina Herron

Organization: Greendot

Date: 10/17/23

Thank you for your ongoing support.

Denai Greene
Principal

WOODDALE MIDDLE SCHOOL

Green Dot Public Schools

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Ashley Benbow

Organization: Wooddale

Date: Oct 17 2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	
No	

Name: Tamara R. Bolden

Organization: Wooddale

Date: Oct. 17, 2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Andrea Jonuso

Organization: Wooddale

Date: 10/17/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	X
No	

Name: Donald Lewis Emory, JR

Organization: GREENDOT

Date: 10.17.2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	X
No	

Name: WAHIDAH MUHAMMAD

Organization: GREEN DOT

Date: OCTOBER 17 2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Cheryl Hall

Organization: parent

Date: 10-17-23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Sherell Sago

Organization: Greendot Public School TN

Date: 10/17/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Jessica G. McGee

Organization: Wooddale Middle School/Green Dot Public Schools

Date: October 17, 2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Patrice Slaughter Prewitt

Organization: Green Dot

Date: 10/17/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Diamon M. Thomas

Organization: Greendot Public Schools-WMS

Date: October 17, 2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	Yes
No	

Name: Zeda Perkins

Organization: Green Dot

Date: 10-17-23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: K Zamora

Organization: Greendot Public Schools

Date: 10/17/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	X
No	

Name: Laquisha Mason

Organization: Green Dot Public Schools TN

Date: October 17, 2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Shannon Alpe Whitmire

Organization: Green Dot

Date: October 17, 2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	Yes
No	

Name: (Parent) Adrenell Williams

Organization: _____

Date: 10/19/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

✓ Yes	
No	

Name: Kandice Clark

Organization: Parent

Date: 10-19-23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	
No	

Name: Archie McDaniel

Organization: Dad

Date: 10.19.23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Pamela Powell

Organization: Parent

Date: 10-20-23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Yesica valdes

Organization: Parent

Date: 10/20/2023

Thank you for your ongoing support.

Denai Greene
Principal

Carta de apoyo

Estimado interesado de la comunidad,

¡Necesitamos su apoyo! Wooddale Middle School puede permanecer en Green Dot Public Schools Tennessee (GDPST) más allá de su estatuto original de 10 años si las partes interesadas y los miembros de la comunidad firman una carta de apoyo de acuerdo con la solicitud de GDPST de operar otros 10 años. Tenga en cuenta que una escuela solo puede utilizar la carta de apoyo de la comunidad en su décimo año de funcionamiento.

¿Le gustaría que Wooddale Middle School permanezca en las Escuelas Públicas Green Dot de Tennessee por otros 10 años? **Por favor marque sí o no a continuación.**

Sí ✓	
No	

Nombre: Antonio Ramirez

Organización: PTG

Fecha: 10-16-2023

Gracias por su continua ayuda.

Denai Greene
Principal

Carta de apoyo

Estimado interesado de la comunidad,

¡Necesitamos su apoyo! Wooddale Middle School puede permanecer en Green Dot Public Schools Tennessee (GDPST) más allá de su estatuto original de 10 años si las partes interesadas y los miembros de la comunidad firman una carta de apoyo de acuerdo con la solicitud de GDPST de operar otros 10 años. Tenga en cuenta que una escuela solo puede utilizar la carta de apoyo de la comunidad en su décimo año de funcionamiento.

¿Le gustaría que Wooddale Middle School permanezca en las Escuelas Públicas Green Dot de Tennessee por otros 10 años? **Por favor marque sí o no a continuación.**

Sí	Si
No	

Nombre: Amy Judith Espinoza Flores

Organización: 10-16-2023

Fecha: 10-16-2023

Gracias por su continua ayuda.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Jesse Allen

Organization: Green Dot

Date: 10-17-23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Armanda Gary

Organization: GreenDot Public School

Date: 10/17/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Tonda Boyland

Organization: Greendot

Date: 10/17/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Leslie Moore

Organization: Wooddale Middle School / Green Dot Schools

Date: 10/17/2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Carmelita L. Brackett

Organization: Wooddale Middle School / Green dot Schools

Date: 10/17/2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Serina Gholston

Organization: Woodale Middle School

Date: 10/17/23

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓
No	

Name: Jockquelene D. Mitchell

Organization: Green Dot Public Schools

Date: 10/17/2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	X
No	

Name: Miriam Cain

Organization: Greendot

Date: October 17, 2023

Thank you for your ongoing support.

Denai Greene
Principal

Letter of Support

Dear Community Stakeholder,

We need your support! Wooddale Middle School may remain in Green Dot Public Schools Tennessee (GDPST) beyond its original 10 year charter if community stakeholders and members sign a letter of support in agreement with the GDPST's request to operate another 10 years. Please note that a school may only use the community letter of support in its 10th year of operation.

Would you like Wooddale Middle School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	✓ ✓
No	

Name: Damon Wordlaw Damon Wordlaw

Organization: Greendot Public Schools Greendot Public Schools

Date: October 17, 2023 October 17, 2023

Thank you for your ongoing support.

Denai Greene
Principal

Memphis Belles

A local chapter of Women in Aviation International (WAI)

May 22, 2024

Lisa A. Williams
Memphis Belles

To Whom It May Concern,

I am writing to support Wooddale Middle School's continuation of the Green Dot Public School Tennessee (GDPST) beyond its original ten-year charter. Green Dot's work in the community is exceptional, and Wooddale Middle School remaining under the GDPST will be an asset to the community that Wooddale Middle School serves.

For the past two years, we have partnered with Wooddale Middle School in providing programs that include local speakers and tours of aviation facilities, community outreach efforts to encourage Wooddale Middle School students to pursue aviation careers and regional scholarships opportunities.

During this period, we have learned about the passion and drive that Wooddale Middle School leadership and staff have to meet the needs of their students and the community from an academic and socio-economic perspective.

We look forward to the partnership between Wooddale Middle School and WAI,Memphis Belles which is a non-profit 501(c)3 organization whose mission is to educate it’s members and the local community about Aviation.

Sincerely,



Lisa A. Williams
President of the Memphis Belles, Local Chapter of WAI

ORGANIZATIONAL CERTIFICATE OF THE INCORPORATOR OF GREEN DOT PUBLIC SCHOOLS TENNESSEE

The undersigned, who is named in the Charter of Green Dot Public Schools Tennessee, a Tennessee nonprofit corporation, as the incorporator, acting pursuant to the Tennessee Nonprofit Corporation Act, including, without limitation, provisions permitting incorporators to adopt initial Bylaws for the corporation, hereby adopts Bylaws for that corporation in the form attached hereto and made a part hereof.

Unless and until changed as provided in the Bylaws, the authorized number of directors of the corporation shall be three (3). The undersigned hereby appoints each of the following persons as a director of the corporation, to serve until his or her term as director expires and, if the director's office otherwise would become vacant, thereafter until the director's successor is selected as provided in the Bylaws, in each case unless and until removed from office as provided in the Bylaws:

Name of Director	Term Ending
Jim Boyd	December 31, 2014
Tom Marino	December 31, 2014
Terence Patterson	December 31, 2014

The undersigned hereby executes this certificate at Memphis, Tennessee, on this 20th day of June 2014 and hereby resigns his position as incorporator.

Jeffrey C. Smith, Incorporator

FORM OF BYLAWS

See attached.

STATE OF TENNESSEE
Tre Hargett, Secretary of State
Division of Business Services
William R. Snodgrass Tower
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102

Green Dot Public Schools Tennessee
STE 700
6075 POPLAR AVE
MEMPHIS, TN 38119-0100

May 29, 2014

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

SOS Control # :	**759433**	Formation Locale:	TENNESSEE
Filing Type:	Corporation Non-Profit - Domestic	Date Formed:	05/29/2014
Filing Date:	05/29/2014 3:56 PM	Fiscal Year Close:	6
Status:	Active	Annual Report Due:	10/01/2014
Duration Term:	Perpetual	Image # :	A0238-2024
Public/Mutual Benefit:	Public		
Business County:	SHELBY COUNTY		

Document Receipt

Receipt # : 1520961	Filing Fee:	$104.25
Payment-Credit Card - State Payment Center - CC #: 156511198		$104.25

Registered Agent Address:
JEFFREY C. SMITH
STE 700
6075 POPLAR AVE
MEMPHIS, TN 38119-0100

Principal Address:
STE 700
6075 POPLAR AVE
MEMPHIS, TN 38119-0100

Congratulations on the successful filing of your **Charter** for **Green Dot Public Schools Tennessee** in the State of Tennessee which is effective on the date shown above. You must also file this document in the office of the Register of Deeds in the county where the entity has its principal office if such principal office is in Tennessee. Visit the TN Department of Revenue website (apps.tn.gov/bizreg) to determine your online tax registration requirements.

You must file an Annual Report with this office on or before the Annual Report Due Date noted above and maintain a Registered Office and Registered Agent. Failure to do so will subject the business to Administrative Dissolution/Revocation.

Tre Hargett
Secretary of State

CHARTER

OF

GREEN DOT PUBLIC SCHOOLS TENNESSEE

The undersigned incorporator under the provisions of the Tennessee Nonprofit Corporation Act (the "Act") adopts the following charter for the listed corporation, consistent with the requirements set forth in § 48-52-102:

1. The name of the corporation is:

   Green Dot Public Schools Tennessee

2. (a) The name of the initial registered agent, located at the address listed in 2(b), is as follows:

   Jeffrey C. Smith.

   (b) The complete address of the corporation's initial registered office in Tennessee is in the County of Shelby and is as follows:

   6075 Poplar Avenue, Suite 700
   Memphis, Tennessee 38119

3. The fiscal year end of the corporation is June 30.

4. The duration of the corporation is perpetual.

5. The corporation is not for profit.

6. The corporation is a public benefit corporation and is not a religious organization.

7. The corporation will have no members.

8. The name and complete address of the incorporator is as follows:

   Jeffrey C. Smith
   6075 Poplar Avenue, Suite 700
   Memphis, Tennessee 38119

9. The complete address of the corporation's initial principal office is:

   6075 Poplar Avenue, Suite 700
   Memphis, Tennessee 38119

10. The governing body of the corporation is its Board of Directors.

11. The purposes for which the corporation is organized are:

(a) To establish and operate schools and/or other educational programs and instructional activities to provide students in Tennessee with the knowledge, proficiency and skills needed to promote greater opportunities for educational and academic achievement and advancement, including, but not limited to, promoting the advancement of education and to lessen the burdens of government by managing the development and operation of one or more public charter schools under the Tennessee Public Charter Schools Act of 2002.

(b) To engage in any lawful activities which are appropriate to carry out and fulfill any or all of the forgoing purposes.

(c) To do any and all things and to exercise any and all powers which a nonprofit corporation may do or exercise under the laws of the state of Tennessee and under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future United States Internal Revenue law.

12. The corporation is organized and operated exclusively for charitable, scientific, literary, and education purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended; no part of the net earnings of the corporation shall inure to the benefit of any private shareholder, member, director, or individual, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered; no substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, except as otherwise provided in Section 501(h) of the Internal Revenue Code of 1986, as amended, or the corresponding provision of any future United States Internal Revenue law, and the corporation shall not participate in, or intervene in (including publishing or distributing of statements), any political campaign on behalf of (or in opposition to) any candidate for public office.

13. Notwithstanding any other provision of this Charter, the corporation shall not carry on any activity not permitted to be carried on by (i) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding part of any future United States Internal Revenue law, or (ii) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 or any other corresponding provision of any future United States Internal Revenue law.

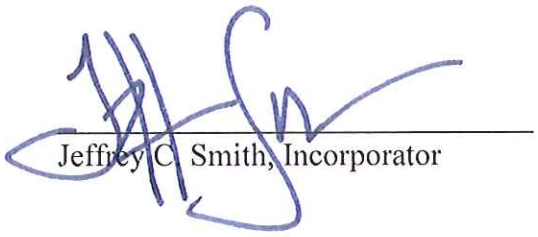
14. In the event of dissolution, the residual assets of the corporation shall be turned over to one or more educational organizations which themselves are exempt as organizations described in Sections 501(c)(3) and 170(c)(2) and described in Section 509(a)(1) or (2) of the Internal Revenue Code of 1986, or the corresponding provision of any future United States Internal Revenue law.

15. To the extent allowed by the laws of the State of Tennessee, no director of the corporation (or his or her estate, heirs and personal representatives) shall be liable to the corporation for monetary damages for breach of fiduciary duty as a director of the corporation. Any liability of a director (or his or her estate, heirs and personal representatives) shall be further eliminated or limited to the fullest extent allowed by the laws of the State of Tennessee, as may hereafter be adopted or amended.

16. With respect to claims or liabilities arising out of service as a director of the corporation, the corporation shall indemnify and advance expenses to the present and future director (and his or her estate, heirs and personal representatives) to the fullest extent allowed by laws of the State of Tennessee, both as now in effect and as hereafter adopted or amended.

17. The corporation shall not discriminate on the basis of race, creed, color, sex, national origin, religion, ancestry, disability, need for special education services or any other legally protected status in the administration of its policies, the operation of its programs and any school admissions.

Dated this the 29th day of May, 2014.



Jeffrey C. Smith, Incorporator

CHARTER
NONPROFIT CORPORATION (ss-4418)

Division of Business Services
Tre Hargett, Secretary of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102
(615) 741-2286

Filing Fee: $100

For Office Use Only

Control # 000759433
FILED: May 29, 2014 3:56PM
DLN # A0238-2024.001
Tre Hargett,
Secretary of State

The undersigned, acting as incorporator(s) of a nonprofit corporation under the provisions of the Tennessee Nonprofit Corporation Act, adopt the following Articles of Incorporation.

1. The name of the corporation is: Green Dot Public Schools Tennessee

2. Name Consent: (Written Consent for Use of Indistinguishable Name)
☐ This entity name already exists in Tennessee and has received name consent from the existing entity.

3. This company has the additional designation of:

4. The name and complete address of its initial registered agent and office located in the State of Tennessee is:
JEFFREY C. SMITH
STE 700
6075 POPLAR AVE
MEMPHIS, TN 38119-0100
SHELBY COUNTY

5. Fiscal Year Close Month: June **Period of Duration:** Perpetual

6. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time is:
(none) (Not to exceed 90 days)

7. The corporation is not for profit.

8. Please complete all of the following sentences by checking one of the two boxes in each sentence:
This corporation is a ☑ public benefit corporation / ☐ mutual benefit corporation.
This corporation is a ☐ religious corporation / ☑ not a religious corporation.
This corporation will ☐ have members / ☑ not have members.

9. The complete address of its principal executive office is:
STE 700
6075 POPLAR AVE
MEMPHIS, TN 38119-0100
SHELBY COUNTY

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)

CHARTER
NONPROFIT CORPORATION (ss-4418)

Division of Business Services
Tre Hargett, Secretary of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102
(615) 741-2286

Filing Fee: $100

For Office Use Only

Control # 000759433
FILED: May 29, 2014 3:56PM
DLN # A0238-2024.002
Tre Hargett,
Secretary of State

The name of the corporation is: Green Dot Public Schools Tennessee

10. The complete mailing address of the entity (if different from the principal office) is:
STE 700
6075 POPLAR AVE
MEMPHIS, TN 38119-0100

11. List the name and complete address of each incorporator:

Title	Name	Business Address	City, State, Zip
	Jeffrey C. Smith	6075 POPLAR AVE STE 700	MEMPHIS, TN 38119-0100

12. School Organization: (required if the additional designation of "School Organization - Exempt" is entered in section 3.)

☐ I certify that pursuant to T.C.A. §49-2-611, this nonprofit corporation is exempt from the $100 filing fee required by T.C.A. §48-51-303(a)(1).

☐ This nonprofit corporation is a "school support organization" as defined in T.C.A. §49-2-603(4)(A).

☐ This nonprofit corporation is an educational institution as defined in T.C.A. §48-101-502(b).

13. Insert here the provisions regarding the distribution of assets upon dissolution:
In the event of dissolution of the Corporation, all assets will be distributed to another nonprofit organization with a similar purpose.

14. Other Provisions:

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)

May 29, 2014 3:56PM
Signature Date

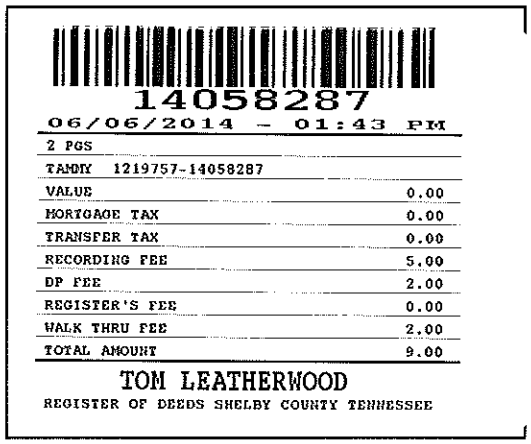
Electronic
Incorporator's Signature

Jeffrey C. Smith
Incorporator's Name (printed or typed)

Tom Leatherwood

Shelby County Register / Archives

As evidenced by the instrument number shown below, this document has been recorded as a permanent record in the archives of the Office of the Shelby County Register.



14058287

06/06/2014 - 01:43 PM

2 PGS	
TAMMY 1219757-14058287	
VALUE	0.00
MORTGAGE TAX	0.00
TRANSFER TAX	0.00
RECORDING FEE	5.00
DP FEE	2.00
REGISTER'S FEE	0.00
WALK THRU FEE	2.00
TOTAL AMOUNT	9.00

TOM LEATHERWOOD

REGISTER OF DEEDS SHELBY COUNTY TENNESSEE

1075 Mullins Station, Suite W165 ~ Memphis, Tennessee 38134 (901) 222-8100
Website: http://register.shelby.tn.us Email: Tom.Leatherwood@shelbycountytn.gov
Join us on Facebook

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUN 15 2015

GREEN DOT PUBLIC SCHOOLS TENNESSEE
4950 FAIRLEY RD
MEMPHIS, TN 38119

Employer Identification Number:
47-0970499
DLN:
17053069312035
Contact Person:
JUSTIN R PALMER ID# 31674
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
May 29, 2014
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Tamera Ripperda

Director, Exempt Organizations

Letter 947

GREEN DOT PUBLIC SCHOOLS TENNESSEE

ADDENDUM

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.

Letter 947

TENNESSEE DEPARTMENT OF REVENUE

SALES AND USE TAX
CERTIFICATE OF EXEMPTION

GREEN DOT PUBLIC SCHOOLS TENNESSEE
ATTN: ANDREW SERRI
4950 FAIRLEY RD
MEMPHIS TN 38109-7375

Effective Date: August 11, 2015
Exemption Number: 780385193
Expiration Date: June 30, 2019
4950 FAIRLEY RD
MEMPHIS TN 38109-7375

The Tennessee Department of Revenue has issued a tax-exemption number for the educational, religious, historical, or charitable non-profit organization or institution named above. State law (Tenn. Code Ann. § 67-6-322) gives the Department the authority to allow this organization to make tax-exempt purchases of goods and services that it will use, consume or give away. This authorization for exemption does not extend to sales tax that the organization must collect or pay on its regular sales of goods or taxable services.

This authorization for exemption is limited to sales made directly to the above named organization. This certificate may not be used for sales made to individuals paying with personal checks or personal debit or credit cards, even if the individual is a representative or employee of the above named organization, and he or she will be reimbursed for the purchase. Sellers must refuse to accept the certificate when the sale is made to someone other than the above named organization.

The organization must furnish its suppliers of goods and services with a copy of this certificate. The lower portion of the certificate must be properly completed. **The organization must retain the original certificate for copy purposes.** The supplier will maintain a file copy as evidence of the exempt sale to the organization. Later purchases made before the expiration date do not require the submission of additional copies.

The organization must notify the Department immediately if it ceases to exist or if its location or mailing address changes.

Richard H. Roberts
Commissioner of Revenue

To Be Completed by the Organization

TO: Supplier's Name _____

Address _____

City _____ State _____ Zip _____

I, _____, as an authorized representative of the organization named above, affirm that the purchases made under this authority will be used and consumed by the organization or will be given away.

Under penalty of perjury, I affirm this to be a true and correct statement.

Print Name of Organization _____

Print Name of Purchaser _____

Signature of Purchaser _____ Date _____

AMENDED AND RESTATED BYLAWS
OF
GREEN DOT PUBLIC SCHOOLS TENNESSEE
(a Tennessee nonprofit corporation)

ARTICLE 1. OFFICES

The principal office for the transaction of the activities and affairs of the corporation shall be at such location within the State of Tennessee as the Board of Directors ("Board") shall from time to time designate. The corporation may also have such other offices within the State of Tennessee, or any other place where the Corporation is authorized to do business, as the Board of Directors may from time to time establish.

ARTICLE 2. MEMBERSHIP

The corporation shall have no members.

ARTICLE 3. BOARD OF DIRECTORS

3.1 General Powers

The powers of the corporation shall be exercised, its property controlled and its activities and affairs conducted by or under the directors of the Board. The Board may delegate the management of the activities of the corporation to any person or persons, nonprofit management company, or committee provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board and that such agreement as to management shall comply with the applicable provisions of the Internal Revenue Code and regulations thereunder.

3.2 Authorized Number

The authorized number of Directors shall be not less than three (3) and not more than twenty-five (25). The exact number of authorized Directors shall be fixed within these limits from time to time by the corporation. The exact number of authorized Directors shall be fixed within these limits from time to time by Green Dot Public Schools National, a California nonprofit public benefit corporation ("GDPSN").

3.3 Qualifications

No more than forty-nine percent (49%) of the persons serving on the Board may be interested persons. An interested person is: (a) any person currently being compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as a Director; and (b) any

brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of such a person. The provision of this paragraph, however, shall not affect the validity or enforceability of any transaction entered into by the corporation. Directors may have such other qualifications as the Board may prescribe by amendment to these Bylaws.

3.4 Election of Directors

3.4.1 Election and Term

3.4.1.1The Board shall be a self-perpetuating board. Directors shall be elected or re-elected at an annual, regular or special meeting of the Board.

3.4.1.2Subject to the provisions of subsection 3.4.1.3, unless the Director dies, resigns or is removed from office by action of the Board, each Director shall hold office for a term expiring on the second 31st of December occurring after the date the Director takes office and, if the Director's office otherwise would become vacant, thereafter until the Director's successor is elected. A Director may be re-elected for an unlimited number of additional terms.

3.4.1.3The Board may provide that the initial term of a Director shall expire on the first 31st of December occurring after the date the Director takes office in order to provide for staggered expiration of the terms of Directors.

3.4.2 Resignation

A Director may resign effective upon giving written notice to the Chair, the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. The Board may fill the pending vacancy before the effective date if the Board provides that the successor does not take office until the effective date. No Director may resign if the corporation would be left without a duly elected Director in charge of its affairs.

3.4.3 Removal of Directors

A Director may be removed by GDPSN with or without cause at any time, or by a majority vote of the Directors then in office with the written consent of GDPSN.

3.4.4 Vacancies

A vacancy or vacancies on the Board shall be deemed to exist in the event of the death, resignation or removal of any Director, or if the Board by resolution declares vacant the office of a Director who has been declared of unsound mind by an order of the court, or who has been convicted of a felony, or who has been found by final order of

judgment of any court to have breached a duty under the Tennessee Nonprofit Corporations Act, or if the authorized number of Directors is increased, or if the Directors fail, at any meeting at which any Director or Directors are elected,to elect the number of Directors to be elected at such meeting.

In the event of any vacancy of the Board, the remaining Directors may select a replacement to serve for the unexpired portion of the term of his or her predecessor in office. A Director who fills a vacancy shall serve for the unexpired term of his or her predecessor in office.

ARTICLE 4. MEETINGS

4.1 Meetings to be Open.

All meetings of the Board shall be called, noticed and held in compliance with the provisions of the Tennessee Public Charter Schools Act of 2002, and to the extent required therein with applicable provisions of the Tennessee Open Meetings Law. Except as otherwise permitted by those Acts, all meetings of the Board shall be open and public. The Board shall not act at any meeting required to be open to the public vote by secret ballot. Any vote taken in violation of this section shall be null and void.

4.2 Place of Meetings

All meetings of the Board shall be held at the principal office of the corporation or such other place as shall be determined from time to time by resolution of the Board, within or in places outside of Tennessee, or as required by an existing and valid charter between the corporation and an authorizing school district or other appropriate Tennessee legislative body.

4.3 Annual Meeting

The annual meeting of the Board shall be held during the month of December on a date chosen by the President or the Board for the purposes of electing Directors and officers and transacting such business as may properly come before the meeting. If the annual meeting is not held on the date designated therefor, the Board shall cause the meeting to be held as soon thereafter as may be convenient.

4.4 Regular Meetings

Regular meetings of the Board shall be held on such dates and at such times as shall be determined from time to time by resolution of the Board. If at any time any regular meeting falls on a holiday, such regular meeting shall be held on the next business day. At least 72 hours before a regular meeting, the Board or its designee shall post an agenda containing a brief general description of each item of business to be transacted or

discussed at the meeting, including items to be discussed in closed session. The agenda shall specify the time and location for the regular meeting and shall be posted in a location that is freely accessible to members of the public, or on the corporation's internet web site, if the corporation has one, and at the site of each charter school operated by the corporation. The agenda shall include information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires modification or accommodation in order to participate in the public meeting. The agenda shall provide an opportunity for members of the pubic to directly address the Board on any item of interest to the public before or during the Board's consideration of the item, that is within the authority of the Board. Except as otherwise permitted by the Tennessee Public Charter Schools Act of 2002, no action or discussion shall be undertaken on any item not appearing on the posted agenda.

4.4.1 Presentation to the Board/Agenda Items

Any person may address the Board concerning any item on the agenda prior to action by the Board on such item. Such comments shall be limited to five minutes, unless the Board, at its discretion, votes to shorten or lengthen the time for each speaker. The total time devoted to presentations to the Board on agenda items shall not exceed one-half hour unless additional time is granted by the Board. If the number of persons interested in addressing the Board on an item cannot be accommodated in the time allotted, the Board shall take reasonable steps to allocate time fairly among those supporting or opposing the item.

4.4.2 Presentation to the Board/Non-Agenda Items

Members of the public may address the Board on any item not listed on the Board meeting agenda. Speakers will be limited to three minutes, unless the Board, at its discretion votes to shorten or lengthen the time for each speaker. No more than a total of fifteen minutes shall be devoted to all non-agenda items at regular meetings. The President may disallow a request to address the Board if repetitive of other speakers, or if the speaker seeks to make a presentation that he or another speaker has made at a previous meeting, if it appears that the total allotted time may be exceeded.

Members of the public attempting to make complaints or charges against an employee before the Board in open session will be offered the option to meet with staff to file a complaint under Green Dot Public Schools Tennessee's established complaint procedures.

4.4.3 Disturbance of Meetings

In the event that any meeting is interrupted by a group or groups of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are interrupting the meeting, the members of the Board conducting the meeting may order the meeting room cleared and continue in session or may adjourn the meeting and reconvene at another location selected by majority vote of the Board. In such a session, final disposition may be taken only on matters appearing on the agenda. Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this section. Nothing in this section shall prohibit the Board from establishing a procedure for readmitting an individual or individuals not responsible for disturbing the orderly conduct of the meeting.

4.4.4 Preparation of the Board Agenda

The Secretary or designee shall be responsible to prepare the agendas for all regular meetings of the Board.

4.4.5 Agenda Distribution

The Board agenda, with supporting information for a regular Board meeting, shall be delivered to Board members at least 72 hours prior to the meeting. The Secretary or designee is responsible for the distribution of Board packets (which include the official agenda and all supporting information to be discussed/acted upon in open session).

In addition to the provisions of agendas, all supporting public information shall be provided to those persons or parties who have requested to be placed upon the Board's mailing list. A reasonable fee may be charged to receive the actual costs of providing the agenda. The agenda shall also be posted for public notice as set forth in Section 4.4.

4.5 Special Meetings

(1) A special meeting may be called at any time by the Chair of the Board of the corporation or by a majority of the members of the Board by delivering written notice personally, by mail, by fax, or by electronic mail to each member of the Board. Written notice shall be deemed waived in the following circumstances:

(a) a Director submits a written waiver of notice with the secretary of the Board at or prior to the time the meeting convenes. A written waiver may be given by telegram, fax, or electronic mail; or

(b) a Director is actually present at the time the meeting convenes.

(2) Notice of a special meeting shall be:

(a) Posted on the corporation's website. The corporation is not required to post a special meeting notice on its web site if it (i) does not have a web site; (ii) employs fewer than ten full-time equivalent employees; or (iii) does not employ personnel whose duty, as defined by a job description or existing contract, is to maintain or update the web site; and

(b) Prominently displayed at the main entrance of the corporation's principal location and the meeting site if it is not held at the corporation's principal location.

Such adequate notice must be delivered or posted, as applicable, at least twenty-four hours before the time of such meeting as specified in the notice.

(3) The call and notices required under Articles 4.5(1) and 4.5(2) shall specify the time and place of the special meeting and the business to be transacted. Final disposition shall not be taken on any other matter at such meetings by the Board.

(4) The notices provided in this section may be dispensed with in the event a special meeting is called to deal with an emergency involving injury or damage to persons or property or the likelihood of such injury or damage, when time requirements of such notice would make notice impractical and increase the likelihood of such injury or damage.

4.6 Emergency Meetings

In the event of an emergency, involving injury or damage to persons or property or the likelihood of such injury or damage, and there is a need for expedited action by the Board to meet the emergency, the Chair of the Board may provide for a meeting site other than the regular meeting site and the notice requirements set forth in these Bylaws shall be suspended during such emergency.

4.7 Quorum

A quorum of the Board for the transaction of business shall be the greater of the majority of the Directors then in office or one-fifth of the authorized Directors.

4.8 Transactions of the Board

An act or decision done or made by the majority vote of the Directors then in office at a meeting duly held at which a quorum is present is the act of the Board, unless a different number, or the same number after disqualifying one or more Directors from voting, is required by law, by the Articles of Incorporation, or by these Bylaws, including but not limited to those provisions relating to (i) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (ii) appointment of committees, and (iii) indemnification of Directors.

4.9 Conduct of Meetings

The Chair, or in his or her absence, the Vice-Chair, or in his or her absence, any Director selected by the Directors present, shall preside at meetings of the Board. The Secretary of the corporation or, in the Secretary's absence, any person appointed by the presiding officer, shall act as Secretary and record the minutes of the meeting of the Board.

4.10 Teleconferencing

The Board may elect to use teleconferencing in connection with any meeting of the Board. If the Board elects to use teleconferencing, it shall post agendas at all teleconferencing locations and conduct teleconference meetings in a manner that protects the statutory rights of the parties or the public appearing before the Board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconferencing location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. Participation in a meeting through use of teleconferencing pursuant to this section constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call.

For purposes of this Article 4.10, "teleconference" means a meeting of the Board, the members of which are in different locations, connected by electronic means, though either audio or video, or both. Nothing in this section shall prohibit the corporation from providing the public with additional teleconference locations.

4.11 Adjournment

The Board may adjourn any regular, adjourned regular, special, or adjourned special meeting to a time and place specified in the order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent from any regular or adjourned a regular meeting, the Secretary may declare the meeting adjourned to a stated time and place. He or she shall cause a written notice of the adjournment to be given in

the same manner as provided in Article 4.5 for special meetings, unless such notice is waived as provided for special meetings. Whenever any meeting is adjourned a copy of the order or notice of adjournment shall be conspicuously posted immediately after the time of the adjournment on or near the door of the place where the regular, adjourned regular, special, or adjourned special meeting was held and at all teleconferencing locations. When a regular or adjourned regular meeting is adjourned as provided in this section, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment of any meeting fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings by resolution.

4.12 Electronic Transmission by the Corporation

Electronic transmission by the corporation shall be valid only for communications:

(1) delivered by (i) electronic mail when directed to the electronic mail address for that recipient on record with the corporation; (ii) posting on an electronic message board or network that the corporation has designated for those communications, together with a separate notice to the recipient of the posting, which transmission shall be validly delivered upon the later of the posting or delivery of the separate notice thereof, or (iii) other means of electronic transmission;

(2) to a recipient who has provided an unrevoked consent to the use of those means of transmission for communication; and

(3) that creates a record that is capable of retention, retrieval, and review, and that may thereafter be rendered into clearly legible tangible form.

ARTICLE 5. BOARD COMMITTEES

5.1 Committees Generally

The Board may appoint standing or special committees for any purpose defined by these Bylaws or determined by the Board. When such committees are composed solely of two (2) or more Directors, the Board may delegate to such committees any of the powers and authority of the Board, except the power and authority to (i) fill vacancies on the Board or in any committee which has the authority of the Board; (ii) fix compensation of the Directors for serving on the Board or on any committee; (iii) amend or repeal these Bylaws or adopt new Bylaws; (iv) amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable; (v) appoint committees of the Board or the members thereof; (vi) expend corporate funds to support a nominee or applicant for Director; or (vii) approve of any self-dealing transaction except as provided by law. Committees which are composed solely of Directors and to which the powers of the

Board are delegated shall have power to act only in intervals between meetings of the Board and shall at all times be subject to the control of the Board. Nothing in this Article 5.1 authorizes the Board or the corporation to take any action that is prohibited by applicable laws or policies, including applicable conflicts of interest laws or policies, or by other provisions of these Bylaws.

5.1.1 Meetings of Committees

All meetings of committees other than a meeting of an advisory committee which is comprised solely of less than a quorum of the Board and which is not a standing committee shall be called, noticed and held in compliance with the rules and regulations for meetings of the Board as set forth in the Article 4 hereof applied as if the committees were acting as the Boards. Subject to the foregoing, the Board or, if the Board does not act, the committees shall establish rules and regulations for meetings of the committees, and the committees shall meet on such dates and at such times as are deemed necessary by the Board or, if the Board does not act, by the committees. Committees shall keep regular minutes of proceedings and report the same to the Board from time to time as the Board may require.

5.1.2 Standing and Special Committee

The Board may authorize standing committees from time to time. Special committees may also be authorized by action of the Board. Any committee composed of persons one or more of whom are not Directors may act solely in an advisory capacity to the Board.

5.1.3 Quorum and Voting

A majority of the members of a committee shall constitute a quorum and any transactions of a committee shall require a majority vote of the members of the committee at a meeting at which a quorum is present.

5.2 Appointment

The members of a committee shall be appointed by a majority vote of the Directors then in office upon the recommendation of the Board's Chair.

5.3 Term of Office

Each member of a standing committee shall serve until the next annual meeting of the Board and until his or her successor is appointed, or until such committee is sooner terminated, or until he or she is removed, resigns, or otherwise ceases to qualify as a member of the committee.

5.4 Vacancies

Vacancies on any committee may be filled for the unexpired portion of the term in accordance with Article 5.2 above.

5.5 Resignation

Any member of any committee may resign at any time by delivering written notice thereof to the President, the Secretary or the chairperson of such committee, or by giving oral or written notice at any meeting of such committee. Any such resignation shall take effect at the time specified therein or, if the time is not specified, upon delivery thereof and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

5.6 Removal of Committee Member

The Board may remove by a majority vote of the Directors then in office any member on any committee with or without cause.

5.7 Compensation

The Directors, including any Director that also serves as an officer of the corporation, shall serve without compensation from the corporation; provided however, that the Directors may receive reimbursement of expenses actually incurred in connection with attending Board of Directors meetings and in accordance with policies adopted by the Board.

ARTICLE 6. OFFICERS

6.1 Number and Title of Officers

The officers of the corporation shall be a Chair, Vice Chair, a President, a Secretary, a Treasurer, and such other officers, with such titles and duties as shall be determined by the Board. Any number of offices may be held by the same person, except that no person serving as the Secretary or the Treasurer may serve concurrently as the Chair, the Vice-Chair, or the President.

6.2 Election of Officers

The officers of the corporation shall be chosen by and serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment. Officers need not be Directors except that the Chair and the Vice-Chair each must be a Director. Each officer shall hold office until removed or replaced. Officers shall be eligible for re-election without limitation on the numbers of terms they may serve.

6.3 Subordinate Officers

The Board may appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

6.4 Removal and Resignation of Officers

Any officer may be removed at any time, with or without cause, by the affirmative vote of majority of the Directors then in office.

Any officer may resign (without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party) at any the time by giving notice to the corporation. Any resignation shall take effect on the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of any resignation shall not be necessary to make it effective. The Board of Directors may fill an impending vacancy provided that the successor does not take office until the effective date of the resignation.

6.5 Vacancies in Offices

A vacancy in any office created by the death, resignation, removal, disqualification, creation of a new office, or any other cause may be filled by the Board of Directors or as provided by these Bylaws for regular election or appointment to that office.

6.6 Chair

The Chair shall be selected from the Directors and shall, if present, preside at all meetings of the Board. The Chair shall exercise and perform such other powers and duties as may from time to time be assigned to him or her by the Board or prescribed by these Bylaws.

6.7 Vice-Chair

The Vice-Chair shall be selected from the Directors and shall perform the duties and exercise the authority of the Chair in the event of the Chair's absence. The Vice-Chair shall also perform such other duties as are assigned by the Board.

6.8 President

Subject to the control of the Board, the President shall be the executive director of the corporation and shall have general supervision, direction and control over the business and officers of the corporation. He or she shall have the general power and duties of

management usually vested in the office of chief executive officer of a corporation and shall have such other powers or duties as may be prescribed by the Board or these Bylaws. Subject to such limitations as may be imposed by the Board, any powers or duties vested in the President may be delegated by him or her to such subordinates as he or she may choose.

6.9 Absence or Disability of the President

In the absence or disability of the President, the President's designee shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions upon, the President. Such designee shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the Board.

6.10 Secretary

The Secretary shall keep or cause to be kept at the principal executive office or at such other place as the Board may direct, a book of minutes of all the meetings and actions of the Board and committees of Directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice given, the names of those present at Director's meetings or committee meetings and the proceedings. The Secretary shall also have the responsibility for authenticating records of the Corporation.

The Secretary shall give, or cause to be given, notice of all meetings of the Board required by these Bylaws or by law to be given. He or she shall have such other powers and perform such other duties as may be prescribed by the Board or by these Bylaws.

6.11 Treasurer

The Treasurer shall keep and maintain, or cause to be maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts or disbursements. The books of account shall at all reasonable times be open to inspection by any Directors.

The Treasurer shall deposit or cause to be deposited all monies or other valuables in the name and to the credit of the corporation with such depositaries as may be designated by the Board and shall have the authority to execute and affix the endorsement of the corporation upon any negotiable instruments for the purpose of making any such deposit. He or she shall render to the Board, whenever it requests it, an account of all of his or her transactions as Treasurer and of the financial condition of the corporation and shall have such other powers and perform such other duties as may be prescribed by the Board or these Bylaws.

6.12 Approval of Compensation

The Board or an authorized committee of the Board shall review and approve the compensation, including benefits, of the President to assure that it is just and reasonable. The review and approval shall occur initially upon the hiring of the officer, whenever the term of employment if any, of the officer if renewed or extended, and whenever the officer's compensation is modified. Separate review and approval shall not be required if a modification of compensation extends to substantially all employees.

The Board may review and approve the compensation, including benefits, of all officers of the corporation and other persons to ensure that no taxes are imposed under Section 4958 of the Internal Revenue Code of 1986, as amended.

ARTICLE 7. CORPORATE RECORDS AND REPORTS

7.1 Public Records Requirements

The corporation shall comply with the public record requirements as set forth in the Tennessee Public Charter Schools Act of 2002

7.2 Corporate Records

The corporation shall keep adequate and correct records of accounts and minutes of the proceedings of its Board and committees of the Board. The minutes shall be kept in written form. Other books and records shall be kept in either written form or in any other form capable of being converted into written form.

7.3 Inspection

Each Director shall have the absolute right to inspect at any reasonable time all books, records and documents of every kind and the physical properties of the corporation and each of its subsidiary corporations. Any inspection by a Director may be made in person or by an agent or attorney and the right of inspection includes the right to copy and make extras of documents

7.4 Annual Report

The Board shall cause an annual report to be sent to each Director not later than one hundred twenty (120) days after the close of the corporation's fiscal year. That report shall contain in appropriate detail the following:

(1) the assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;

(2) the principal changes in assets and liabilities, including trust funds, during the fiscal year;

(3) the revenue or receipt of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year; and

(4) the expenses or disbursement of the corporation for both general and restricted purposes, during the fiscal year.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer or the corporation that such statements were prepared without audit from the books and records of the corporation

This requirement of an annual report shall not apply if the corporation receives less than $25,000 in gross revenues or receipts during the fiscal year; provided, however, that a report with the information required for the inclusion in an annual report must be furnished annually to all Directors.

ARTICLE 8. INTERESTS OF DIRECTORS AND OFFICERS

8.1 Compensation

Directors who receive any compensation for services in any capacity, directly or indirectly, from the corporation may not vote on matters pertaining to that Director's compensation.

8.2 Conflict of Interest

Directors and officers shall disclose to the Board all material facts pertaining to any financial interest which the Director or officer directly or indirectly has in any person or entity which is a party to a transaction under consideration by the Board. The interested Director or officer shall abstain from voting on the transaction.

8.3 Review of Certain Transactions

Prior to entering into any compensation agreement, contract for goods or services, or any other transaction with any person who is in a position to exercise influence over the affairs of the corporation, the Board shall establish that the proposed transaction is reasonable when compared with a similarly-situated organization for functionally comparable positions, goods or services rendered.

ARTICLE 9. ADMINISTRATIVE AND FINANCIAL PROVISIONS

9.1 Loans

No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances.

9.2 Loans or Extensions of Credit to Officers and Directors

No loans shall be made and no credit shall be extended by the corporation to its officers or Directors.

9.3 Checks, Drafts, Etc.

All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the corporation shall be signed by such officer or officers, or agent or agents, of the corporation and in such manner as is from time to time determined by resolution of the Board.

9.4 Accounting Year

Unless a different accounting year is at any time selected by the Board, the accounting year of the corporation shall be on the last day of June in each year.

9.5 Rules of Procedure

The rules of procedure at meetings of the Board and committees of the Board shall be rules contained in Roberts' Rules of Order on Parliamentary Procedure, Newly Revised, so far as applicable and when not inconsistent with these Bylaws, the Articles of Incorporation or any resolution of the Board.

9.6 Distribution of Assets Upon Dissolution of this Corporation

All the property and assets of this corporation are irrevocably dedicated to the charitable and educational purposes described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). Upon dissolution, winding up or abandonment of the corporation, its residual assets remaining after payment, or provisions for payment, of all debts and liabilities shall be distributed as set forth in the Charter.

Notwithstanding the foregoing, any public school funds of the corporation that have been provided pursuant to the Tennessee Public Charter Schools Act of 2002 must be returned to the state or local account from which the public funds originated. In addition, assets, if any, which are not subject to attachment, execution or sale for the

corporation's debt and liabilities may be distributed pursuant to the following provisions even though all debts and liabilities have not been paid or adequately provided for:

(1) Assets held upon a valid condition requiring return, transfer, or conveyance, which condition has occurred or will occur by reason of the dissolution, shall be returned, transferred, or conveyed in accordance with the condition.

(2) Except as provided in subsection (1) above, assets held under a trust shall be disposed of in compliance with the provisions of the trust.

ARTICLE 10. AMENDMENTS

These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by the Board, but only with the written consent of GDPSN. During any period that the corporation is operating a charter school pursuant to a charter agreement, these Bylaws may not be amended in a manner that materially alters the charter agreement, without the consent of the authorizing school district or other Tennessee legislative body, if such consent is required under the charter agreement.

ARTICLE 11. DISSOLUTION OR SUSPENSION OF GDPSN

If GDPSN is dissolved or if GDPSN is suspended and such suspension continues for more than one year, thereafter all rights and powers of GDPSN under these Bylaws shall be exercised by the Board, and any action that would otherwise require approval of GDPSN shall require only approval of the Board.

Certificate of Secretary

The undersigned Secretary of Green Dot Public Schools Tennessee ("Corporation"), a Tennessee nonprofit corporation, certifies that the foregoing Bylaws were duly adopted by a majority vote of the members of the Board then in office at a meeting of the Board duly called and held on June 29, 2017 in compliance with the Bylaws of the Corporation at which a quorum of the Board was present and acting throughout the meeting.

Date: Jul 14, 2017

Signature: Amertice Allen
Amertice Allen (Jul 14, 2017)

Board Secretary

RESOLUTION OF THE BOARD OF DIRECTORS OF GREEN DOT PUBLIC SCHOOLS TENNESSEE REGARDING CHANGE OF CORPORATE NAME

This Resolution is presented to the Board of Directors ("Board") of Green Dot Public Schools Tennessee ("GDPST"), a Tennessee nonprofit corporation, at a meeting on February 3, 2024.

WHEREAS, there has been information presented to the Board related to the separation of GDPST from Green Dot Public Schools National;

WHEREAS, the information presented to the Board, includes GDPST's Certificate of Incorporation, and Charter; and

WHEREAS, GDPST seeks the Board's approval to take action to carry out a name change to IOTA Community Schools.

NOW, THEREFORE, BE IT RESOLVED that it is in the best interest of GDPST to change the name "Green Dot Public Schools Tennessee" to "IOTA Community Schools".

NOW, THEREFORE, BE IT FUTHER RESOLVED that it is in the best interest of GDPST to amend its Certificate of Incorporation to change the name of the GDPST to "IOTA Community Schools".

NOW, THEREFORE, BE IT FURTHER RESOLVED that the appropriate officers of GDPST be, and they hereby are, authorized and directed to take all such further actions and to execute and deliver all such instruments and documents in the name and as in their judgment shall be necessary, proper, or advisable in order to fully carry out the intent and to accomplish the purposes of the foregoing resolutions.

ADOPTED by the Board of Directors of Green Dot Public Schools Tennessee during a meeting duly held on February 03, 2024, at which a quorum was present.

AYES: 4
NOES: _____
ABSENT: 2
ABSTAIN: _____

CERTIFIED AS A TRUE AND CORRECT COPY:

CERTIFIED: Amertice Allen _____ 02/05/2024 17:43 UTC
Committee Chairperson — Date

ATTEST: Pedro Velasquez Rodriguez _____ 02/05/2024 20:00 UTC
Committee Secretary — Date

formstack sign

Document Completion Certificate

Document Reference : 82d17d24-24f6-4d7b-808d-1859ba04fd36
Document Title : RESOLUTION OF THE BOARD OF DIRECTORS OF GDPST REGARDING CHANGE OF CORPORATE NAME
Document Region : Northern Virginia
Sender Name : Angelle Tillman
Sender Email : angelle.tillman@greendot.org
Total Document Pages : 1
Secondary Security : Not Required
Participants

1. Amertice Allen (amertice.allen@alsac.stjude.org)
2. Dr. Pedro Velasquez (pavelasquez@lifedochealth.org)

CC

1. jaques.hamilton@greendot.org

Document History

Timestamp	Description
02/05/2024 12:15PM EST	Sender downloaded document.
02/05/2024 12:31PM EST	Document sent by Angelle Tillman (angelle.tillman@greendot.org).
02/05/2024 12:31PM EST	Email sent to Amertice Allen (amertice.allen@alsac.stjude.org).
02/05/2024 12:31PM EST	Email sent to Angelle Tillman (angelle.tillman@greendot.org).
02/05/2024 12:42PM EST	Document viewed by Amertice Allen (amertice.allen@alsac.stjude.org). 155.190.17.4 Mozilla/5.0 (Windows NT 10.0; Win64; x64) AppleWebKit/537.36 (KHTML, like Gecko) Chrome/121.0.0.0 Safari/537.36 Edg/121.0.0.0
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02/05/2024 12:43PM EST	Amertice Allen (amertice.allen@alsac.stjude.org) has agreed to terms of service and to do business electronically with Angelle Tillman (angelle.tillman@greendot.org). 155.190.17.4 Mozilla/5.0 (Windows NT 10.0; Win64; x64) AppleWebKit/537.36 (KHTML, like Gecko) Chrome/121.0.0.0 Safari/537.36 Edg/121.0.0.0
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02/05/2024 12:43PM EST	Email sent to Dr. Pedro Velasquez (pavelasquez@lifedochealth.org).
02/05/2024 14:59PM EST	Document viewed by Dr. Pedro Velasquez (pavelasquez@lifedochealth.org). 209.249.240.138 Mozilla/5.0 (Windows NT 10.0; Win64; x64) AppleWebKit/537.36 (KHTML, like Gecko) Chrome/121.0.0.0 Safari/537.36 Edg/121.0.0.0
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02/05/2024 15:00PM EST	Signed by Dr. Pedro Velasquez (pavelasquez@lifedochealth.org).

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02/05/2024 15:00PM EST	Document copy sent to jaques.hamilton@greendot.org.

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Document Reference : 32ea5433-13c5-4f73-9c6b-45b1591af26b
Document Title : RESOLUTION OF THE BOARD OF DIRECTORS OF GDPST REGARDING CHANGE OF CORP (edit)
Document Region : Northern Virginia
Sender Name : Angelle Tillman
Sender Email : angelle.tillman@greendot.org
Total Document Pages : 3
Secondary Security Participants : Not Required

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Document History

Timestamp	Description
02/05/2024 16:16PM EST	Sender downloaded document.
02/05/2024 16:20PM EST	Document sent by Angelle Tillman (angelle.tillman@greendot.org).
02/05/2024 16:20PM EST	Email sent to Angelle Tillman (angelle.tillman@greendot.org).
02/05/2024 16:21PM EST	Document viewed by Angie (Edit) (angelle.tillman@greendot.org). 136.228.254.21 Mozilla/5.0 (Windows NT 10.0; Win64; x64) AppleWebKit/537.36 (KHTML, like Gecko) Chrome/121.0.0.0 Safari/537.36
02/05/2024 16:21PM EST	Document viewed by Angie (Edit) (angelle.tillman@greendot.org). 136.228.254.21 Mozilla/5.0 (Windows NT 10.0; Win64; x64) AppleWebKit/537.36 (KHTML, like Gecko) Chrome/121.0.0.0 Safari/537.36
02/05/2024 16:21PM EST	Angie (Edit) (angelle.tillman@greendot.org) has agreed to terms of service and to do business electronically with Angelle Tillman (angelle.tillman@greendot.org). 136.228.254.21 Mozilla/5.0 (Windows NT 10.0; Win64; x64) AppleWebKit/537.36 (KHTML, like Gecko) Chrome/121.0.0.0 Safari/537.36
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RESOLUTION OF THE BOARD OF DIRECTORS OF GREEN DOT PUBLIC SCHOOLS TENNESSEE TO AMEND ITS BYLAWS AND ARTICLES OF INCORPORATION, AND TO APPROVE MODIFICATION OF THE INTELLECTUAL PROPERTY LICENSE AGREEMENT WITH GREEN DOT PUBLIC SCHOOLS NATIONAL

This Resolution is presented to the Board of Directors ("Board") of GREEN DOT PUBLIC SCHOOLS TENNESSEE ("GDPST"), a Tennessee nonprofit corporation, at a meeting on May 16, 2024.

WHEREAS, Article 10 of GDPST's Bylaws authorizes the Board to alter, amend, or repeal and adopt new bylaws only with the written consent of Green Dot Public Schools National ("GDPSN"), the California nonprofit corporation that sponsored GDPST's incorporation in May 2014;

WHEREAS, GDPSN's governing board of directors, at a regular meeting on April 16, 2024, authorized its board chair to provide such written consent to the Board, authorizing amendment of GDPST's Bylaws in a manner that removes all provisions related to GDPSN's affiliation with GDPST, as reflected in the attached form of Second and Amended Restated Bylaws (Attachment A), with such changes going in effect as of April 1, 2024;

WHEREAS, the Board desires to amend GDPST's Bylaws effective as of April 1, 2024 in accordance with the authorization provided by GDPSN's governing board of directors on April 16, 2024, which is reflected in the written consent provided by GDPSN's board chairperson and attached hereto (Attachment C);

WHEREAS, the Board has reviewed the proposed Second Amended and Restated Bylaws in the form attached hereto as Attachment A that reflect the modifications consented to by GDPSN;

WHEREAS, it is hereby deemed to be advisable and in the best interests of this organization to amend and restate its Charter in the form attached hereto as Attachment B;

WHEREAS, GDPST is authorized to use certain GDPSN intellectual property (the "Green Dot Brand") as described in an Intellectual Property License Agreement ("IPLA") entered into between the Parties on June 23, 2014;

WHEREAS, GDPST intends to change its corporate name to IOTA Community Schools ("IOTA") and has submitted (or will soon submit) an application to the State of Tennessee's Secretary of State to effectuate such corporate name change;

WHEREAS, the Parties mutually desire to terminate their affiliation, including, but

not limited to, the IPLA via modification of the IPLA to include a termination date of June 30, 2024, after approval by the State of Tennessee's Secretary of State to change the GDPST corporate name to IOTA; and

WHEREAS, the Board wishes to rescind the RESOLUTION OF THE BOARD OF DIRECTORS OF GREEN DOT PUBLIC SCHOOLS TENNESSEE TO AMEND ITS BYLAWS AND TO APPROVE MODIFICATION OF THE INTELLECTUAL PROPERTY LICENSE AGREEMENT WITH GREEN DOT PUBLIC SCHOOLS NATIONAL ("Original Resolution") approved by the Board at a board meeting on February 3, 2024.

NOW, THEREFORE, BE IT RESOLVED that the Board rescinds the Original Resolution;

BE IT FURTHER RESOLVED that the Board amends and adopts the Second and Amended Restated Bylaws in the form attached hereto as Attachment A with an effective date of April 1, 2024;

BE IT FURTHER RESOLVED that, upon approval of the Board, the Charter shall be amended and restated in the form attached as Attachment B hereto;

BE IT FURTHER RESOLVED that the Board hereby approves modification of the IPLA to include a termination date of June 30, 2024;

BE IT FURTHER RESOLVED, that the GDPST Board Chair is hereby authorized to do and perform any and all such acts, including execution of any and all documents and certificates, as they shall deem necessary or advisable, to carry out the purposes and intent of the resolutions contained herein;

BE IT FURTHER RESOLVED, that any actions taken by the GDPST Board Chair prior to the date of the foregoing resolutions adopted hereby that are within the authority conferred thereby are hereby ratified, confirmed and approved as the acts and deeds of this corporation; and

BE IT FURTHER RESOLVED, that a) each party agrees and acknowledges that these resolutions may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument; b) these resolutions may be executed and delivered by electronic mail in Portable Document Format or via facsimile; and c) these resolutions may also be executed by electronic signature, which shall include DocuSign signature, faxed or emailed versions of an original signature or electronically scanned and transmitted versions of an original signature, whether digital or encrypted, which shall be considered as an original signature for all purposes and shall have the same force and effect as an original signature.

ADOPTED by the Board of Directors of Green Dot Public Schools Tennessee during a meeting duly held on May 16, 2024, at which a quorum was present.

AYES: ___4_____
NOES: _____
ABSENT:__2____
ABSTAIN: _____

CERTIFIED AS A TRUE AND CORRECT COPY:

CERTIFIED: Amerfice Allen Date: 05/17/2024 00:46 UTC
Board Chairperson

ATTEST: Pedro Velasquez Date: 05/17/2024 16:05 UTC
Secretary

ATTACHMENT A
FORM OF SECOND AMENDED & RESTATED BYLAWS

SECOND AMENDED AND RESTATED
BYLAWS OF
IOTA COMMUNITY SCHOOLS

(a Tennessee nonprofit corporation)

ARTICLE 1. OFFICES

The principal office for the transaction of the activities and affairs of the corporation shall be at such location within the State of Tennessee as the Board of Directors ("Board") shall from time to time designate. The corporation may also have such other offices within the State of Tennessee, or any other place where the Corporation is authorized to do business, as the Board of Directors may from time to time establish.

ARTICLE 2. MEMBERSHIP

The corporation shall have no members.

ARTICLE 3. BOARD OF DIRECTORS

3.1 General Powers

The powers of the corporation shall be exercised, its property controlled and its activities and affairs conducted by or under the directors of the Board. The Board may delegate the management of the activities of the corporation to any person or persons, nonprofit management company, or committee provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board and that such agreement as to management shall comply with the applicable provisions of the Internal Revenue Code and regulations thereunder.

3.2 Authorized Number

The authorized number of Directors shall be not less than three (3) and not more than twenty-five (25). The exact number of authorized Directors shall be fixed within these limits from time to time by resolution of the Board.

3.3 Qualifications

No more than forty-nine percent (49%) of the persons serving on the Board may be interested persons. An interested person is: (a) any person currently being compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as a Director; and (b) any

brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of such a person. The provision of this paragraph, however, shall not affect the validity or enforceability of any transaction entered into by the corporation. Directors may have such other qualifications as the Board may prescribe by amendment to these Bylaws.

3.4 Election of Directors

3.4.1 Election and Term

3.4.1.1 The Board shall be a self-perpetuating board. Directors shall be elected or re-elected at an annual, regular or special meeting of the Board.

3.4.1.2 Subject to the provisions of subsection 3.4.1.3, unless the Director dies, resigns or is removed from office by action of the Board, each Director shall hold office for a term expiring on the second 31st of December occurring after the date the Director takes office and, if the Director's office otherwise would become vacant, thereafter until the Director's successor is elected. A Director may be re-elected for an unlimited number of additional terms.

3.4.1.3 The Board may provide that the initial term of a Director shall expire on the first 31st of December occurring after the date the Director takes office in order to provide for staggered expiration of the terms of Directors.

3.4.2 Resignation

A Director may resign effective upon giving written notice to the Chair, the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. The Board may fill the pending vacancy before the effective date if the Board provides that the successor does not take office until the effective date. No Director may resign if the corporation would be left without a duly elected Director in charge of its affairs.

3.4.3 Removal of Directors

A Director may be removed with or without cause at any time by the vote of the majority of the members of the entire Board then in office at a special meeting called for that purpose, or at a regular meeting.

3.4.4 Vacancies

A vacancy or vacancies on the Board shall be deemed to exist in the event of the death, resignation or removal of any Director, or if the Board by resolution declares vacant the office of a Director who has been declared of unsound mind by an order of the court, or who has been convicted of a felony, or who has been found by final order of

judgment of any court to have breached a duty under the Tennessee Nonprofit Corporations Act, or if the authorized number of Directors is increased, or if the Directors fail, at any meeting at which any Director or Directors are elected, to elect the number of Directors to be elected at such meeting.

In the event of any vacancy of the Board, the remaining Directors may select a replacement to serve for the unexpired portion of the term of his or her predecessor in office. A Director who fills a vacancy shall serve for the unexpired term of his or her predecessor in office.

ARTICLE 4. MEETINGS

4.1 Meetings to be Open.

All meetings of the Board shall be called, noticed and held in compliance with the provisions of the Tennessee Public Charter Schools Act of 2002, and to the extent required therein with applicable provisions of the Tennessee Open Meetings Law. Except as otherwise permitted by those Acts, all meetings of the Board shall be open and public. The Board shall not act at any meeting required to be open to the public vote by secret ballot. Any vote taken in violation of this section shall be null and void.

4.2 Place of Meetings

All meetings of the Board shall be held at the principal office of the corporation or such other place as shall be determined from time to time by resolution of the Board, within or in places outside of Tennessee, or as required by an existing and valid charter between the corporation and an authorizing school district or other appropriate Tennessee legislative body.

4.3 Annual Meeting

The annual meeting of the Board shall be held during the month of December on a date chosen by the President or the Board for the purposes of electing Directors and officers and transacting such business as may properly come before the meeting. If the annual meeting is not held on the date designated therefor, the Board shall cause the meeting to be held as soon thereafter as may be convenient.

4.4 Regular Meetings

Regular meetings of the Board shall be held on such dates and at such times as shall be determined from time to time by resolution of the Board. If at any time any regular meeting falls on a holiday, such regular meeting shall be held on the next business day. At least 72 hours before a regular meeting, the Board or its designee shall post an agenda containing a brief general description of each item of business to be transacted or

discussed at the meeting, including items to be discussed in closed session. The agenda shall specify the time and location for the regular meeting and shall be posted in a location that is freely accessible to members of the public, or on the corporation's internet web site, if the corporation has one, and at the site of each charter school operated by the corporation. The agenda shall include information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires modification or accommodation in order to participate in the public meeting. The agenda shall provide an opportunity for members of the pubic to directly address the Board on any item of interest to the public before or during the Board's consideration of the item, that is within the authority of the Board. Except as otherwise permitted by the Tennessee Public Charter Schools Act of 2002, no action or discussion shall be undertaken on any item not appearing on the posted agenda.

4.4.1 Presentation to the Board/Agenda Items

Any person may address the Board concerning any item on the agenda prior to action by the Board on such item. Such comments shall be limited to five minutes, unless the Board, at its discretion, votes to shorten or lengthen the time for each speaker. The total time devoted to presentations to the Board on agenda items shall not exceed one-half hour unless additional time is granted by the Board. If the number of persons interested in addressing the Board on an item cannot be accommodated in the time allotted, the Board shall take reasonable steps to allocate time fairly among those supporting or opposing the item.

4.4.2 Presentation to the Board/Non-Agenda Items

Members of the public may address the Board on any item not listed on the Board meeting agenda. Speakers will be limited to three minutes, unless the Board, at its discretion votes to shorten or lengthen the time for each speaker. No more than a total of fifteen minutes shall be devoted to all non-agenda items at regular meetings. The President may disallow a request to address the Board if repetitive of other speakers, or if the speaker seeks to make a presentation that he or another speaker has made at a previous meeting, if it appears that the total allotted time may be exceeded.

Members of the public attempting to make complaints or charges against an employee before the Board in open session will be offered the option to meet with staff to file a complaint under the corporation's established complaint procedures.

4.4.3 Disturbance of Meetings

In the event that any meeting is interrupted by a group or groups of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are interrupting the meeting, the members of the Board conducting the meeting may order the meeting room cleared and continue in session or may adjourn the meeting and reconvene at another location selected by majority vote of the Board. In such a session, final disposition may be taken only on matters appearing on the agenda. Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this section. Nothing in this section shall prohibit the Board from establishing a procedure for readmitting an individual or individuals not responsible for disturbing the orderly conduct of the meeting.

4.4.4 Preparation of the Board Agenda

The Secretary or designee shall be responsible to prepare the agendas for all regular meetings of the Board.

4.4.5 Agenda Distribution

The Board agenda, with supporting information for a regular Board meeting, shall be delivered to Board members at least 72 hours prior to the meeting. The Secretary or designee is responsible for the distribution of Board packets (which include the official agenda and all supporting information to be discussed/acted upon in open session).

In addition to the provisions of agendas, all supporting public information shall be provided to those persons or parties who have requested to be placed upon the Board's mailing list. A reasonable fee may be charged to receive the actual costs of providing the agenda. The agenda shall also be posted for public notice as set forth in Section 4.4.

4.5 Special Meetings

(1) A special meeting may be called at any time by the Chair of the Board of the corporation or by a majority of the members of the Board by delivering written notice personally, by mail, by fax, or by electronic mail to each member of the Board. Written notice shall be deemed waived in the following circumstances:

(a) a Director submits a written waiver of notice with the secretary of the Board at or prior to the time the meeting convenes. A written waiver may be given by telegram, fax, or electronic mail; or

(b) a Director is actually present at the time the meeting convenes.

(2) Notice of a special meeting shall be:

(a) Posted on the corporation's website. The corporation is not required to post a special meeting notice on its web site if it (i) does not have a web site; (ii) employs fewer than ten full-time equivalent employees; or (iii) does not employ personnel whose duty, as defined by a job description or existing contract, is to maintain or update the web site; and

(b) Prominently displayed at the main entrance of the corporation's principal location and the meeting site if it is not held at the corporation's principal location.

Such adequate notice must be delivered or posted, as applicable, at least twenty-four hours before the time of such meeting as specified in the notice.

(3) The call and notices required under Articles 4.5(1) and 4.5(2) shall specify the time and place of the special meeting and the business to be transacted. Final disposition shall not be taken on any other matter at such meetings by the Board.

(4) The notices provided in this section may be dispensed with in the event a special meeting is called to deal with an emergency involving injury or damage to persons or property or the likelihood of such injury or damage, when time requirements of such notice would make notice impractical and increase the likelihood of such injury or damage.

4.6 Emergency Meetings

In the event of an emergency, involving injury or damage to persons or property or the likelihood of such injury or damage, and there is a need for expedited action by the Board to meet the emergency, the Chair of the Board may provide for a meeting site other than the regular meeting site and the notice requirements set forth in these Bylaws shall be suspended during such emergency.

4.7 Quorum

A quorum of the Board for the transaction of business shall be the greater of the majority of the Directors then in office or one-fifth of the authorized Directors.

4.8 Transactions of the Board

An act or decision done or made by the majority vote of the Directors then in office at a meeting duly held at which a quorum is present is the act of the Board, unless a different number, or the same number after disqualifying one or more Directors from voting, is required by law, by the Articles of Incorporation, or by these Bylaws, including but not limited to those provisions relating to (i) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (ii) appointment of committees, and (iii) indemnification of Directors.

4.9 Conduct of Meetings

The Chair, or in his or her absence, the Vice-Chair, or in his or her absence, any Director selected by the Directors present, shall preside at meetings of the Board. The Secretary of the corporation or, in the Secretary's absence, any person appointed by the presiding officer, shall act as Secretary and record the minutes of the meeting of the Board.

4.10 Teleconferencing

The Board may elect to use teleconferencing in connection with any meeting of the Board. If the Board elects to use teleconferencing, it shall post agendas at all teleconferencing locations and conduct teleconference meetings in a manner that protects the statutory rights of the parties or the public appearing before the Board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconferencing location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. Participation in a meeting through use of teleconferencing pursuant to this section constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call.

For purposes of this Article 4.10, "teleconference" means a meeting of the Board, the members of which are in different locations, connected by electronic means, though either audio or video, or both. Nothing in this section shall prohibit the corporation from providing the public with additional teleconference locations.

4.11 Adjournment

The Board may adjourn any regular, adjourned regular, special, or adjourned special meeting to a time and place specified in the order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent from any regular or adjourned a regular meeting, the Secretary may declare the meeting adjourned to a stated time and place. He or she shall cause a written notice of the adjournment to be given in

the same manner as provided in Article 4.5 for special meetings, unless such notice is waived as provided for special meetings. Whenever any meeting is adjourned a copy of the order or notice of adjournment shall be conspicuously posted immediately after the time of the adjournment on or near the door of the place where the regular, adjourned regular, special, or adjourned special meeting was held and at all teleconferencing locations. When a regular or adjourned regular meeting is adjourned as provided in this section, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment of any meeting fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings by resolution.

4.12 Electronic Transmission by the Corporation

Electronic transmission by the corporation shall be valid only for communications:

(1) delivered by (i) electronic mail when directed to the electronic mail address for that recipient on record with the corporation; (ii) posting on an electronic message board or network that the corporation has designated for those communications, together with a separate notice to the recipient of the posting, which transmission shall be validly delivered upon the later of the posting or delivery of the separate notice thereof, or (iii) other means of electronic transmission;

(2) to a recipient who has provided an unrevoked consent to the use of those means of transmission for communication; and

(3) that creates a record that is capable of retention, retrieval, and review, and that may thereafter be rendered into clearly legible tangible form.

ARTICLE 5. BOARD COMMITTEES

5.1 Committees Generally

The Board may appoint standing or special committees for any purpose defined by these Bylaws or determined by the Board. When such committees are composed solely of two (2) or more Directors, the Board may delegate to such committees any of the powers and authority of the Board, except the power and authority to (i) fill vacancies on the Board or in any committee which has the authority of the Board; (ii) fix compensation of the Directors for serving on the Board or on any committee; (iii) amend or repeal these Bylaws or adopt new Bylaws; (iv) amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable; (v) appoint committees of the Board or the members thereof; (vi) expend corporate funds to support a nominee or applicant for Director; or (vii) approve of any self-dealing transaction except as provided by law. Committees which are composed solely of Directors and to which the powers of the

Board are delegated shall have power to act only in intervals between meetings of the Board and shall at all times be subject to the control of the Board. Nothing in this Article 5.1 authorizes the Board or the corporation to take any action that is prohibited by applicable laws or policies, including applicable conflicts of interest laws or policies, or by other provisions of these Bylaws.

5.1.1 Meetings of Committees

All meetings of committees other than a meeting of an advisory committee which is comprised solely of less than a quorum of the Board and which is not a standing committee shall be called, noticed and held in compliance with the rules and regulations for meetings of the Board as set forth in the Article 4 hereof applied as if the committees were acting as the Boards. Subject to the foregoing, the Board or, if the Board does not act, the committees shall establish rules and regulations for meetings of the committees, and the committees shall meet on such dates and at such times as are deemed necessary by the Board or, if the Board does not act, by the committees. Committees shall keep regular minutes of proceedings and report the same to the Board from time to time as the Board may require.

5.1.2 Standing and Special Committee

The Board may authorize standing committees from time to time. Special committees may also be authorized by action of the Board. Any committee composed of persons one or more of whom are not Directors may act solely in an advisory capacity to the Board.

5.1.3 Quorum and Voting

A majority of the members of a committee shall constitute a quorum and any transactions of a committee shall require a majority vote of the members of the committee at a meeting at which a quorum is present.

5.2 Appointment

The members of a committee shall be appointed by a majority vote of the Directors then in office upon the recommendation of the Board's Chair.

5.3 Term of Office

Each member of a standing committee shall serve until the next annual meeting of the Board and until his or her successor is appointed, or until such committee is sooner terminated, or until he or she is removed, resigns, or otherwise ceases to qualify as a member of the committee.

5.4 Vacancies

Vacancies on any committee may be filled for the unexpired portion of the term in accordance with Article 5.2 above.

5.5 Resignation

Any member of any committee may resign at any time by delivering written notice thereof to the President, the Secretary or the chairperson of such committee, or by giving oral or written notice at any meeting of such committee. Any such resignation shall take effect at the time specified therein or, if the time is not specified, upon delivery thereof and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

5.6 Removal of Committee Member

The Board may remove by a majority vote of the Directors then in office any member on any committee with or without cause.

5.7 Compensation

The Directors, including any Director that also serves as an officer of the corporation, shall serve without compensation from the corporation; provided however, that the Directors may receive reimbursement of expenses actually incurred in connection with attending Board of Directors meetings and in accordance with policies adopted by the Board.

ARTICLE 6. OFFICERS

6.1 Number and Title of Officers

The officers of the corporation shall be a Chair, Vice Chair, a President, a Secretary, a Treasurer, and such other officers, with such titles and duties as shall be determined by the Board. Any number of offices may be held by the same person, except that no person serving as the Secretary or the Treasurer may serve concurrently as the Chair, the Vice-Chair, or the President.

6.2 Election of Officers

The officers of the corporation shall be chosen by and serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment. Officers need not be Directors except that the Chair and the Vice-Chair each must be a Director. Each officer shall hold office until removed or replaced. Officers shall be eligible for re-election without limitation on the numbers of terms they may serve.

6.3 Subordinate Officers

The Board may appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

6.4 Removal and Resignation of Officers

Any officer may be removed at any time, with or without cause, by the affirmative vote of majority of the Directors then in office.

Any officer may resign (without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party) at any the time by giving notice to the corporation. Any resignation shall take effect on the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of any resignation shall not be necessary to make it effective. The Board of Directors may fill an impending vacancy provided that the successor does not take office until the effective date of the resignation.

6.5 Vacancies in Offices

A vacancy in any office created by the death, resignation, removal, disqualification, creation of a new office, or any other cause may be filled by the Board of Directors or as provided by these Bylaws for regular election or appointment to that office.

6.6 Chair

The Chair shall be selected from the Directors and shall, if present, preside at all meetings of the Board. The Chair shall exercise and perform such other powers and duties as may from time to time be assigned to him or her by the Board or prescribed by these Bylaws.

6.7 Vice-Chair

The Vice-Chair shall be selected from the Directors and shall perform the duties and exercise the authority of the Chair in the event of the Chair's absence. The Vice-Chair shall also perform such other duties as are assigned by the Board.

6.8 President

Subject to the control of the Board, the President shall be the executive director of the corporation and shall have general supervision, direction and control over the business and officers of the corporation. He or she shall have the general power and duties of

management usually vested in the office of chief executive officer of a corporation and shall have such other powers or duties as may be prescribed by the Board or these Bylaws. Subject to such limitations as may be imposed by the Board, any powers or duties vested in the President may be delegated by him or her to such subordinates as he or she may choose.

6.9 Absence or Disability of the President

In the absence or disability of the President, the President's designee shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions upon, the President. Such designee shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the Board.

6.10 Secretary

The Secretary shall keep or cause to be kept at the principal executive office or at such other place as the Board may direct, a book of minutes of all the meetings and actions of the Board and committees of Directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice given, the names of those present at Director's meetings or committee meetings and the proceedings. The Secretary shall also have the responsibility for authenticating records of the Corporation.

The Secretary shall give, or cause to be given, notice of all meetings of the Board required by these Bylaws or by law to be given. He or she shall have such other powers and perform such other duties as may be prescribed by the Board or by these Bylaws.

6.11 Treasurer

The Treasurer shall keep and maintain, or cause to be maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts or disbursements. The books of account shall at all reasonable times be open to inspection by any Directors.

The Treasurer shall deposit or cause to be deposited all monies or other valuables in the name and to the credit of the corporation with such depositaries as may be designated by the Board and shall have the authority to execute and affix the endorsement of the corporation upon any negotiable instruments for the purpose of making any such deposit. He or she shall render to the Board, whenever it requests it, an account of all of his or her transactions as Treasurer and of the financial condition of the corporation and shall have such other powers and perform such other duties as may be prescribed by the Board or these Bylaws.

6.12 Approval of Compensation

The Board or an authorized committee of the Board shall review and approve the compensation, including benefits, of the President to assure that it is just and reasonable. The review and approval shall occur initially upon the hiring of the officer, whenever the term of employment if any, of the officer if renewed or extended, and whenever the officer's compensation is modified. Separate review and approval shall not be required if a modification of compensation extends to substantially all employees.

The Board may review and approve the compensation, including benefits, of all officers of the corporation and other persons to ensure that no taxes are imposed under Section 4958 of the Internal Revenue Code of 1986, as amended.

ARTICLE 7. CORPORATE RECORDS AND REPORTS

7.1 Public Records Requirements

The corporation shall comply with the public record requirements as set forth in the Tennessee Public Charter Schools Act of 2002

7.2 Corporate Records

The corporation shall keep adequate and correct records of accounts and minutes of the proceedings of its Board and committees of the Board. The minutes shall be kept in written form. Other books and records shall be kept in either written form or in any other form capable of being converted into written form.

7.3 Inspection

Each Director shall have the absolute right to inspect at any reasonable time all books, records and documents of every kind and the physical properties of the corporation and each of its subsidiary corporations. Any inspection by a Director may be made in person or by an agent or attorney and the right of inspection includes the right to copy and make extras of documents

7.4 Annual Report

The Board shall cause an annual report to be sent to each Director not later than one hundred twenty (120) days after the close of the corporation's fiscal year. That report shall contain in appropriate detail the following:

(1) the assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;

(2) the principal changes in assets and liabilities, including trust funds, during the fiscal year;

(3) the revenue or receipt of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year; and

(4) the expenses or disbursement of the corporation for both general and restricted purposes, during the fiscal year.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer or the corporation that such statements were prepared without audit from the books and records of the corporation

This requirement of an annual report shall not apply if the corporation receives less than $25,000 in gross revenues or receipts during the fiscal year; provided, however, that a report with the information required for the inclusion in an annual report must be furnished annually to all Directors.

ARTICLE 8. INTERESTS OF DIRECTORS AND OFFICERS

8.1 Compensation

Directors who receive any compensation for services in any capacity, directly or indirectly, from the corporation may not vote on matters pertaining to that Director's compensation.

8.2 Conflict of Interest

Directors and officers shall disclose to the Board all material facts pertaining to any financial interest which the Director or officer directly or indirectly has in any person or entity which is a party to a transaction under consideration by the Board. The interested Director or officer shall abstain from voting on the transaction.

8.3 Review of Certain Transactions

Prior to entering into any compensation agreement, contract for goods or services, or any other transaction with any person who is in a position to exercise influence over the affairs of the corporation, the Board shall establish that the proposed transaction is reasonable when compared with a similarly-situated organization for functionally comparable positions, goods or services rendered.

ARTICLE 9. ADMINISTRATIVE AND FINANCIAL PROVISIONS

9.1 Loans

No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances.

9.2 Loans or Extensions of Credit to Officers and Directors

No loans shall be made and no credit shall be extended by the corporation to its officers or Directors.

9.3 Checks, Drafts, Etc.

All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the corporation shall be signed by such officer or officers, or agent or agents, of the corporation and in such manner as is from time to time determined by resolution of the Board.

9.4 Accounting Year

Unless a different accounting year is at any time selected by the Board, the accounting year of the corporation shall be on the last day of June in each year.

9.5 Rules of Procedure

The rules of procedure at meetings of the Board and committees of the Board shall be rules contained in Roberts' Rules of Order on Parliamentary Procedure, Newly Revised, so far as applicable and when not inconsistent with these Bylaws, the Articles of Incorporation or any resolution of the Board.

9.6 Distribution of Assets Upon Dissolution of this Corporation

All the property and assets of this corporation are irrevocably dedicated to the charitable and educational purposes described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). Upon dissolution, winding up or abandonment of the corporation, its residual assets remaining after payment, or provisions for payment, of all debts and liabilities shall be distributed as set forth in the Charter.

Notwithstanding the foregoing, any public school funds of the corporation that have been provided pursuant to the Tennessee Public Charter Schools Act of 2002 must be returned to the state or local account from which the public funds originated. In addition, assets, if any, which are not subject to attachment, execution or sale for the

corporation's debt and liabilities may be distributed pursuant to the following provisions even though all debts and liabilities have not been paid or adequately provided for:

(1) Assets held upon a valid condition requiring return, transfer, or conveyance, which condition has occurred or will occur by reason of the dissolution, shall be returned, transferred, or conveyed in accordance with the condition.

(2) Except as provided in subsection (1) above, assets held under a trust shall be disposed of in compliance with the provisions of the trust.

ARTICLE 10. AMENDMENTS

These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by the Board. During any period that the corporation is operating a charter school pursuant to a charter agreement, these Bylaws may not be amended in a manner that materially alters the charter agreement, without the consent of the authorizing school district or other Tennessee legislative body, if such consent is required under the charter agreement.

ATTACHMENT B
REVISED CHARTER

CHARTER

OF

IOTA COMMUNITY SCHOOLS

The undersigned incorporator under the provisions of the Tennessee Nonprofit Corporation Act (the "Act") adopts the following charter for the listed corporation, consistent with the requirements set forth in § 48-52-102:

1. The name of the corporation is:

   IOTA Community Schools (formerly known as Green Dot Public Schools Tennessee)

2. (a) The name of the initial registered agent, located at the address listed in 2(b), is as follows:

   Jeffrey C. Smith.

   (b) The complete address of the corporation's initial registered office in Tennessee is in the County of Shelby and is as follows:

   6075 Poplar Avenue, Suite 700
   Memphis, Tennessee 38119

3. The fiscal year end of the corporation is June 30.

4. The duration of the corporation is perpetual.

5. The corporation is not for profit.

6. The corporation is a public benefit corporation and is not a religious organization.

7. The corporation will have no members.

8. The name and complete address of the incorporator is as follows:

   Jeffrey C. Smith
   6075 Poplar Avenue, Suite 700
   Memphis, Tennessee 38 I 19

9. The complete address of the corporation's initial principal office is:

6075 Poplar Avenue, Suite 700
Memphis, Tennessee 38119

10. The governing body of the corporation is its Board of Directors.

11. The purposes for which the corporation is organized are:

(a) To establish and operate schools and/or other educational programs and instructional activities to provide students with the knowledge, proficiency and skills needed to promote greater opportunities for educational and academic achievement and advancement, including, but not limited to, promoting the advancement of education and to lessen the burdens of government by managing the development and operation of one or more public charter schools under the Tennessee Public Charter Schools Act of 2002.

(b) To engage in any lawful activities which are appropriate to carry out and fulfill any or all of the forgoing purposes.

(c) To do any and all things and to exercise any and all powers which a nonprofit corporation may do or exercise under the laws of the state of Tennessee and under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future United States Internal Revenue law.

12. The corporation is organized and operated exclusively for charitable, scientific, literary, and education purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended; no part of the net earnings of the corporation shall inure to the benefit of any private shareholder, member, director, or individual, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered; no substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, except as otherwise provided in Section 501(h) of the Internal Revenue Code of 1986, as amended, or the corresponding provision of any future United States Internal Revenue law, and the corporation shall not participate in, or intervene in (including publishing or distributing of statements), any political campaign on behalf of (or in opposition to) any candidate for public office.

13. Notwithstanding any other provision of this Charter, the corporation shall not carry on any activity not permitted to be carried on by (i) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding part of any future United States Internal Revenue law, or (ii) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 or any other corresponding provision of any future United States Internal Revenue law.

14. In the event of dissolution, the residual assets of the corporation shall be turned over to one or more educational organizations which themselves are exempt as organizations

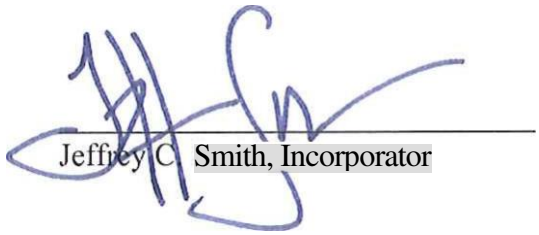
described in Sections 501(c)(3) and 170(c)(2) and described in Section 509(a)(1) or (2) of the Internal Revenue Code of 1986, or the corresponding provision of any future United States Internal Revenue law.

15. To the extent allowed by the laws of the State of Tennessee, no director of the corporation (or his or her estate, heirs and personal representatives) shall be liable to the corporation for monetary damages for breach of fiduciary duty as a director of the corporation. Any liability of a director (or his or her estate, heirs and personal representatives) shall be further eliminated or limited to the fullest extent allowed by the laws of the State of Tennessee, as may hereafter be adopted or amended.

16. With respect to claims or liabilities arising out of service as a director of the corporation, the corporation shall indemnify and advance expenses to the present and future director (and his or her estate, heirs and personal representatives) to the fullest extent allowed by laws of the State of Tennessee, both as now in effect and as hereafter adopted or amended.

17. The corporation shall not discriminate on the basis of race, creed, color, sex, national origin, religion, ancestry, disability, need for special education services or any other legally protected status in the administration of its policies, the operation of its programs and any school admissions.

Dated this the 29th day of May, 2014.



Jeffrey C. Smith, Incorporator

Revised by a vote of the Board of Directors on the 16th day of May, 2024.

Amertice Allen

Board Chair

ATTACHMENT C
WRITTEN CONSENT OF GREEN DOT PUBLIC SCHOOLS NATIONAL

WRITTEN CONSENT BY GREEN DOT PUBLIC SCHOOLS NATIONAL
APPROVING MODIFICATION OF THE
GREEN DOT PUBLIC SCHOOLS TENNESSEE AMENDED & RESTATED BYLAWS

By signing my name below, I confirm the following:

- On April 16, 2024, the Board of Directors of Green Dot Public Schools National (GDPSN) passed a resolution authorizing amendment of the Amended & Restated Bylaws of Green Dot Public Schools Tennessee (GDPST) in a manner that removes all provisions related to GDPSN's affiliation with GDPST, as reflected in the attached form of Second and Amended Restated Bylaws (Attachment A), with such changes going in effect as of April 1, 2024.
- At such meeting, the Board of Directors of GDPSN also passed a resolution authorizing GDPST to amend the GDPST Bylaws to replace all references to "Green Dot Public Schools Tennessee" with "IOTA Community Schools".
- At such meeting, the Board of Directors of GDPSN also authorized its board chair to provide this written consent to the Board of Directors of GDPST.

AUTHORIZED SIGNATURE:

GREEN DOT PUBLIC SCHOOLS NATIONAL:

marlene canter
marlene canter (Apr 18, 2024 12:56 PDT)

Marlene Canter
Board Chair

Date: Apr 18, 2024

RESOLUTION OF THE BOARD OF DIRECTORS OF GREEN DOT PUBLIC SCHOOLS NATIONAL TO PROVIDE WRITTEN CONSENT TO GREEN DOT PUBLIC SCHOOLS TENNESSEE TO AMEND ITS BYLAWS

This Resolution is presented to the Board of Directors ("Board") of **GREEN DOT PUBLIC SCHOOLS NATIONAL** ("GDPSN"), a California nonprofit public benefit corporation, at a regular meeting on April 16, 2024.

WHEREAS, Article 10 (Amendments) of the Green Dot Public Schools Tennessee ("GDPST") Amended and Restated Bylaws (the "GDPST Bylaws") requires GDPSN to provide written consent for any amendment to the GDPST Bylaws;

WHEREAS, in light of the forthcoming terminated affiliation between the GDPSN and GDPST, GDPST desires to amend the GDPST Bylaws to be effective as of April 1, 2024, as shown in track changes in the form of bylaws as attached hereto and presented to the Board (Attachment A); and

WHEREAS, in light of the forthcoming corporate name change to IOTA Community Schools, GDPST desires to amend all references to "Green Dot Public Schools Tennessee" in the GDPST Bylaws to "IOTA Community Schools" upon approval by the State of Tennessee's Secretary of State to change its corporate name.

NOW, THEREFORE, BE IT RESOLVED that the Board hereby approves and provides written consent to amending the GDPST Bylaws in a manner that removes all provisions related to GDPSN's affiliation with GDPST, as reflected in the attached form of Second and Amended Restated Bylaws (Attachment A), with such changes going in effect as of April 1, 2024, as prescribed by a duly authorized resolution by the GDPST Board of Directors on such subject matter;

BE IT FURTHER RESOLVED that the Board hereby approves and provides written consent to amending the GDPST Bylaws to replace all references to "Green Dot Public Schools Tennessee" with "IOTA Community Schools," which shall be effective upon the corporate name change being approved by the State of Tennessee's Secretary of State and any duly authorized resolution by the GDPST Board of Directors on such subject matter; and

BE IT FURTHER RESOLVED, that the GDPSN Board Chair is hereby authorized to do and perform any and all such acts, including execution of any and all documents and certificates, as they shall deem necessary or advisable, to carry out the purposes and intent of the resolution contained herein;

BE IT FURTHER RESOLVED, that any actions taken by the GDPSN Board Chair prior to the date of the foregoing resolution adopted hereby that are within the authority conferred thereby are hereby ratified, confirmed and approved as the acts and deeds of this corporation; and

FURTHER RESOLVED**,** that a) each party agrees and acknowledges that this resolution may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument; b) this resolution may be executed and delivered by electronic mail in Portable Document Format or via facsimile; and c) this resolution may also be executed by electronic signature, which shall include DocuSign signature, faxed or emailed versions of an original signature or electronically scanned and transmitted versions of an original signature, whether digital or encrypted, which shall be considered as an original signature for all purposes and shall have the same force and effect as an original signature.

ADOPTED by the Board of GDPSN during a regular meeting duly held on April 16, 2024, at which a quorum was present.

AYES: 3
NOES: 0
ABSENT: 2
ABSTAIN: 0

CERTIFIED AS A TRUE AND CORRECT COPY:

CERTIFIED: marlene canter — Apr 18, 2024
marlene canter (Apr 18, 2024 12:56 PDT)

Board Chairperson — Date

ATTEST: — Apr 16, 2024
Abby Pforzer Kamkar (Apr 16, 2024 17:47 PDT)

Board Secretary — Date

formstack sign Document Completion Certificate

Document Reference : d57f78d9-4b61-4563-81fb-e90a1bbff90a
Document Title : 5-16-24_RESOLUTION OF THE BOARD OF DIRECTORS OF BYLAWS AIC IP
Document Region : Northern Virginia
Sender Name : Tennessee Operations
Sender Email : tnops@greendot.org
Total Document Pages : 28
Secondary Security : Not Required
Participants

1. Amertice Allen (amertice.allen@alsac.stjude.org)
2. Pedro Velasquez (pavelasquez@lifedochealth.org)

Document History

Timestamp	Description
05/16/2024 23:50PM UTC	Sender downloaded document.
05/16/2024 23:53PM UTC	Document sent by Tennessee Operations (tnops@greendot.org).
05/16/2024 23:54PM UTC	Email sent to Amertice Allen (amertice.allen@alsac.stjude.org).
05/16/2024 23:54PM UTC	Email sent to Tennessee Operations (tnops@greendot.org).
05/17/2024 00:46AM UTC	Document viewed by Amertice Allen (amertice.allen@alsac.stjude.org). 108.82.26.239 Mozilla/5.0 (iPhone; CPU iPhone OS 17_5 like Mac OS X) AppleWebKit/605.1.15 (KHTML, like Gecko) Version/17.5 Mobile/15E148 Safari/604.1
05/17/2024 00:46AM UTC	Document viewed by Amertice Allen (amertice.allen@alsac.stjude.org). 108.82.26.239 Mozilla/5.0 (iPhone; CPU iPhone OS 17_5 like Mac OS X) AppleWebKit/605.1.15 (KHTML, like Gecko) Version/17.5 Mobile/15E148 Safari/604.1
05/17/2024 00:46AM UTC	Amertice Allen (amertice.allen@alsac.stjude.org) has agreed to terms of service and to do business electronically with Tennessee Operations (tnops@greendot.org). 108.82.26.239 Mozilla/5.0 (iPhone; CPU iPhone OS 17_5 like Mac OS X) AppleWebKit/605.1.15 (KHTML, like Gecko) Version/17.5 Mobile/15E148 Safari/604.1
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05/17/2024 00:47AM UTC	Email sent to Pedro Velasquez (pavelasquez@lifedochealth.org).
05/17/2024 13:54PM UTC	Sender requested participant signing link for pavelasquez@lifedochealth.org.
05/17/2024 13:54PM UTC	Email sent to Pedro Velasquez (pavelasquez@lifedochealth.org).
05/17/2024 13:54PM UTC	Tennessee Operations sent a reminder text to Pedro Velasquez at +19014962598.
05/17/2024 16:05PM UTC	Document viewed by Pedro Velasquez (pavelasquez@lifedochealth.org). 190.166.241.132 Mozilla/5.0 (Linux; Android 10; K) AppleWebKit/537.36 (KHTML, like Gecko) SamsungBrowser/25.0 Chrome/121.0.0.0 Mobile Safari/537.36
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05/17/2024 16:05PM UTC	Document copy sent to Pedro Velasquez (pavelasquez@lifedochealth.org).
05/17/2024 16:05PM UTC	Document copy sent to Amertice Allen (amertice.allen@alsac.stjude.org).

formstack sign

Document Completion Certificate

Document Reference : 387967d0-3fde-4ce7-9fd5-22c782f944ee
Document Title : GDPST By-Laws
Document Region : Northern Virginia
Sender Name : Tennessee Operations
Sender Email : tnops@greendot.org
Total Document Pages : 30
Secondary Security : Not Required
Participants

1. Amertice Allen (amertice.allen@alsac.stjude.org)

Document History

Timestamp	Description
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05/21/2024 13:33PM UTC	Email sent to Tennessee Operations (tnops@greendot.org).
05/21/2024 13:33PM UTC	Text to sign or approve document sent to Amertice Allen at +19014384835.
05/21/2024 16:05PM UTC	Document viewed by Amertice Allen (amertice.allen@alsac.stjude.org). 174.230.150.85 Mozilla/5.0 (iPhone; CPU iPhone OS 17_5_1 like Mac OS X) AppleWebKit/605.1.15 (KHTML, like Gecko) Version/17.5 Mobile/15E148 Safari/604.1
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05/21/2024 16:06PM UTC	Document copy sent to Tennessee Operations (tnops@greendot.org).

Attachment M – Board Code of Conduct (AMENDED)

GREEN DOT PUBLIC SCHOOLS TENNESSEE

CODE OF CONDUCT

The Board commits itself and its members to ethical, businesslike and lawful conduct, including proper use of authority and appropriate decorum when acting as Board members.

Accordingly:

1. Board members will represent the interests of the citizens of the entire network. This accountability to the whole network supersedes, as examples, but is not limited to:

    a. any conflicting loyalty a member may have to other advocacy or interest groups;
    b. loyalty based upon membership on other boards or staffs;
    c. conflicts based upon the personal interest of any Board member who is also a parent of a student in the network;
    d. conflicts based upon being a relative of an employee of the network; or
    e. conflicts based upon the member's election from a subsection of the network.

2. Board members may not attempt to exercise individual authority over the organization.

    a. Members' interaction with the Executive Director and with staff must recognize the lack of authority vested in individuals except when explicitly authorized by the Board.
    b. Members' interaction with the public, press or other entities must recognize the same limitation and the inability of any Board member to speak for the Board except to repeat explicitly-stated Board decisions.
    c. Members will not publicly express individual negative judgments about Superintendent or staff performance outside the formal evaluation process. Any such judgments of Executive Director or staff performance will be made only by the full Board.

3. Members shall maintain confidentiality appropriate to sensitive issues and information that otherwise may tend to compromise the integrity or legal standing of the board.

Pending final board approval.

CONFLICTS OF INTEREST POLICY

GREEN DOT PUBLIC SCHOOLS TENNESSEE

Article I
Purpose

The purpose of the conflict of interest policy is to protect Green Dot Public Schools Tennessee's ("GDPST") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the GDPST or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II
Definitions

1. **Interested Person**
Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person. If a person is an interested person with respect to any entity in which the organization is a part, he or she is an interested person with respect to all entities.

2. **Financial Interest**
A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. an ownership or investment interest in any entity with which the GDPST has a transaction or arrangement;

b. a compensation arrangement with the GDPST or with any entity or individual with which the GDPST has a transaction or arrangement; or

c. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the GDPST is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has

a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III
Procedures

1. **Duty to Disclose**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. **Determining Whether a Conflict of Interest Exists**

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. **Procedures for Addressing the Conflict of Interest**

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether GDPST can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in GDPST's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above

determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. **Violations of the Conflicts of Interest Policy**

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV
Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V
Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from GDPST for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from GDPST for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from GDPST, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI
Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. has received a copy of the conflicts of interest policy;

b. has read and understands the policy;

c. has agreed to comply with the policy; and

d. understands that GDPST is non-profit and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII
Periodic Reviews

To ensure that GDPST operates in a manner consistent with its charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining; and

b. whether partnerships, joint ventures, and arrangements with management organizations conform to GDPST's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, GDPST may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Attachment O: Board Biographies

Amertice Allen

Senior Director - Alsac St. Jude

Amertice Allen serves as the Senior Director of Outsourced Operations for ALSAC/St. Jude Children's Research Hospital where she is responsible for the management of Outsourced Operations including partnering call centers. She is an excellent communicator with 12+ years of experience in leadership fundraising roles with a focus on customer service and team building.

Along with her leadership role at ALSAC, she became a graduate of the ALSAC Junior Executive Training Leadership & Talent Development program. Amertice is a member of Alpha Kappa Alpha Sorority, Inc., a Trustee at New Wrights Chapel Missionary Baptist Church, and a member of the Leadership Memphis 2017 Executive Class.

Amertice received her Bachelor of Science in 1996 and her Master of Public Health in 2000 from the University of Tennessee, Knoxville.

Pam Egwuekwe

Program Manager - Code Crew

Pam Egwuekwe serves as the Program Manager with Code. She organizes programs and activities in accordance with the mission and goals of the organization. She develops new programs to support the strategic direction of the organization. Pam received her Bachelor's degree in Political Science from North Carolina Central University and later received her Master's degree in Education from Union University.

Pedro Velasquez

Executive Director – Lifedoc Health

Pedro Velasquez serves as the Executive Director of Lifedoc Health. He has led data migration projects through a number of practice acquisitions. He founded Lifedoc Health with the mission of implementing a unique practice transformation program to positively impact clinical and financial outcomes in the Greater Memphis Area. Over the past 8 years, he has served as Operations Manager for DSC, acquiring considerable experience in implementing and integrating EMR systems, clinical workflows, and administrative protocols to improve revenue cycle management and sustainably application of outcomes data. He has established numerous data-sharing agreements with third-party payers to optimize patient care within the scope of standing payer agreements. Pedro has been able to inform the design and implementation of CHW development protocols and directly guide their deployment to support our operational needs and address glaring gaps in health equity for underserved communities. Given his expertise and previous experiences, he has provided meaningful insight to guide the operability of CHWs as facilitators, develop workflows for continuous process improvement and inform models for reimbursement of CHW support.

Matt Thiry

Director of Operations - WelbeHealth

Matt Thiry serves as the Special Assistant to the President for Strategy and Analytics at the Memphis Grizzlies. His primary responsibilities at the team included providing strategic guidance on key corporate initiatives and overseeing the organization's analytics staff. Matt was also involved in the team's community outreach efforts. He provided guidance on performance measurement strategies for the Grizzlies' TeamUp Mentorship Program, and currently serves as a mentor to nine middle school students at Grizzlies Prep Charter School. Prior to joining the Grizzlies, Matt was a Senior Manager of Analytics in the NBA League Office's Team Marketing and Business Operations department. At the NBA he advised teams on strategic projects, particularly data-driven efforts in ticketing, premium sales, and customer surveying. Before joining the NBA, Matt supported a wide range of clients as a consultant at Bain & Company in Los Angeles. One of those clients was Green Dot, where he supported the development of leadership programs in schools. Matt is originally from the San Francisco Bay Area and graduated from Stanford University, where he studied Political Science and Economics, and received his MBA.

Tamika Young

Senior HR Manager – Nike North America & Converse Distribution Centers

Tamika Young serves as the Senior HR Manager for Nike North America & Converse Distribution Centers**.** She functions as a senior business leader, strategically driving the people for five distribution centers. She handles numerous strategic HR-related projects impacting the Nike North America & Converse Distribution Centers. Tamika received her Bachelor's degree in Science in Business with Certification in Human Resources Management from the University of Phoenix.

Terrell Monger

Senior Pastor – One Accord International

Terrell Monger serves as a Project Management professional with extensive experience in project planning, cost and schedule management, analytical and problem-solving skills, demonstrated expertise in project management and program management, infrastructure development, a full grasp of Information Technology life-cycle methodologies including AIM methodology, local government program management and budgeting process, articulate communicator with the ability to perform under pressure and adapt to constantly changing priorities; knowledge of structured analysis and design with successful emphasis on mobilizing support and facilitating decision making in extremely complex situations. Over 10 years of Project Management experience using PMI methodology.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
DOCUMENT RETENTION AND DESTRUCTION POLICY

1. Policy and Purposes

This Document Retention and Destruction Policy represents the policy of Green Dot Public Schools Tennessee (the "Organization") with respect to the retention and destruction of documents and other records, both in hard copy and electronic media (which may merely be referred to as "documents" in this Policy). Purposes of the Policy include (a) retention and maintenance of documents necessary for the proper functioning of the organization as well as to comply with applicable legal requirements; (b) destruction of documents which no longer need to be retained; and (c) guidance for the Organization's Board of Directors ("Board"), officers, staff, and other constituencies with respect to their responsibilities concerning document retention and destruction. Notwithstanding the foregoing, the Board reserves the right to revise or revoke this Policy at any time.

2. Administration

The Organization's Executive Director (or equivalent position) shall be the administrator ("Administrator") in charge of administering this Policy. The Administrator's responsibilities shall include supervising and coordinating the retention and destruction of documents pursuant to this Policy and particularly the Document Retention Schedule included below. The Administrator shall also be responsible for documenting the actions taken to maintain and/or destroy Organization documents and retaining such documentation. The Administrator may also modify the Document Retention Schedule from time to time as necessary to comply with law and/or to include additional or revised document categories as may be appropriate to reflect organizational policies and procedures. The Administrator is also authorized to review periodically this Policy and compliance with legal counsel and to report to the Board as to compliance. The Administrator may also appoint one or more assistants to assist in carrying out the Administrator's responsibilities, with the Administrator, however, retaining ultimate responsibility for administration of this Policy.

3. Suspension of Document Destruction; Compliance

The Organization becomes subject to a duty to preserve (or halt the destruction of) documents once litigation, an audit or a government investigation is reasonably anticipated. Further, federal law imposes criminal liability (with fines and/or imprisonment for not more than 20 years) upon whomever "knowingly alters, destroys, mutilates, conceals, covers up, falsifies, or makes a false entry in any record, document, or tangible object with the intent to impede, obstruct, or influence the investigation or proper administration of any matter within the jurisdiction of any department or agency of the United States … or in relation to or contemplation of any such matter or case." Therefore, if the Administrator becomes aware that litigation, a governmental audit, or a government investigation has been instituted, or is reasonably anticipated or contemplated, the Administrator shall immediately order a halt to all document destruction under this Policy, communicating the order to all affected individuals in writing. The Administrator may thereafter amend or rescind the order only after conferring with legal counsel. If any Board member or staff member becomes aware that litigation, a governmental audit, or a government investigation has been instituted, or is reasonably anticipated or contemplated, with respect to the Organization, and they are not sure whether the Administrator is aware of it, they shall make the Administrator aware of it. Failure to comply with this Policy, including, particularly, disobeying any destruction halt order, could result in possible civil or criminal sanctions. In addition, for staff, it could lead to disciplinary action including possible termination.

4. Electronic Documents; Document Integrity

Documents in electronic format shall be maintained just as hard copy or paper documents are, in accordance with the Document Retention Schedule. Due to the fact that the integrity of electronic documents, whether with respect to the ease of alteration or deletion, or otherwise, may come into question, the Administrator shall attempt to establish standards with the Organization's Information Technology Department (or applicable information technology service provider) for document integrity, including guidelines for handling electronic files, backup procedures, archiving of documents, and regular checkups of the reliability of the system; provided, that such standards shall only be implemented to the extent that they are reasonably attainable considering the resources and other priorities of the Organization.

5. Privacy

It shall be the responsibility of the Administrator, after consultation with legal counsel, to determine how privacy laws will apply to the Organization's documents from, and with respect to, employees and other constituencies; to establish reasonable procedures for compliance with such privacy laws; and to allow for their audit and review on a regular basis.

6. Emergency Planning

Documents shall be stored in a safe and accessible manner. Documents that are necessary for the continued operation of the organization in the case of an emergency shall be regularly duplicated or backed up and maintained in an off-site location. The Administrator shall develop reasonable procedures for document retention in the case of an emergency.

[Document Retention Schedule Commences on Next Page]

DOCUMENT RETENTION SCHEDULE

Document Type	Retention Period
ACCOUNTING AND FINANCE	See Finance & Accounting Policies
CONTRIBUTIONS/GIFTS/GRANTS	See Finance & Accounting Policies
CORPORATE AND EXEMPTION	
Articles of Incorporation and Amendments	Permanent
Bylaws and Amendments	Permanent
Minute Books, including Board & Committee Minutes	Permanent
Annual Reports to Attorney General & Secretary of State	Permanent
Other Corporate Filings	Permanent
IRS Exemption Application (Form 1023 or 1024)	Permanent
IRS Exemption Determination Letter	Permanent
State Exemption Application (if applicable)	Permanent
State Exemption Determination Letter (if applicable)	Permanent
Licenses and Permits	Permanent
Employer Identification (EIN) Designation	Permanent
CORRESPONDENCE AND INTERNAL MEMORANDA	
Hard copy correspondence and internal memoranda relating to a particular document otherwise addressed in this Schedule should be retained for the same period as the document to which they relate.	
Hard copy correspondence and internal memoranda relating to routine matters with no lasting significance	12 months
Correspondence and internal memoranda important to the Organization or having lasting significance	Permanent (subject to review)
ELECTRONIC MAIL (E-MAIL) TO OR FROM THE ORGANIZATION	
Electronic mail (e-mails) relating to a particular document otherwise addressed in this Schedule should be retained for the same period as the document to which they relate, but may be retained in hard copy form with the document to which they relate.	
E-mails considered important to the Organization or of lasting significance should be stored in a central repository.	Permanent (subject to review)
E-mails in deleted folders not included in either of the above categories	12 months

Electronically Stored Documents
Electronically stored documents (e.g., in pdf, text or other electronic format) comprising or relating to a particular document otherwise addressed in this Schedule should be retained for the same period as the document which they comprise or to which they relate, but may be retained in hard copy form (unless the electronic aspect is of significance).

Electronically stored documents considered important to the organization or of lasting significance should be printed and stored in a central repository (unless the electronic aspect is of significance).	Permanent (subject to review)

Text messages are not maintained in a central location by the Organization. Text messages are maintained solely on the cellular telephones (or other electronic device capable of cellular text messaging) of the user that possesses the Organization-issued cellular telephone (or other electronic device capable of cellular text messaging). Text messages not included in either of the above categories and should be deleted when their usefulness to the Organization ceases.

At the time of the adoption of this Document Retention and Destruction Policy, the Organization does not own or use technology capable of extracting text messages in the electronic format used on Organization-issued cellular telephones (or other electronic device capable of cellular text messaging).

EMPLOYMENT, PERSONNEL AND PENSION

Personnel Records	10 years after employment
Employee contracts	10 years after termination
Retirement and pension records	Permanent

INSURANCE

Property, D&O, Workers' Compensation and General Liability Insurance Policies	Permanent
Insurance Claims Records	Permanent

LEGAL AND CONTRACTS

Contracts, related correspondence and other supporting documentation	7 years after termination
Legal correspondence	Permanent

MANAGEMENT AND MISCELLANEOUS

Policies and Procedures Manual	Current w/ revision history

PROPERTY – REAL, PERSONAL, AND INTELLECTUAL	See Finance & Accounting Policies
TAX	See Finance & Accounting Policies

Note: Green Dot Public Schools Tennessee follows the Tennessee Open Meetings Act

Tennessee Open Meetings Act

TCA §8-44-101

8-44-101.Policy -- Construction.
(a) The general assembly hereby declares it to be the policy of this state that the formation of public policy and decisions is public business and shall not be conducted in secret.
(b) This part shall not be construed to limit any of the rights and privileges contained in article I, § 19 of the Constitution of Tennessee.

HISTORY: Acts 1974, ch. 442, §§ 1, 8; T.C.A., § 8-4401.

8-44-102. Open meetings -- "Governing body" defined -- "Meeting" defined.
(a) All meetings of any governing body are declared to be public meetings open to the public at all times, except as provided by the Constitution of Tennessee.
(b)(1)"Governing body" means:
(A) The members of any public body which consists of two (2) or more members, with the authority to make decisions for or recommendations to a public body on policy or administration and also means a community action agency which administers community action programs under the provisions of 42 U.S.C. § 2790 [repealed]. Any governing body so defined by this section shall remain so defined, notwithstanding the fact that such governing body may have designated itself as a negotiation committee for collective bargaining purposes, and strategy sessions of a governing body under such circumstances shall be open to the public at all times;
(B) The board of directors of any nonprofit corporation which contracts with a state agency to receive community grant funds in consideration for rendering specified services to the public; provided, that community grant funds comprise at least thirty percent (30%) of the total annual income of such corporation. Except such meetings of the board of directors of such nonprofit corporation that are called solely to discuss matters involving confidential doctor-patient relationships, personnel matters or matters required to be kept confidential by federal or state law or by federal or state regulation shall not be covered under the provisions of this chapter, and no other matter shall be discussed at such meetings;
(C) The board of directors of any not-for-profit corporation authorized by the laws of Tennessee to act for the benefit or on behalf of any one (1) or more counties, cities, towns and local governments pursuant to the provisions of title 7, chapter 54 or 58. The provisions of this subdivision (b)(1)(C) shall not apply to any county with a metropolitan form of government and having a population of four hundred thousand (400,000) or more, according to the 1980 federal census or any subsequent federal census;
(D) The board of directors of any nonprofit corporation which through contract or otherwise provides a metropolitan form of government having a population in excess of five hundred thousand (500,000), according to the 1990 federal census or any subsequent federal census, with heat, steam or incineration of refuse;
(E)(i) The board of directors of any association or nonprofit corporation authorized by the laws of Tennessee that:

(a) Was established for the benefit of local government officials or counties, cities, towns or other local governments or as a municipal bond financing pool;
(b) Receives dues, service fees or any other income from local government officials or such local governments that constitute at least thirty percent (30%) of its total annual income; and
(c) Was authorized as of January 1, 1998, under state law to obtain coverage for its employees in the Tennessee consolidated retirement system.
(ii) The provisions of this subdivision (b)(1)(E) shall not be construed to require the disclosure of a trade secret or proprietary information held or used by an association or nonprofit corporation to which this chapter applies. In the event a trade secret or proprietary information is required to be discussed in an open meeting, the association or nonprofit corporation may conduct an executive session to discuss such trade secret or proprietary information; provided, that a notice of the executive session is included in the agenda for such meeting.
(iii) As used in this subdivision (b) (1) (E):
(a)"Proprietary information" means rating information, plans, or proposals; actuarial information; specifications for specific services provided; and any other similar commercial or financial information used in making or deliberating toward a decision by employees, agents or the board of directors of such association or corporation; and which if known to a person or entity outside the association or corporation would give such person or entity an advantage or an opportunity to gain an advantage over the association or corporation when providing or bidding to provide the same or similar services to local governments; and
(b)"Trade secret" means the whole or any portion or phrase of any scientific or technical information, design, process, procedure, formula or improvement which is secret and of value. The trier of fact may infer a trade secret to be secret when the owner thereof takes measures to prevent it from becoming available to persons other than those selected by the owner to have access thereto for limited purposes.
(2)"Meeting" means the convening of a governing body of a public body for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter. "Meeting" does not include any on-site inspection of any project or program.
(c) Nothing in this section shall be construed as to require a chance meeting of two (2) or more members of a public body to be considered a public meeting. No such chance meetings, informal assemblages, or electronic communication shall be used to decide or deliberate public business in circumvention of the spirit or requirements of this part.
HISTORY: Acts 1974, ch. 442, § 2; 1979, ch. 411, §§ 1, 2; T.C.A., § 8-4402; Acts 1985, ch. 290, § 1, 2; 1986, ch. 594, § 1; 1988, ch. 908, §§ 3, 5; 1997, ch. 346, § 1; 1998, ch. 1102, §§ 1, 3.

8-44-103.Notice of public meetings.
(a)Notice of Regular Meetings. Any such governmental body which holds a meeting previously scheduled by statute, ordinance, or resolution shall give adequate public notice of such meeting.
(b)Notice of Special Meetings. Any such governmental body which holds a meeting not previously scheduled by statute, ordinance, or resolution, or for which notice is not already provided by law, shall give adequate public notice of such meeting.

(c) The notice requirements of this part are in addition to, and not in substitution of, any other notice required by law.
HISTORY: Acts 1974, ch. 442, § 3; T.C.A., § 8-4403.

8-44-104.Minutes recorded and open to public -- Secret votes prohibited. (a) The minutes of a meeting of any such governmental body shall be promptly and fully recorded, shall be open to public inspection, and shall include, but not be limited to, a record of persons present, all motions, proposals and resolutions offered, the results of any votes taken, and a record of individual votes in the event of roll call.
(b) All votes of any such governmental body shall be by public vote or public ballot or public roll call. No secret votes, or secret ballots, or secret roll calls shall be allowed. As used in this chapter, "public vote" means a vote in which the "aye" faction vocally expresses its will in unison and in which the "nay" faction, subsequently, vocally expresses its will in unison.
HISTORY: Acts 1974, ch. 442, § 4; T.C.A., § 8-4404; Acts 1980, ch. 800, § 1.

8-44-105.Action nullified -- Exception.
Any action taken at a meeting in violation of this part shall be void and of no effect; provided, that this nullification of actions taken at such meetings shall not apply to any commitment, otherwise legal, affecting the public debt of the entity concerned.
HISTORY: Acts 1974, ch. 442, § 5; T.C.A., § 8-4405.

8-44-106.Enforcement -- Jurisdiction.
(a) The circuit courts, chancery courts, and other courts which have equity jurisdiction, have jurisdiction to issue injunctions, impose penalties, and otherwise enforce the purposes of this part upon application of any citizen of this state.
(b) In each suit brought under this part, the court shall file written findings of fact and conclusions of law and final judgments, which shall also be recorded in the minutes of the body involved.
(c) The court shall permanently enjoin any person adjudged by it in violation of this part from further violation of this part. Each separate occurrence of such meetings not held in accordance with this part constitutes a separate violation.
(d) The final judgment or decree in each suit shall state that the court retains jurisdiction over the parties and subject matter for a period of one (1) year from date of entry, and the court shall order the defendants to report in writing semiannually to the court of their compliance with this part.
HISTORY: Acts 1974, ch. 442, § 6; T.C.A., § 8-4406.
8-44-107.Board of directors of Performing Arts Center Management Corporation.
The board of directors of the Tennessee Performing Arts Center Management Corporation shall be subject to, and shall in all respects comply with, all of the provisions made applicable to governing bodies by this chapter.
HISTORY: Acts 1981, ch. 375, § 1.

8-44-108.Participation by electronic or other means.
(a) As used in this section, unless the context otherwise requires:

(1)"Governing body" refers to boards, agencies and commissions of state government, including state debt issuers as defined in this section and municipal governing bodies. For the purpose of this section only, "municipal governing bodies" means only those municipal governing bodies organized under title 6, chapter 18, and having a city commission of three (3) members, and having a population of more than two thousand five hundred (2,500), according to the 2000 federal census or any subsequent federal census;
(2)"Meeting" has the same definition as defined in § 8-44-102;
(3)"Necessity" means that the matters to be considered by the governing body at that meeting require timely action by the body, that physical presence by a quorum of the members is not practical within the period of time requiring action, and that participation by a quorum of the members by electronic or other means of communication is necessary; and
(4)"State debt issuers" means the Tennessee state funding board, Tennessee local development authority, Tennessee housing development agency, and Tennessee state school bond authority, and any of their committees.
(b)(1)A governing body may, but is not required to, allow participation by electronic or other means of communication for the benefit of the public and the governing body in connection with any meeting authorized by law; provided, that a physical quorum is present at the location specified in the notice of the meeting as the location of the meeting.
(2) If a physical quorum is not present at the location of a meeting of a governing body, then in order for a quorum of members to participate by electronic or other means of communication, the governing body must make a determination that a necessity exists. Such determination, and a recitation of the facts and circumstances on which it was based, must be included in the minutes of the meeting.
(3) If a physical quorum is not present at the location of a meeting of a governing body other than a state debt issuer, the governing body other than a state debt issuer must file such determination of necessity, including the recitation of the facts and circumstances on which it was based, with the office of secretary of state no later than two (2) working days after the meeting. The secretary of state shall report, no less than annually, to the general assembly as to the filings of the determinations of necessity. This subdivision (b) (3) shall not apply to the board of regents, to the board of trustees of the University of Tennessee or to the Tennessee higher education commission.
(4) Nothing in this section shall prohibit a governing body from complying with § 8-44-109.
(c)(1) Any meeting held pursuant to the terms of this section shall comply with the requirements of the Open Meetings Law, codified in this part, and shall not circumvent the spirit or requirements of that law.
(2) Notices required by the Open Meetings Law, or any other notice required by law, shall state that the meeting will be conducted permitting participation by electronic or other means of communication.
(3) Each part of a meeting required to be open to the public shall be audible to the public at the location specified in the notice of the meeting as the location of the meeting. Each member participating electronically or otherwise must be able to simultaneously hear each other and speak to each other during the meeting. Any member participating in such fashion shall identify the persons present in the location from which the member is participating.

(4) Any member of a governing body not physically present at a meeting shall be provided, before the meeting, with any documents that will be discussed at the meeting, with substantially the same content as those documents actually presented.
(5) All votes taken during a meeting held pursuant to the terms of this section shall be by roll call vote.
(6)A member participating in a meeting by this means is deemed to be present in person at the meeting for purposes of voting, but not for purposes of determining per diem eligibility. However, a member may be reimbursed expenses of such electronic communication or other means of participation.
HISTORY: Acts 1990, ch. 815, § 1; 1999, ch. 490, § 1; 2005, ch. 82, § 1; 2008, ch. 923, § 1; 2012, ch. 1054, § 3.

8-44-109.Electronic communication
(a)A governing body may, but is not required to, allow electronic communication between members by means of a forum over the Internet only if the governing body:
(1) Ensures that the forum through which the electronic communications are conducted is available to the public at all times other than that necessary for technical maintenance or unforeseen technical limitations;
(2) Provides adequate public notice of the governing body's intended use of the electronic communication forum;
(3) Controls who may communicate through the forum;
(4) Controls the archiving of the electronic communications to ensure that the electronic communications are publicly available for at least one (1) year after the date of the communication; provided, that access to the archived electronic communications is user-friendly for the public; and
(5) Provides reasonable access for members of the public to view the forum at the local public library, the building where the governing body meets or other public building.
(b) Electronic communications posted to a forum shall not substitute for decision making by the governing body in a meeting held in accordance with this part. Communications between members of a governing body posted to a forum complying with this section shall be deemed to be in compliance with the open meetings laws compiled in this part.
(c) Prior to a governing body initially utilizing a forum to allow electronic communications by its members that meets the requirements of this section, including the public notice required in subsection (a), the governing body shall file a plan with the office of open records counsel. The plan shall describe how the governing body will ensure compliance with subsection (a). Within thirty (30) days of receipt of the plan, the office of open records counsel shall acknowledge receipt of the plan and shall report whether or not the plan and the proposed actions comply with subsection (a). If the office determines that compliance with subsection (a) has not been met, the office shall provide written comments regarding the plan to the governing body. Until such time as the governing body complies with the written comments provided by the office and the office issues a report of compliance, the governing body shall not be allowed to establish or utilize such forum. This subsection (c) shall not apply to any governing body that had established a forum pursuant to this section prior to May 7, 2009.

(d) No member participating in an electronic communication pursuant to this section is deemed to be eligible for per diem for such participation.
(e) As used in this section, "governing body" means the elected governing body of a county, city, metropolitan form of government or school board.
HISTORY: Acts 2008, ch. 923, § 2; 2009, ch. 175, § 2.

8-44-110. [Repealed.]

8-44-111.Open meetings -- Development of educational program required -- Materials.
(a) The municipal technical advisory service (MTAS) for municipalities and the county technical assistance service (CTAS) for counties, in order to provide guidance and direction, shall develop a program for educating their respective public officials about the open meetings laws codified in this chapter, and how to remain in compliance with such laws.
(b) The Tennessee school board association shall develop a program for educating elected school board members about the open meetings laws and how to remain in compliance with such laws.
(c) The utility management review board shall develop a program for board members of water, wastewater and gas authorities created by private act or under the general law and of utility districts, in order to educate the board members about the open meetings laws and how to remain in compliance with such laws.
(d) The state emergency communications board created by § 7-86-302 shall develop a program for educating emergency communications district board members about the open meetings laws and how to remain in compliance with such laws.
(e) The office of open records counsel established in chapter 4, part 6 of this title shall establish educational programs and materials regarding open meetings laws in this state, to be made available to the public and to public officials.
HISTORY: Acts 2008, ch. 1179, § 5.

UT Guidance Regarding Open Meetings Act Compliance

Guidance from UT- County Technical Assistance Service Compliance with Open Meetings Act (http://ctas-eli.ctas.tennessee.edu) 02/15/13 Reference Number**:** CTAS-889

In order to meet the requirements of the Sunshine Law, "adequate public notice" must be given before all meetings to which the act applies. T.C.A. § 8-44-103. The statute does not elaborate on the requirements for this notice. The Tennessee Supreme Court considered the phrase "adequate public notice" as contained in the statute and observed, "We think it is impossible to formulate a general rule in regard to what the phrase 'adequate public notice' means. However, adequate public notice means adequate public notice under the circumstances, or such notice based on the totality of the circumstances as would fairly inform the public. "*Memphis Publishing Co. v. City of Memphis*, 513 S.W.2d 511 (Tenn. 1974).

If the meeting is one that would not be expected to be of interest to the general public, the notice requirements may not be as stringent as if the issue is one that is expected to be of great public concern. For example, adequate public notice was found to have been given for a special meeting of a city council to hear the appeal of a police officer who had been dismissed, where the meeting had been advertised by posting notice inside city hall where water bills were paid and over the entrance to the police department and council room and on the bulletin board at the post office because this was a personnel matter involving one individual. *Kinser v. Town of Oliver Springs*, 80 S.W.2d 681 (Tenn. Ct. App. 1994). On the other hand, in *Neese v. Paris* Special School District, 813 S.W.2d 432 (Tenn. Ct. App. 1990), the court found that the issue of clustering students in the same grade at one school was of "pervasive importance" and "arguably the most important action taken by the Board in many years." The notice was held to have been inadequate under the circumstances because the public was not notified that clustering would be discussed. Even though Tennessee law does not require that notice of a regularly scheduled meeting include an agenda of the meeting, the court found that the importance of the clustering issue required that the public be advised that it would be discussed at the meeting.

When faced with determining whether notice of a special meeting fairly informed the public under the totality of the circumstances, the Tennessee Court of Appeals outlined a three-prong test for "adequate public notice" of special meetings under the Sunshine Law, which includes the following: (1) Notice must be posted in a location where a member of the community could become aware of the notice, (2) the contents of the notice must reasonably describe the purpose of the meeting or the action to be taken, and (3) the notice must be posted at a time sufficiently in advance of the meeting to give citizens an opportunity to become aware of the meeting and to attend. *Englewood Citizens for Alternate B v. Town of Englewood*, 1999 WL 419710 (Tenn. Ct. App. 1999). In Englewood, the court noted that the town could provide adequate public notice by simply choosing reasonable public locations and posting notices at these locations on a consistent basis.

GDPST Board Meetings

The Green Dot Tennessee Board meets bi-monthly at the following dates and times. These meetings are free to attend and open to the public.

Public Notice of Meetings:

All meetings will be held at 4:00 p.m. CST.

Join us on Zoom

https://greendot-org.zoom.us/j/84655211685?pwd=VEhoM04yeXo0ZGNDKzVrL0s4cHU1UT09

Meeting ID: 846 5521 1685

Passcode: 193001

2023-2024 Dates

Thursday, September 7, 2023
4-6 pm @ Fairley HS

Special Call Meeting
Thursday, November 9, 2023
4-6 pm @ Fairley HS

Thursday, December 14, 2023
4-6 pm @ Fairley HS

Thursday, February 8, 2024
4-6 pm @ Fairley HS

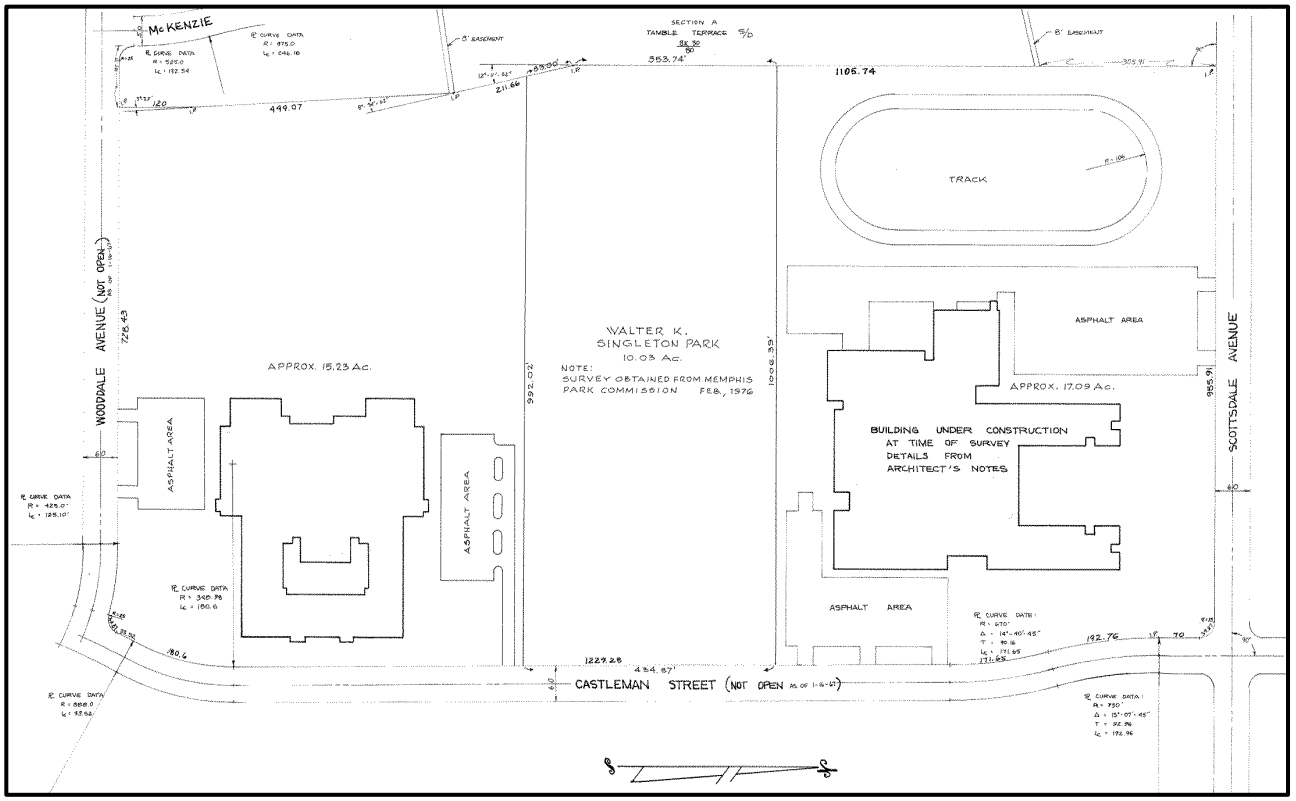
Thursday, March 7,2024
4-6pm @ Fairley HS

Thursday, May 2, 2024
4-6pm @ Fairley HS

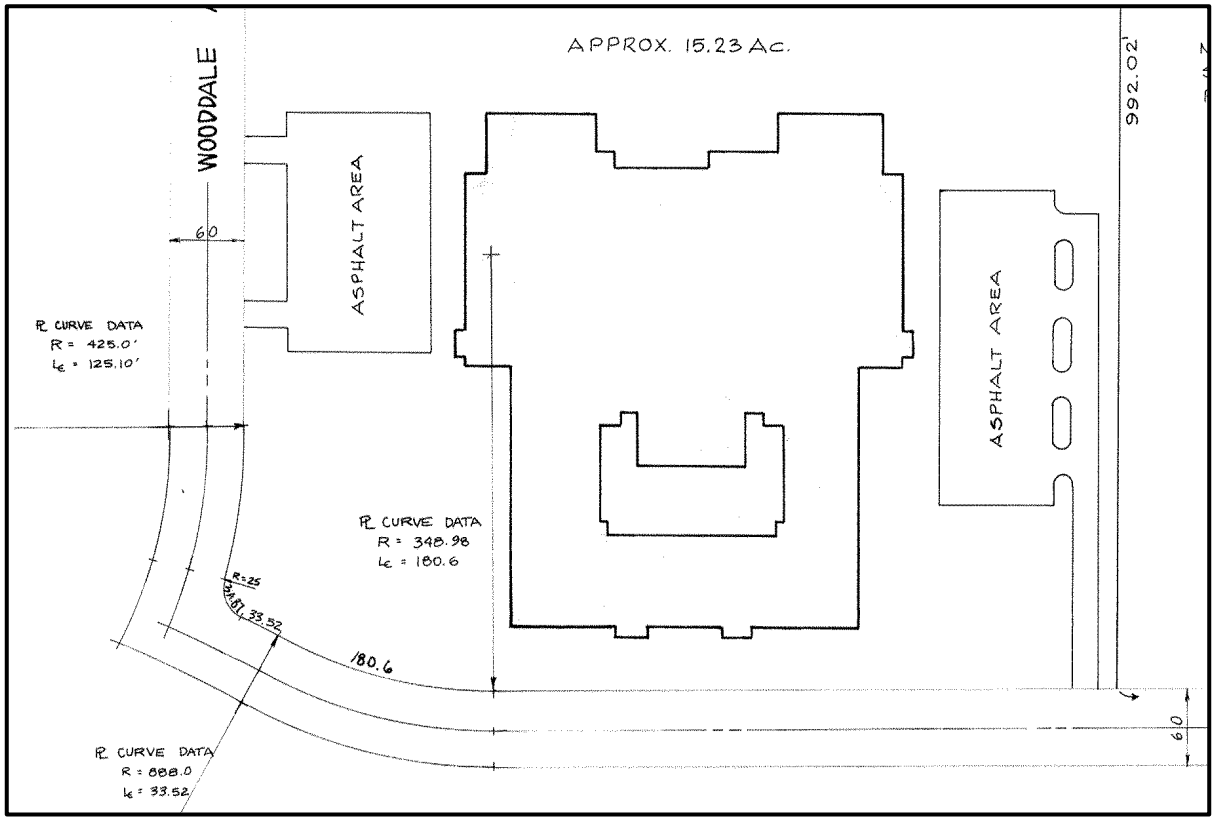
564

Attachment Q – Facility Map

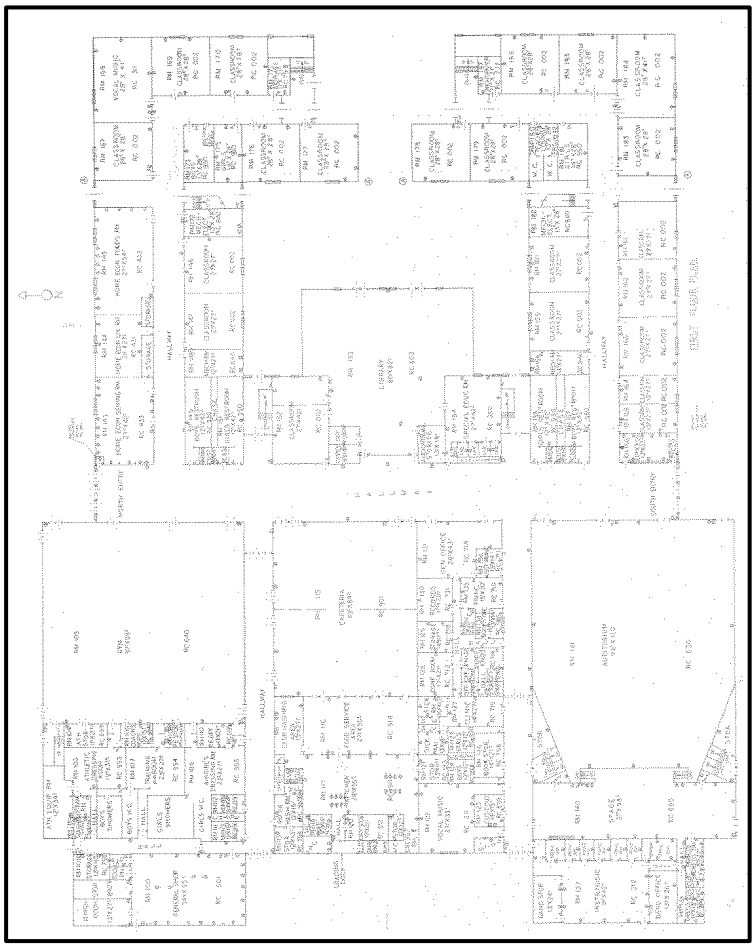
Wooddale MS and HS site map

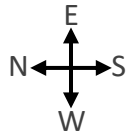


Wooddale MS site map



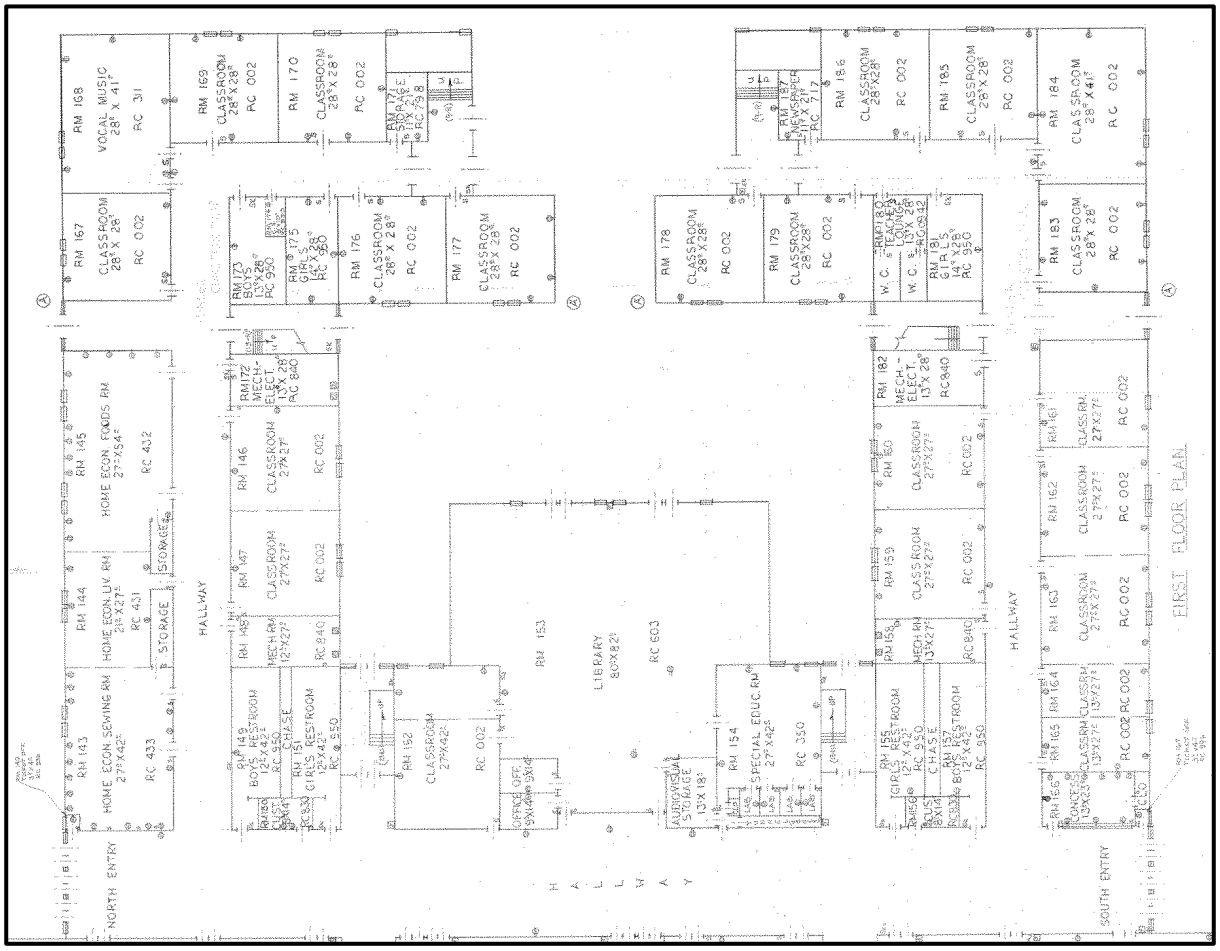
Wooddale MS – full 1st floor



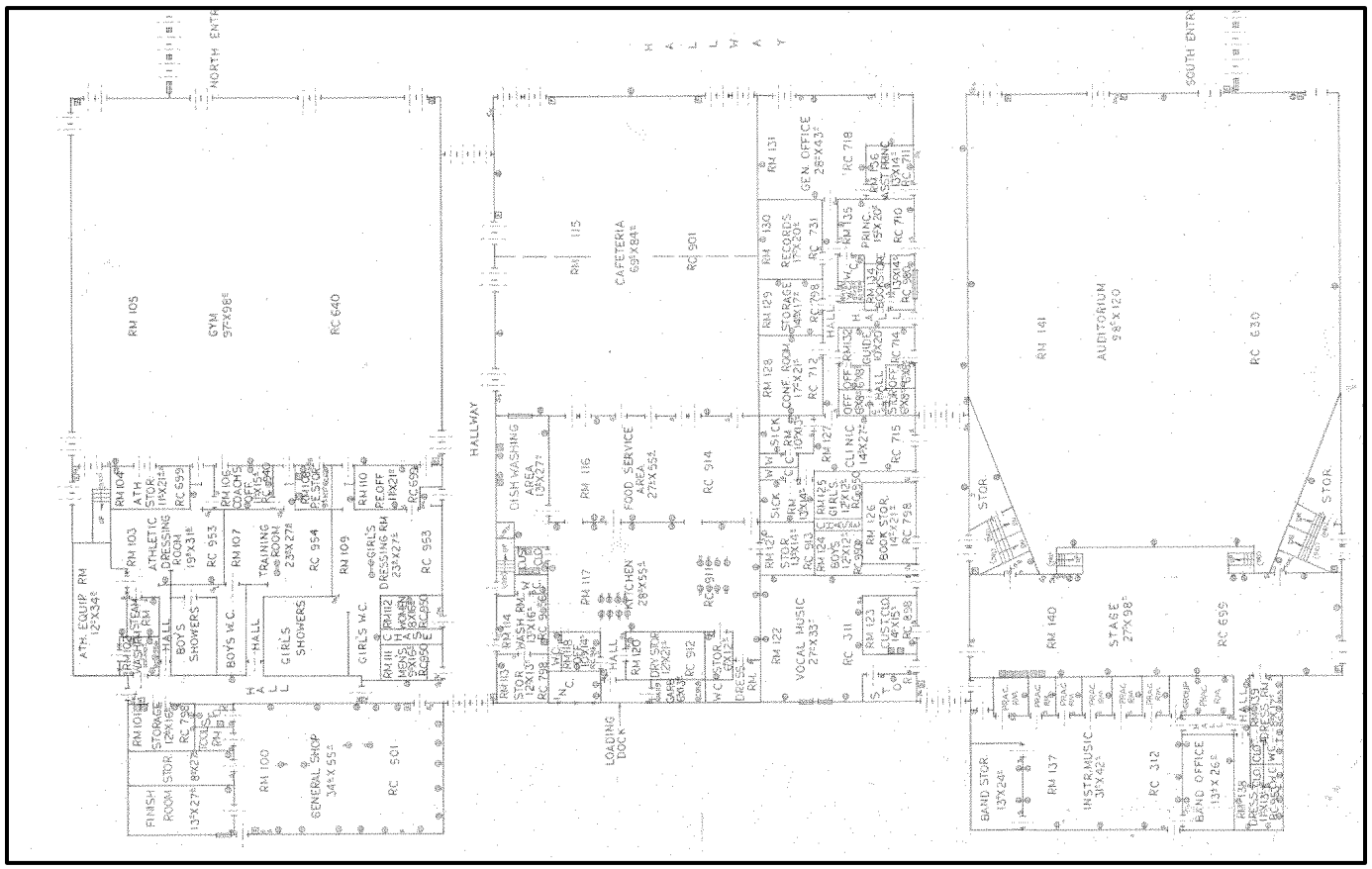


LEGEND
F = FIRE ALARM
= PANEL BOX
S, S_2 = DENOTES NUMBER OF ON-OFF SWITCHES AT WALL
= 220 V. OUTLET
= WIRE MESH WALL
= OPERABLE WALL

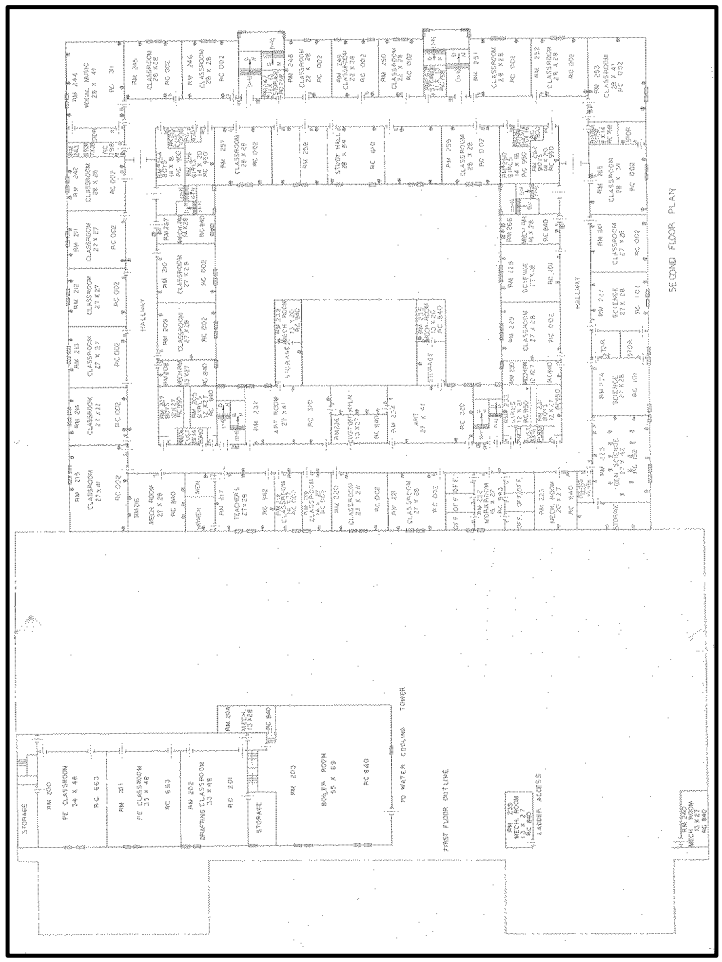
Wooddale MS – 1st floor classrooms



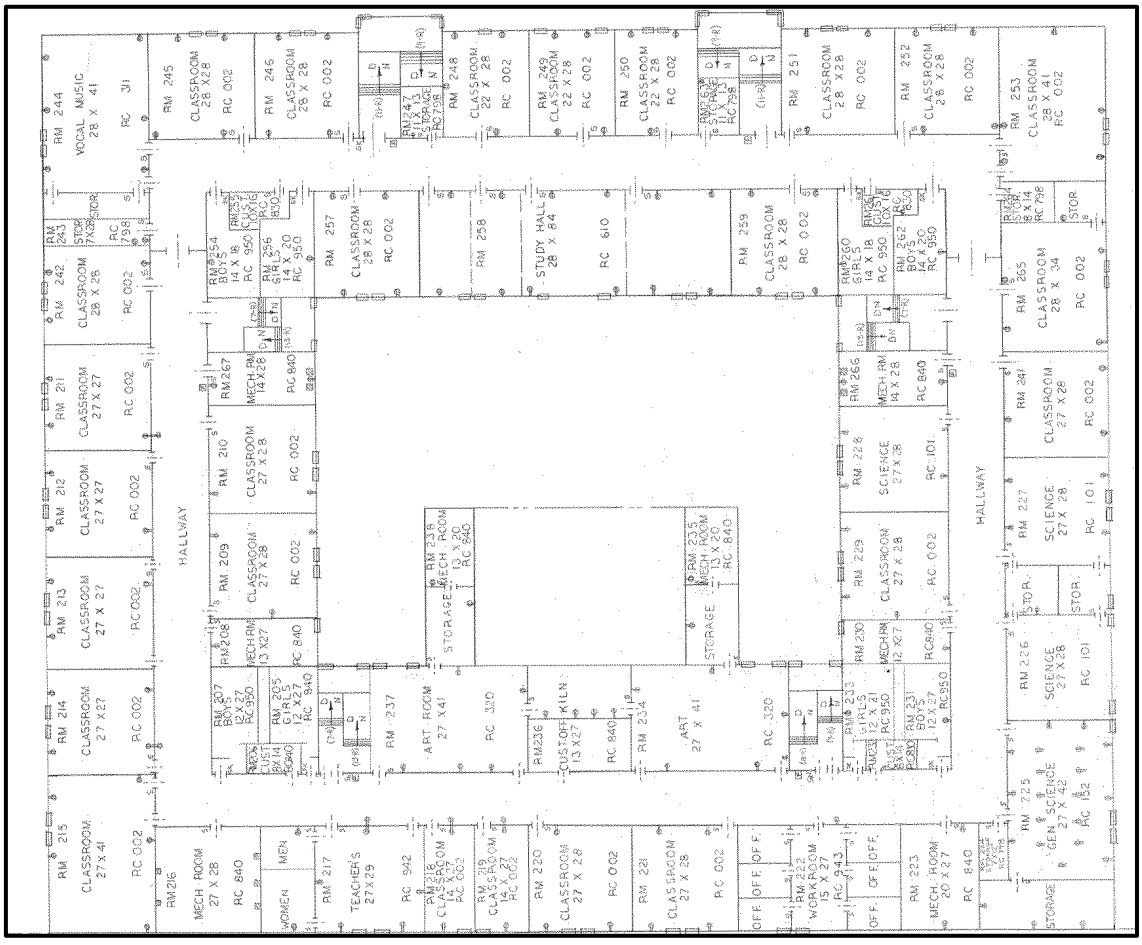
Wooddale MS – 1st floor common areas



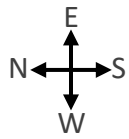
Wooddale MS – full 2nd floor

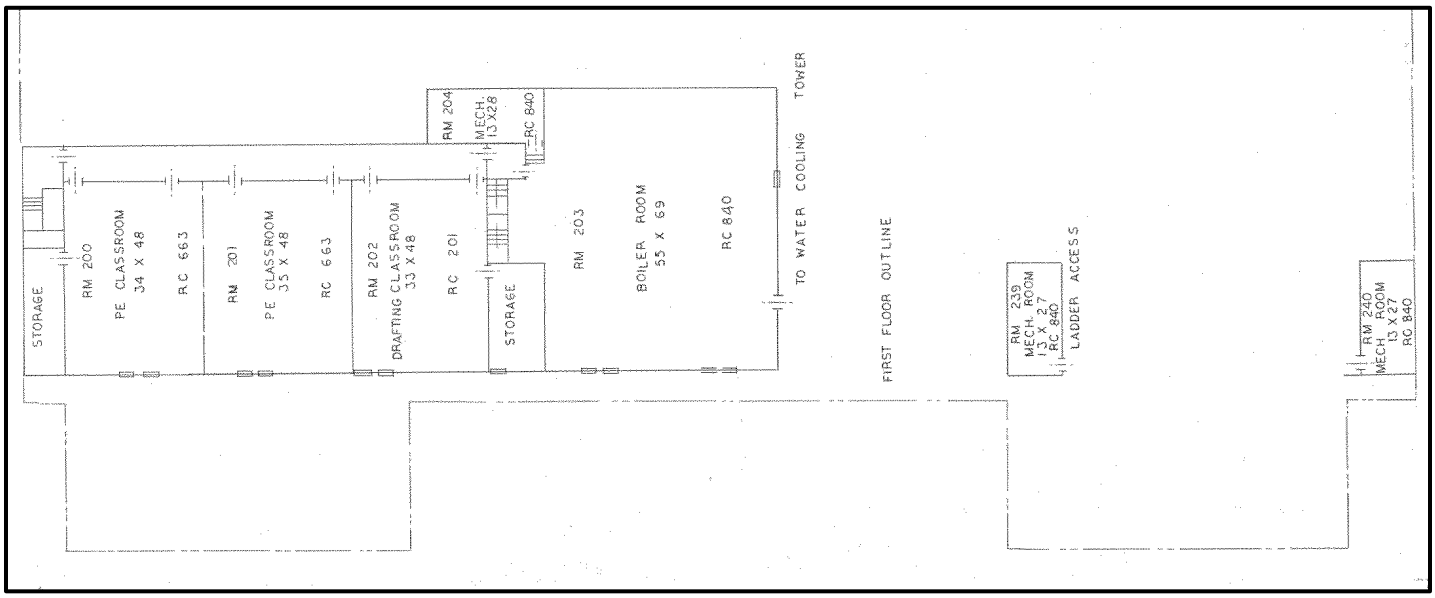


Wooddale MS – 2nd floor classrooms

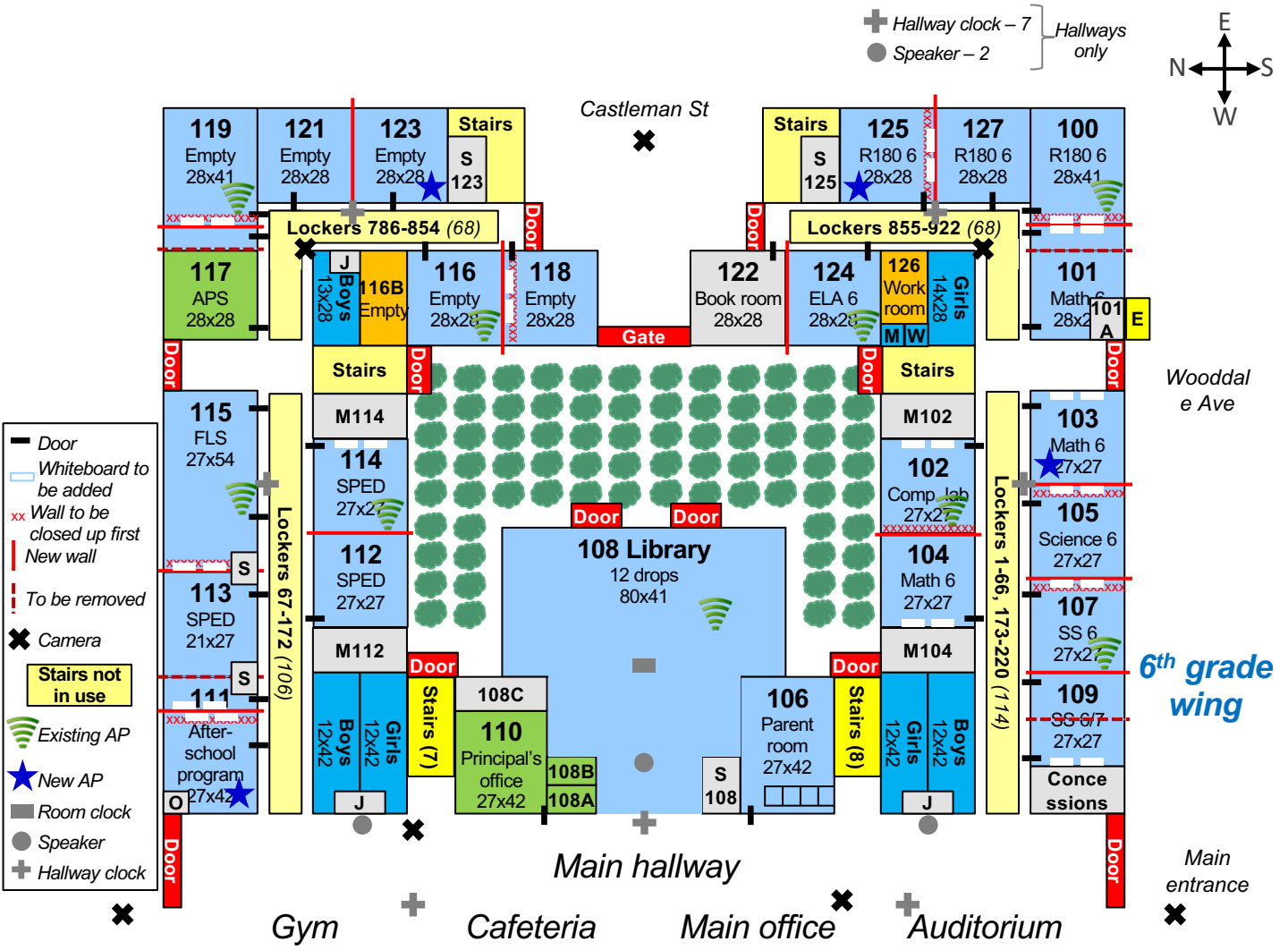


Wooddale MS – 2nd floor ancillary





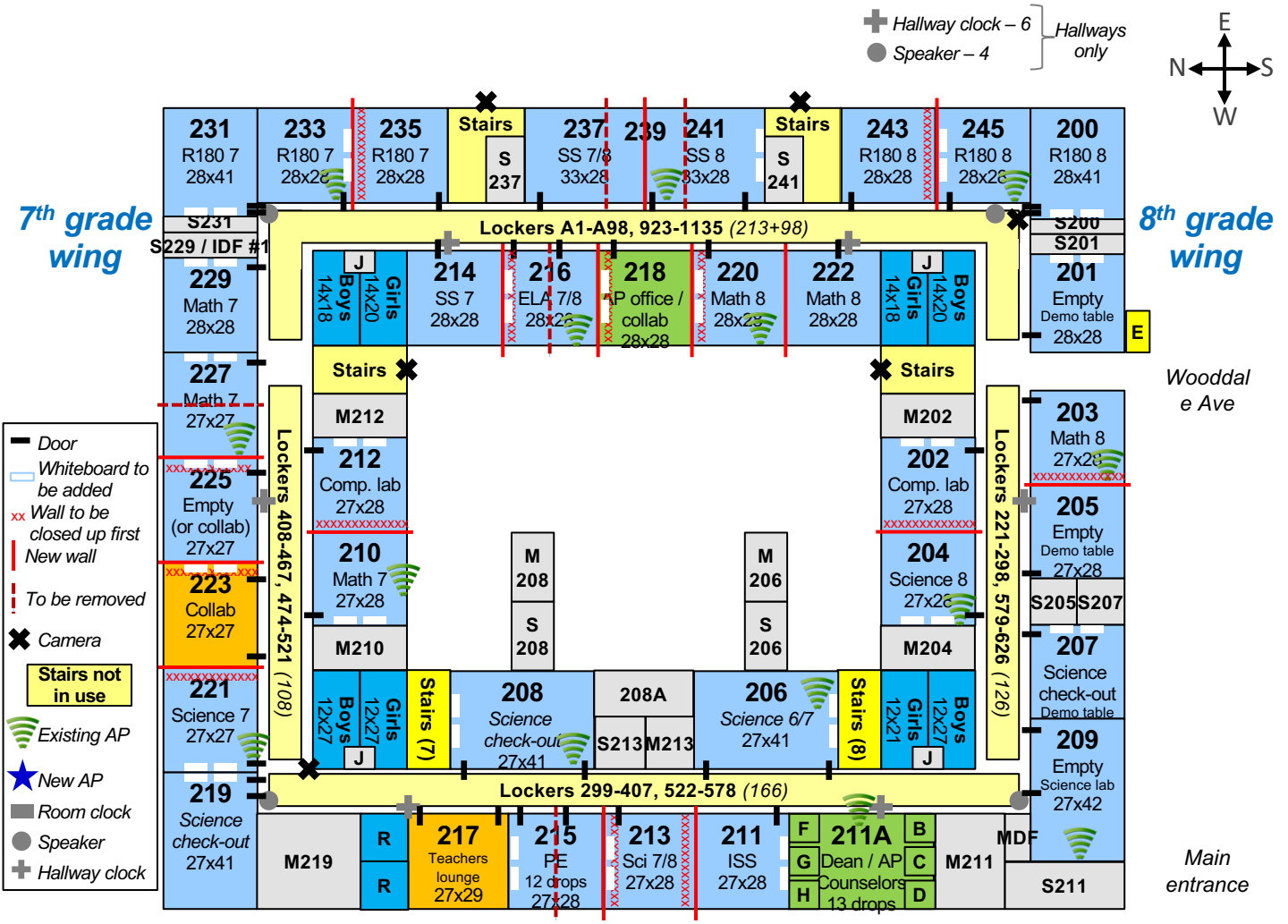
Wooddale MS – 1st floor classrooms



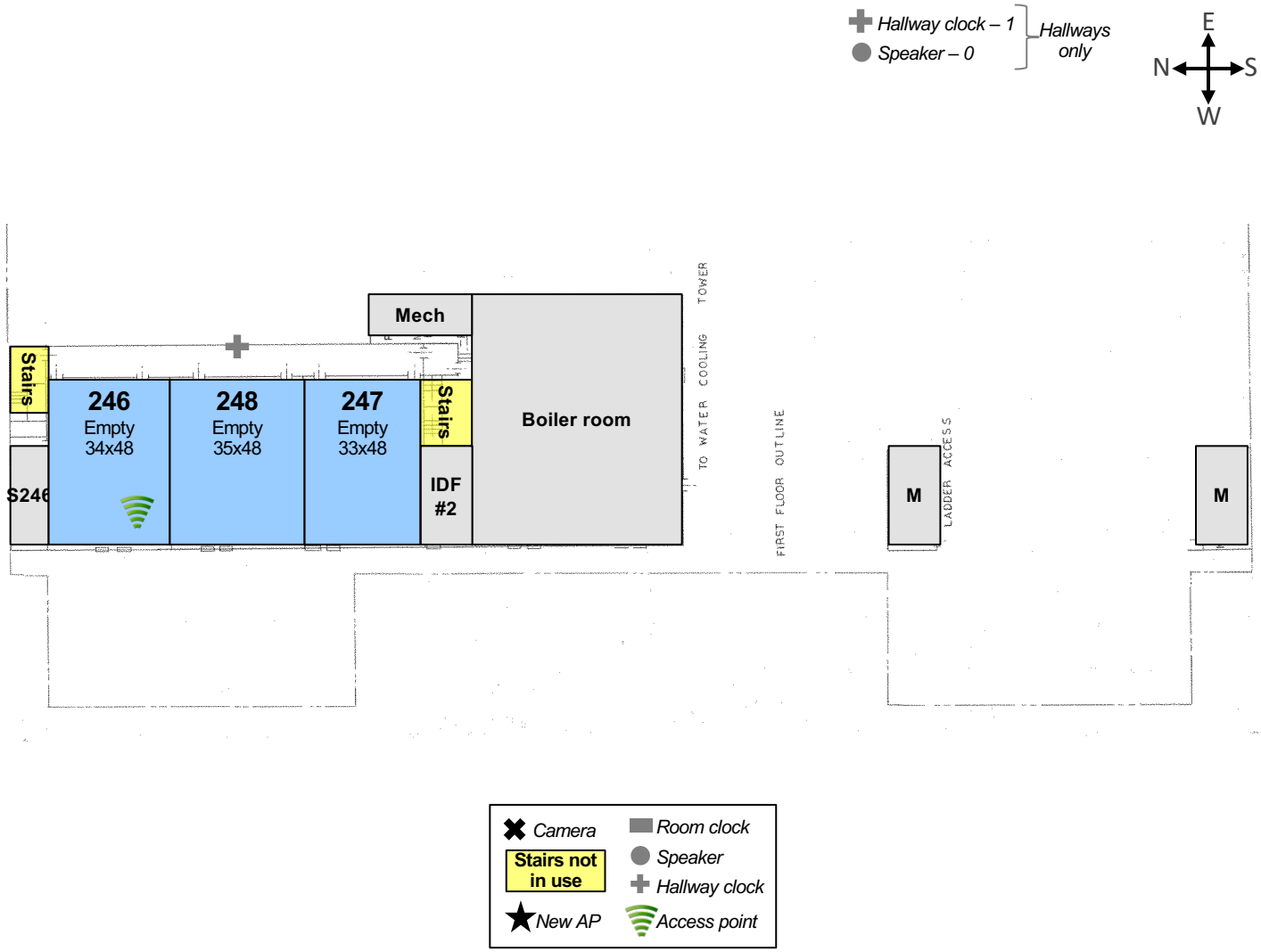
Wooddale MS – 1st floor common areas



Wooddale MS – 2nd floor classrooms



Wooddale MS – 2nd floor ancillary



AMENDED Attachment R - Organizational Chart

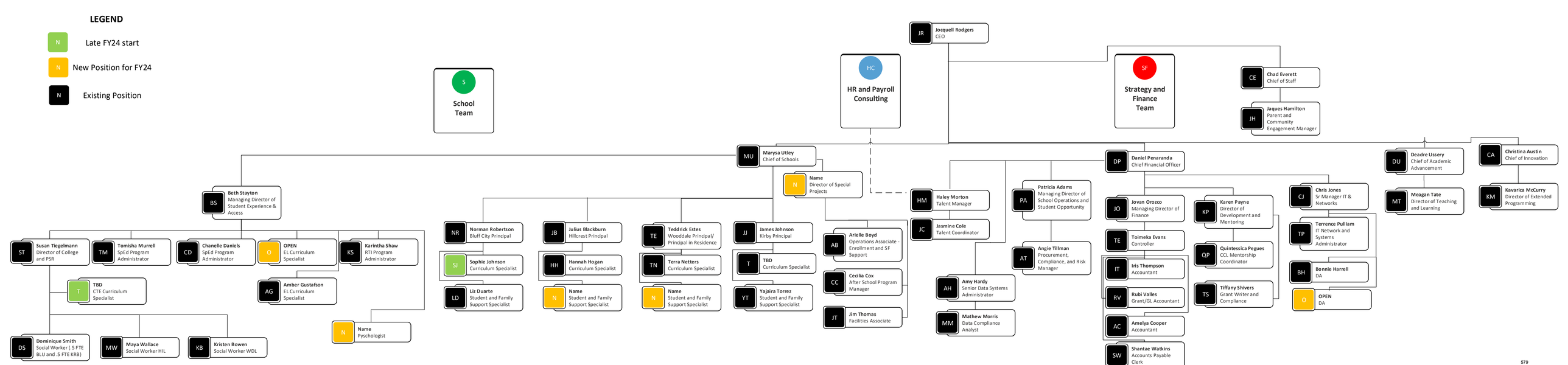
GDPST Organizational Chart

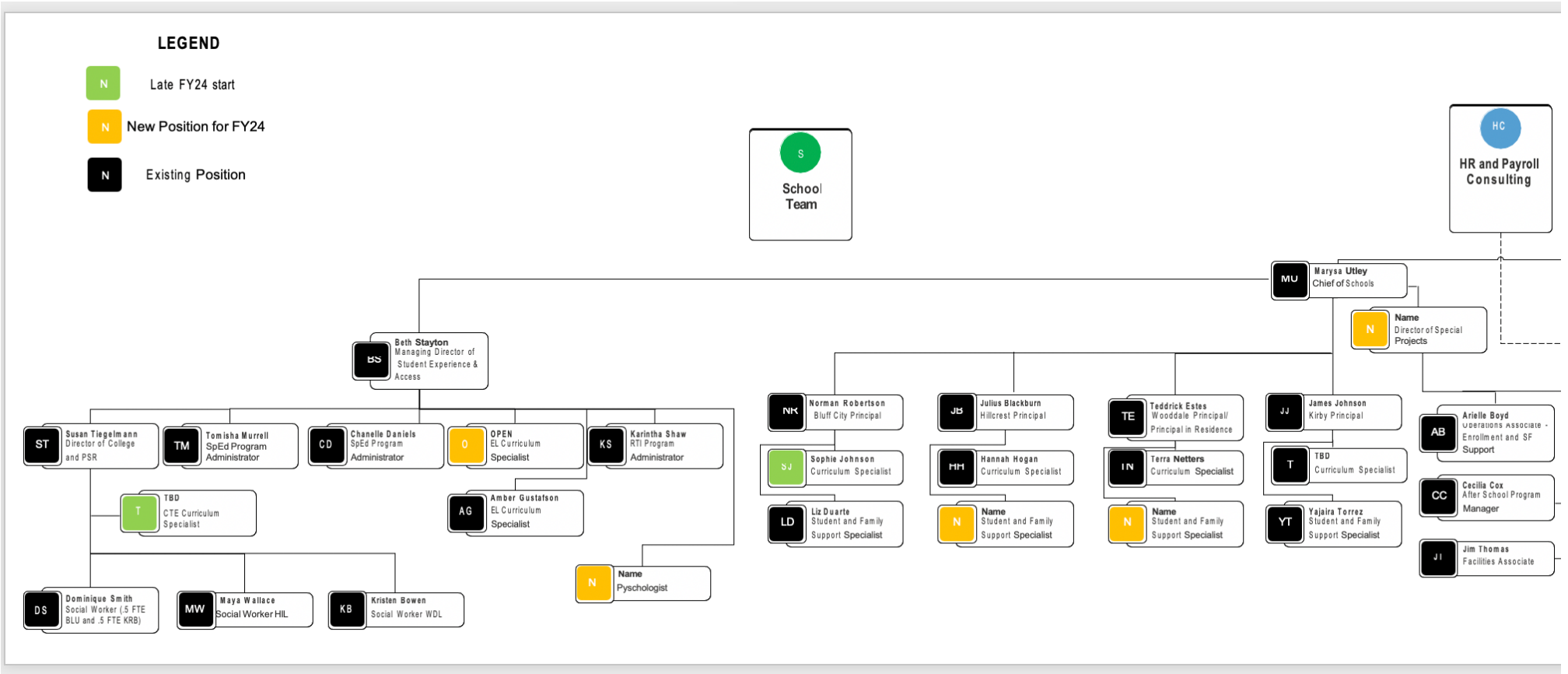
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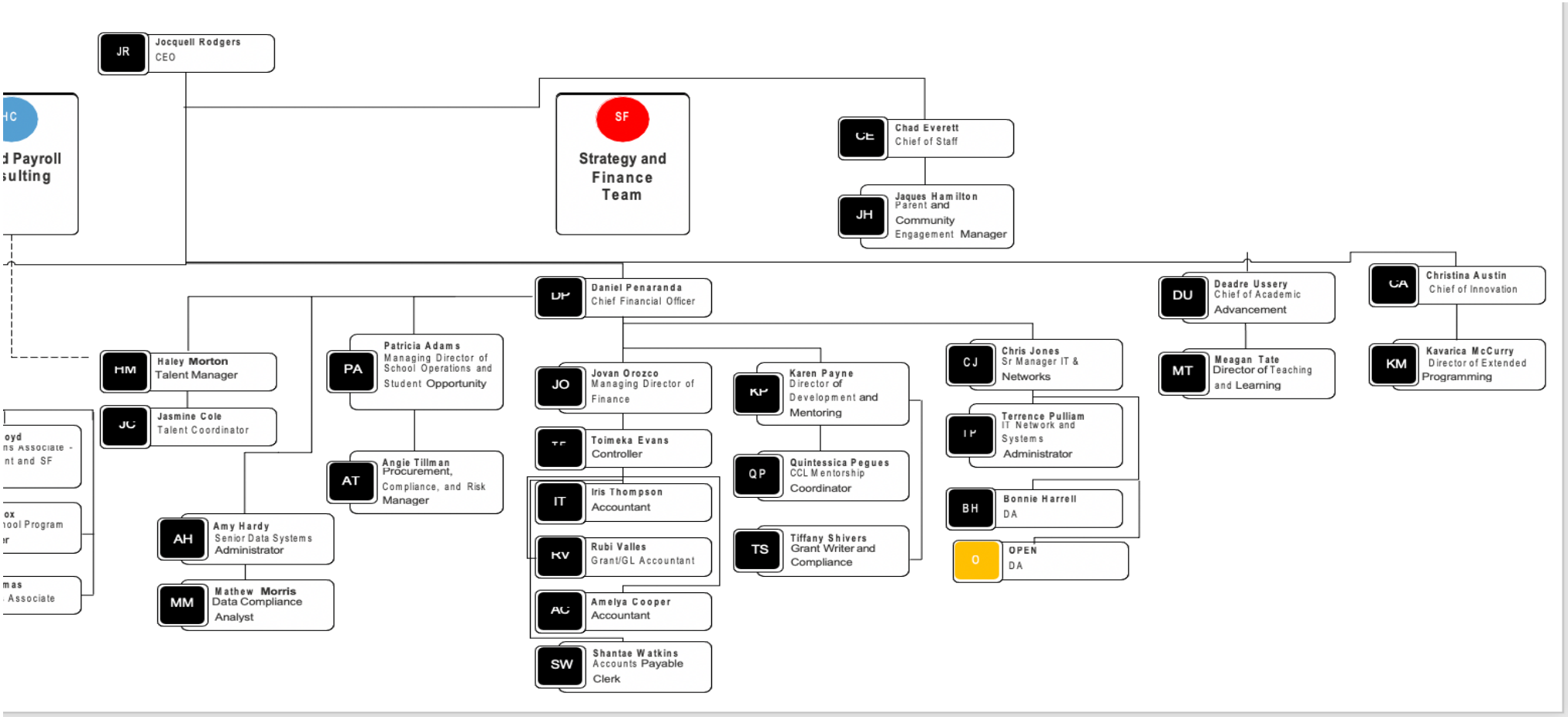
GDPST Board of Directors

Board Chair Amertice Allen	**Board Vice Chair** Pamela Eqwuekwe	**Board Secretary**
Member Terrell Monger	**Member** Pedro Velasquez Rodrigues	**Member** Tamika Young

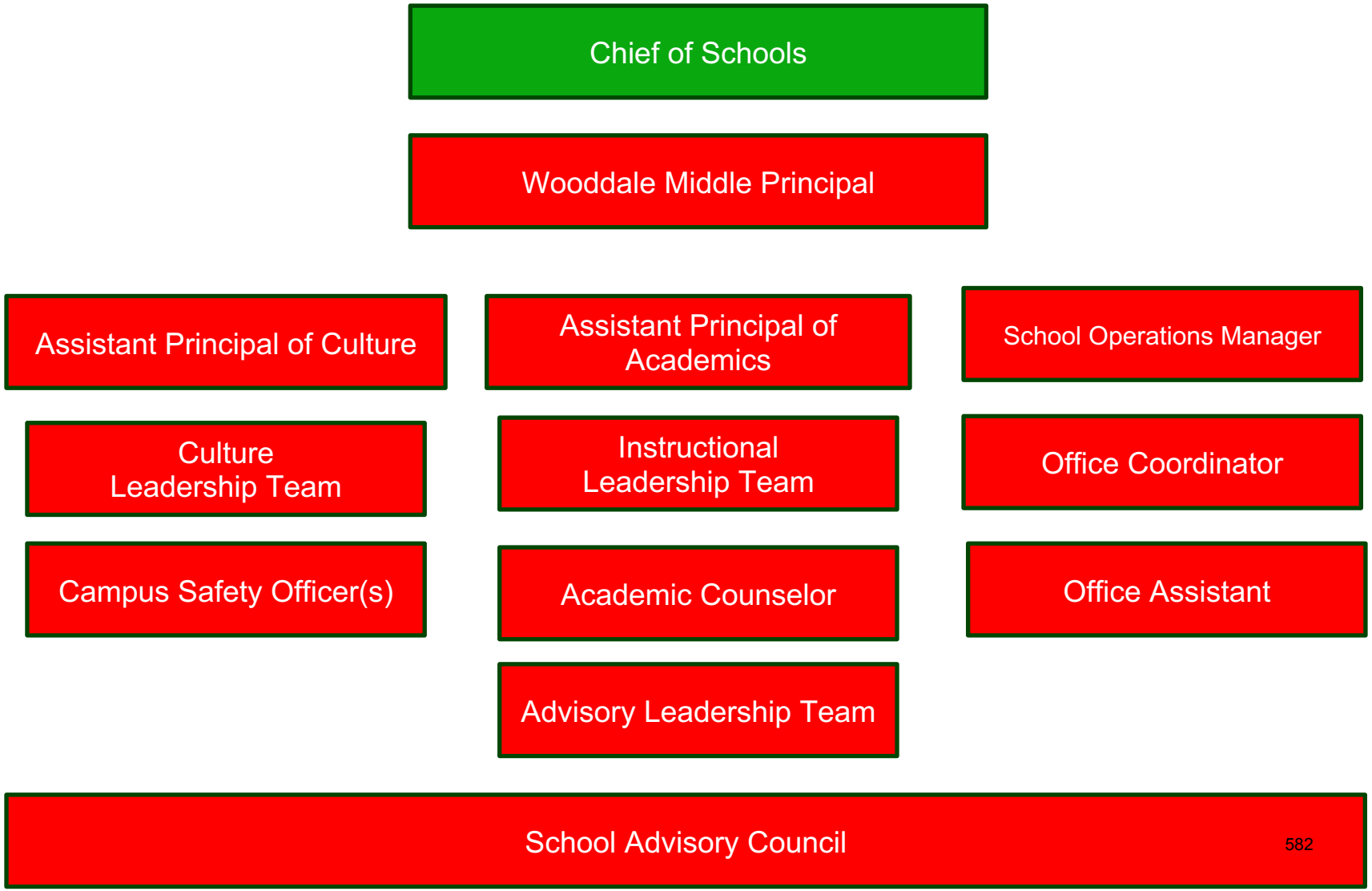
- GDPST consists of a **5** member board with experience and expertise in education, business development, philanthropy, health, and human resources.
- GDPST board members also serve on the following national committees: Education, Audit, Budget
- The GDPST Board Chair works closely with the GDPS National Chief Growth Officer to evaluate the Executive director annually.


LEGEND
N
Late FY24 start
N
New Position for FY24
N
Existing Position
S
School Team
HC
HR and Payroll Consulting
SF
Strategy and Finance Team
JR
Jocquell Rodgers
CEO
CE
Chad Everett
Chief of Staff
JH
Jaques Hamilton
Parent and Community Engagement Manager
MU
Marysa Utley
Chief of Schools
N
Name
Director of Special Projects
BS
Beth Stayton
Managing Director of Student Experience & Access
ST
Susan Tiegelmann
Director of College and PSR
TM
Tomisha Murrell
SpEd Program Administrator
CD
Chanelle Daniels
SpEd Program Administrator
O
OPEN
EL Curriculum Specialist
KS
Karintha Shaw
RTI Program Administrator
T
TBD
CTE Curriculum Specialist
AG
Amber Gustafson
EL Curriculum Specialist
N
Name
Psychologist
DS
Dominique Smith
Social Worker (.5 FTE BLU and .5 FTE KRB)
MW
Maya Wallace
Social Worker HIL
KB
Kristen Bowen
Social Worker WDL
NR
Norman Robertson
Bluff City Principal
SJ
Sophie Johnson
Curriculum Specialist
LD
Liz Duarte
Student and Family Support Specialist
JB
Julius Blackburn
Hillcrest Principal
HH
Hannah Hogan
Curriculum Specialist
N
Name
Student and Family Support Specialist
TE
Teddrick Estes
Wooddale Principal/ Principal in Residence
TN
Terra Netters
Curriculum Specialist
N
Name
Student and Family Support Specialist
JJ
James Johnson
Kirby Principal
T
TBD
Curriculum Specialist
YT
Yajaira Torrez
Student and Family Support Specialist
AB
Arielle Boyd
Operations Associate - Enrollment and SF Support
CC
Cecilia Cox
After School Program Manager
JT
Jim Thomas
Facilities Associate
HM
Haley Morton
Talent Manager
JC
Jasmine Cole
Talent Coordinator
AH
Amy Hardy
Senior Data Systems Administrator
MM
Mathew Morris
Data Compliance Analyst
PA
Patricia Adams
Managing Director of School Operations and Student Opportunity
AT
Angie Tillman
Procurement, Compliance, and Risk Manager
DP
Daniel Penaranda
Chief Financial Officer
JO
Jovan Orozco
Managing Director of Finance
TE
Toimeka Evans
Controller
IT
Iris Thompson
Accountant
RV
Rubi Valles
Grant/GL Accountant
AC
Amelya Cooper
Accountant
SW
Shantae Watkins
Accounts Payable Clerk
KP
Karen Payne
Director of Development and Mentoring
QP
Quintessica Pegues
CCL Mentorship Coordinator
TS
Tiffany Shivers
Grant Writer and Compliance
CJ
Chris Jones
Sr Manager IT & Networks
TP
Terrence Pulliam
IT Network and Systems Administrator
BH
Bonnie Harrell
DA
O
OPEN
DA
DU
Deadre Ussery
Chief of Academic Advancement
MT
Meagan Tate
Director of Teaching and Learning
CA
Christina Austin
Chief of Innovation
KM
Kavarica McCurry
Director of Extended Programming


LEGEND
N
Late FY24 start
N
New Position for FY24
N
Existing Position
S
School Team
HC
HR and Payroll Consulting
MU
Marysa Utley
Chief of Schools
N
Name
Director of Special Projects
BS
Beth Stayton
Managing Director of Student Experience & Access
ST
Susan Tiegelmann
Director of College and PSR
TM
Tomisha Murrell
SpEd Program Administrator
CD
Chanelle Daniels
SpEd Program Administrator
O
OPEN
EL Curriculum Specialist
KS
Karintha Shaw
RTI Program Administrator
T
TBD
CTE Curriculum Specialist
AG
Amber Gustafson
EL Curriculum Specialist
N
Name
Pyschologist
DS
Dominique Smith
Social Worker (.5 FTE BLU and .5 FTE KRB)
MW
Maya Wallace
Social Worker HIL
KB
Kristen Bowen
Social Worker WDL
NK
Norman Robertson
Bluff City Principal
SJ
Sophie Johnson
Curriculum Specialist
LD
Liz Duarte
Student and Family Support Specialist
JB
Julius Blackburn
Hillcrest Principal
HH
Hannah Hogan
Curriculum Specialist
N
Name
Student and Family Support Specialist
TE
Teddrick Estes
Wooddale Principal/ Principal in Residence
TN
Terra Netters
Curriculum Specialist
N
Name
Student and Family Support Specialist
JJ
James Johnson
Kirby Principal
T
TBD
Curriculum Specialist
YT
Yajaira Torrez
Student and Family Support Specialist
AB
Arielle Boyd
Operations Associate - Enrollment and SF Support
CC
Cecilia Cox
After School Program Manager
JT
Jim Thomas
Facilities Associate


JR
Jocquell Rodgers
CEO
d Payroll
sulting
SF
Strategy and Finance Team
CE
Chad Everett
Chief of Staff
JH
Jaques Hamilton
Parent and Community Engagement Manager
DP
Daniel Penaranda
Chief Financial Officer
DU
Deadre Ussery
Chief of Academic Advancement
CA
Christina Austin
Chief of Innovation
HM
Haley Morton
Talent Manager
JC
Jasmine Cole
Talent Coordinator
PA
Patricia Adams
Managing Director of School Operations and Student Opportunity
AT
Angie Tillman
Procurement, Compliance, and Risk Manager
AH
Amy Hardy
Senior Data Systems Administrator
MM
Mathew Morris
Data Compliance Analyst
JO
Jovan Orozco
Managing Director of Finance
IT
Iris Thompson
Accountant
RV
Rubi Valles
Grant/GL Accountant
SW
Shantae Watkins
Accounts Payable Clerk
KP
Karen Payne
Director of Development and Mentoring
QP
Quintessica Pegues
CCL Mentorship Coordinator
TS
Tiffany Shivers
Grant Writer and Compliance
CJ
Chris Jones
Sr Manager IT & Networks
BH
Bonnie Harrell
DA
O
OPEN
DA
MT
Meagan Tate
Director of Teaching and Learning
KM
Kavarica McCurry
Director of Extended Programming

Wooddale Middle School Team



Attachment S: Previous student achievement data for the individuals responsible for academic programming

Percent of Students Meeting Typical Goal* - Math

	2020-2021	2021-2022	2022-2023	2023-2024 (YTD)
Bluff City	34.2%	42.5%	46.6%	29.5%
Fairley	29.5%	49.1%	50.8%	36.7%
Hillcrest	36.6%	46.0%	36.4%	35.4%
Kirby	16.9%	53.6%	52.1%	34.4%
Wooddale	35.3%	65.3%	63.1%	32.2%
All Green Dot Schools	**29.9%**	**51.7%**	**50.1%**	**33.6%**

Percent of Students Meeting Typical Goal* - ELA

	2020-2021	2021-2022	2022-2023	2023-2024 (YTD)
Bluff City	37.4%	44.2%	41.1%	25.3%
Fairley	33.6%	66.2%	40.8%	38.7%
Hillcrest	47.0%	47.6%	31.6%	42.4%
Kirby	26.5%	58.9%	58.8%	40.9%
Wooddale	33.3%	66.3%	51.1%	41.9%
All Green Dot Schools	**35.3%**	**56.2%**	**44.6%**	**37.7%**

Average Percent of Typical Goal* Met - Math

	2020-2021	2021-2022	2022-2023	2023-2024 (YTD)
Bluff City	94.2%	144.1%	137.1%	82.3%
Fairley	102.6%	182.7%	202.3%	124.7%
Hillcrest	113.0%	165.0%	135.4%	111.4%
Kirby	54.5%	152.1%	145.8%	81.2%
Wooddale	96.3%	197.4%	195.5%	87.5%
All Green Dot Schools	**89.8%**	**167.3%**	**163.0%**	**97.9%**

Average Percent of Typical Goal* Met - ELA

	2020-2021	2021-2022	2022-2023	2023-2024 (YTD)
Bluff City	119.1%	144.7%	129.4%	67.4%
Fairley	114.5%	246.2%	122.3%	109.9%
Hillcrest	173.5%	158.7%	97.5%	129.3%
Kirby	83.4%	205.1%	173.1%	127.9%

Wooddale	119.4%	220.8%	162.0%	125.8%
All Green Dot Schools	**120.0%**	**192.3%**	**137.2%**	**111.5%**

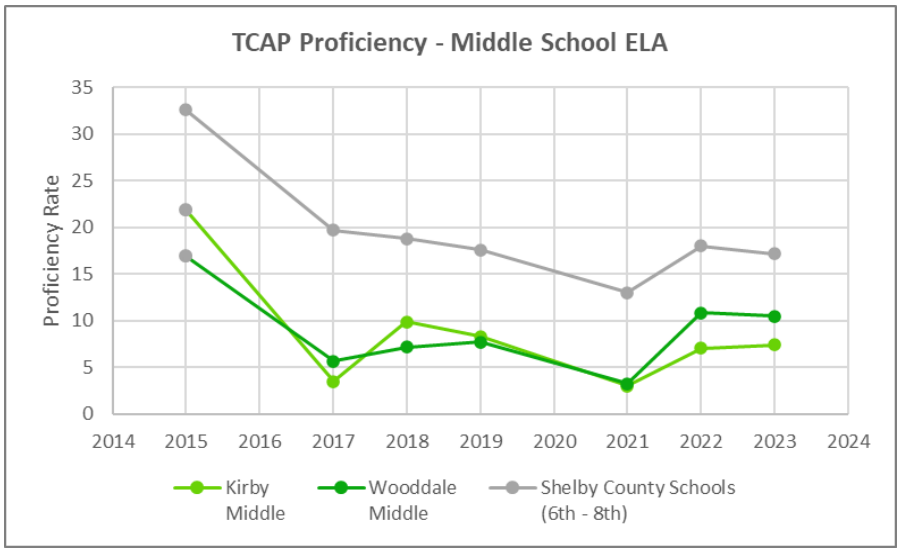
**"Typical Goal", assigned by iReady, is the average amount of growth achieved in a year for students with a similar beginning of year performance, i.e. the amount of growth a student needs to maintain their current relative performance.*

iReady Math Performance - Wooddale

Year	Window	6th Grade Average Grade Level Placement	6th Grade Percent on Grade Level	7th Grade Average Grade Level Placement	7th Grade Percent on Grade Level	8th Grade Average Grade Level Placement	8th Grade Percent on Grade Level
2020-2021	Fall	3.56	12%	4.40	7%	4.92	8%
	Winter	3.79	9%	4.21	12%	5.11	17%
	Spring	3.58	8%	4.39	12%	5.13	24%
2021-2022	Fall	2.95	3%	3.78	3%	4.35	5%
	Winter	3.99	14%	4.83	13%	5.51	17%
	Spring	4.18	21%	4.78	22%	5.62	24%
2022-2023	Fall	3.07	4%	4.17	8%	4.80	8%
	Winter	3.51	8%	4.56	17%	5.59	16%
	Spring	4.02	23%	4.93	22%	6.04	31%
2023-2024	Fall	3.08	5%	3.82	5%	4.99	9%
	Winter	3.29	8%	4.29	12%	5.35	13%

iReady Reading Performance - Wooddale

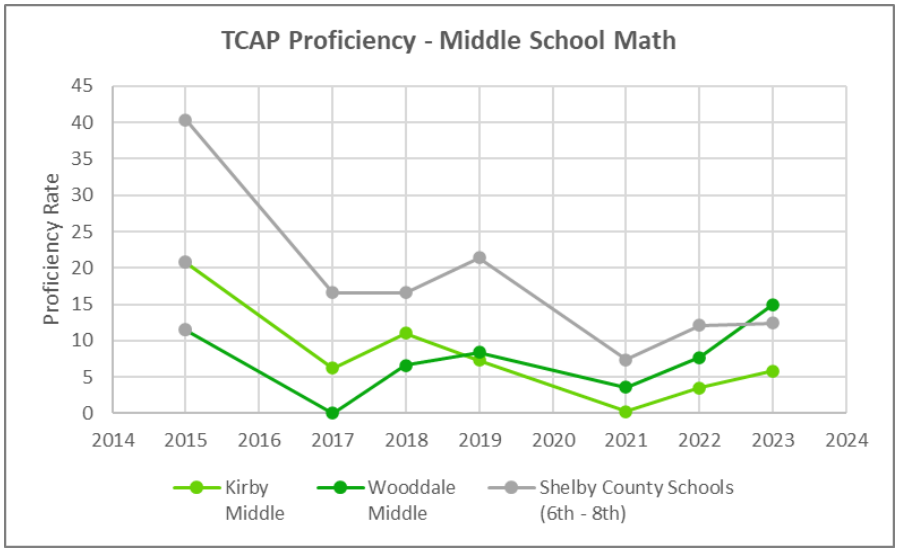
Year	Window	6th Grade Average Grade Level Placement	6th Grade Percent on Grade Level	7th Grade Average Grade Level Placement	7th Grade Percent on Grade Level	8th Grade Average Grade Level Placement	8th Grade Percent on Grade Level
2020-2021	Fall	2.93	7%	4.04	12%	4.69	18%
	Winter	3.17	12%	3.83	14%	4.87	20%
	Spring	3.08	7%	4.24	19%	4.75	23%
2021-2022	Fall	2.76	6%	3.39	7%	3.93	4%
	Winter	3.51	8%	4.14	14%	5.31	19%
	Spring	3.77	18%	4.30	19%	5.32	26%
2022-2023	Fall	3.13	10%	3.93	10%	4.59	17%
	Winter	3.33	14%	4.27	20%	5.18	18%
	Spring	3.43	16%	4.45	23%	5.27	24%
2023-2024	Fall	3.16	10%	3.62	12%	4.89	17%
	Winter	3.13	11%	4.04	16%	5.16	24%



TNReady ELA

Percent of students scoring On Track/Mastered

		2015	2017*	2018	2019	2021	2022	2023
Green Dot	Wooddale Middle	16.9	5.7	7.2	7.7	3.3	11.3	10.5
	Kirby Middle	21.9	3.5	9.9	8.3	3.5	7.3	7.4
Neighborhood Schools	American Way Middle	20.8	7.7	6.6	5.7	<5	7.2	8.3
	Hickory Ridge Middle	19.5	11.4	10.2	8.7	6.2	16.6	16
	Highland Oaks Middle	39.5	15.5	15	12.9	11.1	17.8	16.7
	Ridgeway Middle	35.5	16.7	17.5	13.6	10.8	18.1	16
Shelby County Schools (6th - 8th)		32.6	19.7	18.8	17.6	13	18	17.2



TNReady Math

Percent of students scoring On Track/Mastered

		2015	2017*	2018	2019	2021	2022	2023
Green Dot	Wooddale Middle	11.5	3.2	6.6	8.4	3.5	8	15
	Kirby Middle	20.8	6.2	11	7.3	0.2	3.5	5.8
Neighborhood Schools	American Way Middle	22.8	5.4	<5	<5	<5	5.3	7.2
	Hickory Ridge Middle	27.1	8.3	8.3	11.6	<5	9.1	9.9
	Highland Oaks Middle	48.1	15.1	14.8	16.1	6.1	10.6	10.7
	Ridgeway Middle	39.3	11.3	11	17.4	5.3	6.8	8
Shelby County Schools (6th - 8th)		40.4	16.6	16.6	21.4	7.4	12.1	12.4

**Testing was cancelled for middle schools in 2016. Between the 2015 and 2017 tests, both Kirby and Wooddale became Green Dot schools. Also during this preiod, Tennessee moved from the old TCAP to the new TNReady assessment, causing a statewide decrease in proficiency.*

TVAAS Literacy Composites

Year	Bluff City	Fairley	Hillcrest	Kirby	Wooddale
2015		1			
2016		1			
2017		1	1	1	1
2018	4	1	2	5	5
2019	5	1	2	2	1
2021	3	2	3	1	1
2022	4	4	4	5	5
2023	4	4	2	2	3

TVAAS Numeracy Composites

Year	Bluff City	Fairley	Hillcrest	Kirby	Wooddale
2015		5			
2016		1			
2017		1	1	1	1
2018	5	1	2	5	5
2019	4	1	3	3	1
2021	1	2	2	1	1
2022	1	1	4	5	5
2023	2	1	1	5	5

TVAAS Literacy & Numeracy Composites

Year	Bluff City	Fairley	Hillcrest	Kirby	Wooddale
2015		5			
2016		1			
2017		1	1	1	1
2018	5	1	1	5	5
2019	5	1	2	3	1
2021	1	2	2	1	1
2022	2	3	5	5	5
2023	3	2	1	3	5

2023-2024

Green Dot Public schools™

EMPLOYEE HANDBOOK OF POLICIES AND PROCEDURES

Green Dot Public Schools Tennessee

7/1/2023 – 6/30/2024

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I. INTRODUCTION

I.A. Welcome

Fellow Green Dotter:

It is my privilege to welcome you to Green Dot Public Schools Tennessee, which has an unwavering belief in the potential of all students. The ultimate purpose of our work together is captured in Green Dot's mission: To help transform public education so ALL students can graduate prepared for college, leadership, and life. Every day is an opportunity to expand our impact and further this mission.

Green Dot is committed to being a great place to work. Our team members are Green Dot's greatest asset and students excel when we are able to do our best for them. To that end, this Employee Handbook is intended to help create a positive work environment and form a clear foundation for the expectations between Green Dot and you.

Please read this Employee Handbook carefully and keep it handy for future reference. Also, please do not hesitate to ask questions to, or share suggestions and concerns with, your immediate supervisor or Green Dot's People Team Department.

Once again, welcome to Green Dot Public Schools Tennessee!

Jocquell Rodgers
Executive Director
Green Dot Public Schools Tennessee

I.B. Purpose of Handbook

This Employee Handbook (also referred to herein as the "Handbook") is provided to all Green Dot Public Schools Tennessee ("Green Dot" or "GDPS") employees as a guide for the employer/employee relationship. It is an important source of information and employees should read the Handbook carefully and use it as a reference.

There are several things that are important to keep in mind about this Handbook:

- The Handbook is designed to give a brief description of the policies and benefits for employees of GDPS. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your immediate supervisor or GDPS' People Team Department. This Handbook supersedes and replaces all previous personnel policies, practices, guidelines, and handbooks whether written or spoken.
- The procedures, practices, policies, and benefits described herein may be modified or discontinued from time to time as GDPS deems necessary. GDPS will inform employees of any significant changes as they occur and at least on an annual basis.
- The benefits described in this Handbook (including, but not limited to, insurance benefits and retirement plans) are intended for general information purposes only. Many of the benefits are the subject of detailed written plans and policies which are available on request from GDPS' People Team Department and online. If a question arises about the nature or extent of plan benefits, or if there is conflicting language in the benefit plan documents and the Handbook, the formal language of the benefit plan documents govern.
- The Handbook is not an employment contract or a contract for continued employment. Employment with GDPS is on an at-will basis. No policy set forth herein guarantees any continuity of benefits or rights or forms any contract with an employee.

I.C. Green Dot Mission and Values

Green Dot's mission is to help transform public education so ALL students graduate prepared for college, leadership and life. Green Dot is fulfilling this mission by running high-achieving public charter schools that are focused on graduating students and fully preparing them for college. In addition, Green Dot is dedicated to helping parents organize and demand more of their neighborhood schools, the overarching goal being to encourage local school districts to implement bold reform and improve their public schools.

Green Dot is founded on the core value of an unwavering belief in all students' potential and believes that every child should have access to a high quality public school education. As a leader of "school transformation," Green Dot's work is directly focused on transforming failing middle and high schools into clusters of small successful schools and helping a traditional school district reinvent itself as one of the best school districts in the country.

Green Dot's school model is focused on graduating students and preparing them for college, leadership and life consisting of two (2) main components: 1) Green Dot's Core Values; and 2) Green Dot's Leading Green Principles. The Core Values and Leading Green Principles are at the heart of Green Dot's work and drive the decisions that are made.

Core Values:

1. Unwavering belief in all students' potential
    - We believe every decision should begin with students coming first.

2. Passion for excellence
    - We are solution-oriented.
    - We are reflective.
    - We strive for continuous improvement.
    - We are data-driven.
    - We take calculated risks.

3. Personal responsibility
    - We expect a high level of individual accountability.
    - We are willing to stay until a job is done well.

4. Respect for others and the community
    - We are collaborative.
    - We are flexible.
    - We contribute positively to the school culture

5. All stakeholders are critical in the education process
    - We solicit and incorporate input from the stakeholders

Leading Green Principles

Green Dot's staff have created a common language around the characteristics all employees should exemplify. The outcomes are common expectations across the organization to ensure that all employees understand the things that employees do to help their schools and the people in them succeed.

1. OWN IT
    - We do not make excuses nor blame others for issues or challenges within our school and our classrooms.

2. STRETCH IT
    - We invest in the development of others and ourselves.
    - We encourage others to excel through actionable feedback.
    - We are committed to continuous improvement.

3. GET IT RIGHT
    - We think of the long-term implications of the decisions we make.
    - We get ample input when making difficult decisions.
    - We understand the importance of "sweating" the small stuff.

4. WE ARE TEAMSTRONG
    - We present a united front and promote a sense that we are one team, the Green Dot Team.
    - We encourage rigorous debate, collaboration and effective communication.

- We assume the best intentions from everyone.
- We display humility and understand that it is a strong team that provides the most impact for student

5. IT'S ALL ABOUT THE STUDENTS
    - We know that the needs of students should drive our decision-making.
    - We know that the most important work we do is centered on teaching and learning.

I.D. Summary of Green Dot Public Schools' Diversity Equity & Inclusion (DEI) Commitment Statement

As part of Green Dot Public Schools' mission to prepare all students for success in college, leadership and life, we are dedicated to closing the opportunity gap for students. As we've grown, we've learned that we need to be intentional in creating systems that value the unique contributions of our students, families, and staff to transform public education. As a result, we commit to explicitly embedding a diversity, equity, and inclusion lens in our organizational culture, our educational practices, and our talent practices.

I. Why DEI is Core to Green Dot Public Schools' Mission

Embedding a DEI lens is a catalyst to fulfilling Green Dot Public Schools' mission, continually learning and expanding our perspectives, and creating an environment where all individuals are valued and supported.

Mission fulfillment

Diversity, equity and inclusion are critical lenses that help us understand the complexity of our students' experiences, celebrate the potential of each individual and strengthen our ability to fulfill our mission so all students can succeed.

An important part of our mission is that all means all. To accomplish this,

- We commit to setting high expectations, delivering rigorous instruction, and providing tailored support to ensure each and every student, regardless of background or ability, graduates prepared for success in college, leadership, and life.
- In addition, one of our core values is that all stakeholders are critical in the education process. Given our belief that education is a vehicle to disrupt historical oppression, we commit to collaborating with a broad group of partners to find opportunities to help transform public education in the communities we serve.

Continually learning and expanding our perspectives

A diverse, equitable, and inclusive culture will enable all voices to be heard and strengthen decision-making in the best interest of our students.

II. Our Commitments

We commit to closing the opportunity gap by explicitly embedding a DEI lens in our organizational culture, our educational practices, and our talent practices.

For DEI in our culture

- We commit to creating the space for ongoing and open discourse about DEI, perpetuating a welcoming culture to create a richer context for community building, and being genuinely willing to consider new

perspectives, while appreciating individual similarities and differences.

- Our mission drives our culture. Our organizational culture grows out of the contributions of every individual who believes in our mission.
- We each take responsibility to help create an environment in which all students, staff, families, and community partners have a sense of safety and belonging and can be their authentic selves. We respect the communities in which we work and the people who live in them. We commit to further celebrating the assets within the communities we serve and continuing to find opportunities to incorporate student and family voices in our work.
- We commit to our beliefs in DEI being present in our decision-making and our actions. We commit to innovating, adapting, and reflecting on current systems, structures and practices to help us fulfill our mission. We commit to transparency even as we tackle new and complex work.

For DEI in our educational practices

- We commit to being culturally-responsive in our curricular choices, pedagogical practices, student policies, academic pathways, and programming so that our students feel valued in our classrooms.
  - In our schools, we commit to providing differentiated support and building authentic connections to meet the needs of each student.
  - We commit to reflecting on our identities and beliefs and addressing our own biases in the context of the communities we serve.
  - We commit to better understanding students' experiences and making learning personally meaningful. We will do this by connecting the content to the context of their life, of their families and communities, and of a global society.

For DEI in our talent practices

Hiring Practices

- We commit to recruiting a talented and diverse team.
  - Acknowledging the broader social and historical context of the communities we serve, we commit to taking a purposeful approach to continuing to connect students to educators of similar backgrounds (race, gender, socioeconomic status, English learner status, etc.). In addition, we commit to "growing our own" educators from the communities we serve.
  - At the same time, we commit to helping students connect with staff representing a diverse set of backgrounds and perspectives in preparation for their life beyond Green Dot.

Growing and Retaining Talent

- We commit to providing support that makes all staff feel empowered, appreciated and successful in doing the critical work needed to fulfill our mission.

III. Continuously Learning

We are cognizant that there's a gap between our commitments and our current state. We are working to bridge that gap. We approach this work from a place of humility; as we make progress, we will also likely make mistakes and need to step outside of our comfort zone. Given our passion, this statement of our commitment will continually evolve as we learn and grow.

I.E. Professional Development

The heart and soul of Green Dot is our commitment to the professional development of all of our employees. Regardless of your role in the organization, each and every member of the Green Dot family is provided the

opportunity to participate in ongoing professional development throughout the year.

Each member of the Green Dot family will meet regularly with their supervisor to discuss job performance, goals, and expectations. The purpose of the performance evaluation process is to review, document, and acknowledge achievements, cultivate professional development goals, and address performance concerns.

School Site Classified Employee

Green Dot provides targeted professional development based on the needs of each job classification. School Site Classified Employees are provided professional development on "All Green Dot Days" throughout the year. Furthermore, depending on the employee's job function, additional small group trainings and/or one-on-one coaching are scheduled with Green Dot's Home Office content experts. As with all Green Dot professional development, we ensure that data in the way of surveys, exit slips, and observations of a classified employee's expertise drives the professional development needs of our employees.

Classroom Teachers and Counselors

Green Dot provides all new and returning teachers and counselors with professional development days before the school year targeting classroom instruction and climate. Additionally, Green Dot provides ongoing professional development with on-site coaching and modeling, weekly staff professional development, day-to-day instructional leadership, and access to external workshops. Thus, whether a teacher or counselor is new or returning to our organization, Green Dot ensures all are well-prepared to start the school year and beyond.

School Administrators

Green Dot provides all new school administrators to the organization with professional development days called "New School Leader Boot Camp" that primarily focus on Green Dot's teacher evaluation system. As required, all new and returning school administrators must be certified on an annual basis in order to evaluate teachers.

As a means to prepare for the upcoming school year, all school leaders attend a retreat with their colleagues focused on instructional leadership, strategic planning, and school culture.

Throughout the year, all school administrators are provided professional development that continues to focus on instructional leadership, strategic planning, and school culture.

Green Dot's Home Office Employees

Green Dot provides all of its Home Office employees with ongoing professional development aligned to the needs of their department.

II. EMPLOYMENT CATEGORIES, CLASSIFICATIONS, AND REQUIREMENTS

II.A. Categories of Employment

Green Dot Public Schools maintains employee classifications to ensure all legal requirements are adhered to so that benefit plan eligibility and payment of compensation is in accordance with federal, state and local laws. Managers are responsible for informing the People Team of any changes in status as well as extensions in employment when specified periods are applicable.

Fair Labor Standards Act Job Classifications

All employees are designated as either nonexempt or exempt under state and federal wage and hour laws:

Exempt: Per applicable law**,** an employee is classified as exempt if the majority of their job duties are exempt from the overtime provisions of applicable law and he/she earns a minimum salary set forth in applicable law. An exempt employee is not eligible for overtime pay and is typically salaried.

Non-Exempt: Per applicable law, a non-exempt employee is classified as non-exempt if he/she does not meet the criteria to be classified as an exempt employee. A non-exempt employee is eligible to receive overtime pay and is paid for actual hours worked (i.e., typically hourly).

Job Classifications

Green Dot has established the following categories for both nonexempt and exempt employees:

Regular, Full-Time: Employees who are regularly scheduled to work a minimum of thirty (30) hours weekly and maintain continuous employment status. Generally, these employees are eligible for the full-time benefits package and are subject to the terms, conditions, and limitations of each benefits program.

Regular, Part-Time: Employees who are regularly scheduled to work fewer than thirty (30) hours weekly, and who maintain continuous employment status. Part-time employees are eligible for some benefits offered by Green Dot and are subject to the terms, conditions, and limitations of each benefits program.

Temporary, Full-Time: Employees who do not work on a continuing basis, but rather cover an absent employee or temporary vacancies, and who are regularly scheduled to work a minimum of thirty (30) hours weekly, for a period not to exceed one year. A temporary employee receives all legally mandated benefits (e.g., Social Security, workers' compensation insurance), and is generally eligible for the full-time benefits package and are subject to the terms, conditions, and limitations of each benefits program. A temporary full-time employee may be continued in this classification for one additional year extension upon request of the manager with the approval of the People Team department. After the extension, the employee will either be converted to regular status or released. Employment beyond any initially stated period does not in any way imply a change in employment status.

Temporary, Part-Time: Employees who do not work on a continuing basis, but rather cover an absent employee or temporary vacancies, and who are regularly scheduled to work less than thirty (30) hours weekly, for a period not to exceed 360days. A temporary employee receives all legally mandated benefits (e.g., Social Security, workers' compensation insurance), and are eligible for some benefits offered by Green Dot and are subject to the terms, conditions, and limitations of each benefits program. A temporary part-time employee may be continued in this classification for one additional 360-day extension period upon request of the manager with the approval of the People Team department. After the -extension, the employee will either be converted to regular status or released. Employment beyond any initially stated period does not in any way imply a change

in employment status.

Seasonal, Full-Time or Part-Time: Employees who do not work on a continuing basis, but rather for a particular predefined duration of time, typically starting and ending at approximately the same time each year, to meet the needs of a Green Dot department, not to exceed six months. A seasonal employee receives all legally mandated benefits (e.g., Social Security, workers' compensation insurance), but is ineligible for any of Green Dot's benefits (e.g., non-statutory leaves of absence, health or welfare benefits). Seasonal employees will not be granted an extension beyond six months and will either be converted to regular or temporary status or released. Employment beyond any initially stated period does not in any way imply a change in employment status.

Other Classifications

Independent Contractor: An individual who is not a Green Dot employee (e.g., consultants) performs labor or services shall generally be considered an "independent contractor," as determined by the People Team, if the following standards are met:

1. The Contractor is free from direction and control over the means and manner of providing the labor or services, subject only to the specifications of the desired results.
2. The Contractor is responsible for obtaining all assumed business registrations or professional occupation licenses required by state law or local ordinances.
3. The Contractor furnishes the tools or equipment necessary for the contracted labor or services.
4. The Contractor has the authority to hire employees to perform the labor or services; or fire said employees if necessary.
5. Payment to the Contractor is made on completion of the performance or is made based on a periodic retainer.

Temporary Staffing Firms: Green Dot may work with temporary staffing firms to have individuals placed to fill temporary vacancies or work on short-term projects. Depending on the nature of the job (i.e., frequency and contact with students or Green Dot employees), staffing firm employees may be required to perform a Green Dot live scan clearance and TB clearance prior to beginning an assignment.

Volunteer: A person who donates their time and energy to Green Dot and is not an employee. They contribute to the public service mission of the organization, do not receive compensation for services, and do not displace any employees.

Paid Interns: A paid intern is typically a student or trainee that performs work for the benefit of gaining work experience. Depending on the nature and timeline of the internship, paid interns may be categorized as temporary or seasonal full-time or part-time employees.

Unpaid Interns: Green Dot may utilize an unpaid internship program on an as needed basis. Unpaid interns are volunteers and are not Green Dot employees. To qualify for a Green Dot unpaid internship program, the intern must meet the qualifications under the Fair Labor Standards Act to ensure the intern is the primary beneficiary of the program, including, but not limited to: (1) no expectation of compensation communicated to any prospective intern; (2) the internship will provide training that would be similar to that which would be given in an educational environment (e.g., hands-on training); (3) the internship is tied reasonably to the intern's formal education program; (4) the internship accommodates the intern's academic commitments by corresponding to the academic calendar; (5) the internship's duration is limited to the period in which the internship provides the intern with beneficial learning; (6) the intern's work complements, rather than displaces, the work of paid Green Dot employees while providing significant educational benefits to the intern; and (7) the internship is conducted without entitlement to a paid job at the conclusion of the internship.

Americorp (or like) Interns: Green Dot may enter into agreements with non-profit organizations that participate in the federal Americorp program, or similar programs, in which the individual is considered a Green Dot volunteer, however Green Dot may be required to pay a living stipend taxed through payroll.

Substitute Teachers: Substitute teachers either employed by Kelly Services for Green Dot, or by Green Dot directly, shall comply with T.C.A. §49-5-413 in regard to background investigation and criminal history records check.

Substitute Teachers:

A. A substitute teacher substituting for a regular teacher on leave authorized for a period not exceeding twenty (20) consecutive teaching days is not required to possess a teacher's certificate or permit. (TCA 49-3-312(a)).

B. A substitute teacher who is a retired teacher is not required to continue to renew such teacher's certification in order to work as a substitute teacher. (TCA 49-3-312(b)). NOTE under the statute this only applies to retired teachers who retire after 7/1/2011 through 7/1/2016.

C. No person shall be employed as a substitute teacher whose records with the State Department of Education indicates a license or certificate currently in revoked status. (TCA 49-2-203(a)(15).

D. Retired teachers may substitute one-hundred twenty (120) days per year without loss of retirement benefits, and may substitute for an additional ninety (90) days if the Executive Director certifies in writing to the State Board of Education that no other qualified personnel are available to substitute teach. (TCA 8-36-805)

II.B. Contractual Relationships

At-Will Employment

Employment at Green Dot is on an at-will basis unless otherwise stated in a written individual offer letter signed by the Executive Director of the organization.

This means that either the employee or Green Dot may terminate the employment relationship at any time, for any reason, with or without notice.

Nothing in this Handbook is intended to or creates an employment agreement, express or implied. Nothing contained in this, or any other document provided to the employee is intended to be, nor should it be, construed as a contract that employment or any benefit will be continued for any period of time.

Any salary figures provided to an employee in annual or monthly terms are stated for the sake of convenience or to facilitate comparisons and are not intended and do not create an employment contract for any specific period of time.

Nothing in this statement is intended to interfere with, restrain, or prevent concerted activity as protected by applicable law. Such activity includes employee communications regarding wages, hours, or other terms or conditions of employment. Green Dot employees have the right to engage in or refrain from such activities.

Green Dot may impose any discipline to the extent allowable by law, within its sole discretion, that it determines to be appropriate. Any discipline is in no way intended to alter the at-will nature of an employee's employment relationship with Green Dot.

II.C. Immigration Compliance

Green Dot complies with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of their identity and legal authority to work in the United States. However, Green Dot will not check the employment authorization status of current employees or applicants who were not offered positions with the organization unless required to do so by law. Failure to provide the appropriate documentation will be grounds for termination, consistent with federal law. Green Dot is committed to employing only United States citizens and aliens who are authorized to work in the United States and does not unlawfully discriminate on the basis of citizenship or national origin.

Green Dot will not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law.

II.D. Criminal Background Checks

All offers of employment and continued employment at Green Dot are contingent upon clearance of a criminal background check in alignment with applicable law. The cost of the criminal background check will be borne by the prospective employee. An offer of employment is not considered final until a criminal background clearance is received and communicated to the candidate and hiring manager from the People Team.

No condition or activity will be permitted that may compromise Green Dot's commitment to the safety and well-being of its students and employees. Green Dot employees are subject to a criminal background check completed through and provided by the appropriate state agency(ies) and/or the Federal Bureau of Investigation, as deemed appropriate by Green Dot, required by law, and/or in accordance with state requirements. All background information is stored privately and securely with access restricted to Green Dot's People Team Department or authorized personnel. Conditions that preclude working at Green Dot include, but are not limited to, conviction of any controlled substance offense, sex offense, or serious or violent felony, as defined in any applicable law.

If an employee is found at a Green Dot work location without a criminal background clearance, or a background check in progress if allowable under applicable state law, he/she will be sent home and prohibited from continuing employment with Green Dot until such clearance is obtained.

Additionally, should an employee be arrested or convicted of a controlled substance offense, sex offense, or serious or violent felony as defined in any applicable law during their employment with Green Dot, the employee must immediately report (within 5 business days or as soon as practically possible) such an arrest or conviction to their immediate supervisor and the People Team – failure to report such an offense may result in disciplinary action, up to and including termination of employment.

Volunteers, consultants, independent contractors and other individuals that will perform work on behalf of Green Dot involving close proximity to Green Dot students will be subject to the criminal background check process described above. The costs for the procedure is borne by the individual.

II.E. Tuberculosis Testing

Tennessee Tuberculosis Testing

All Green Dot employees must submit written proof from a physician of an examination for tuberculosis ("TB") prior to an employee's first day of paid service, showing that they are free of active TB. This TB examination must have occurred within a sixty-day time period prior to an employee's offer of employment. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs or in the absence of skin testing, an x-ray of the lungs. Volunteers are required to undergo a TB examination if the volunteer's functions require or include frequent or prolonged contact with students. A TB examination is a condition of initial employment with Green Dot and the cost of the exam will be borne by the prospective employee. If an employee, or volunteer whose functions require or include frequent or prolonged contact with students, is found at a Green Dot location without a TB clearance, she/he will be sent home and prohibited from continuing employment with Green Dot until such clearance is obtained.

Green Dot food handlers are required to have annual TB exams. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Documentation of Green Dot employee and volunteer compliance with TB exams will be kept on file in Green Dot's People Team Department or other appropriate designated office/department. Any entity providing student services (i.e., services that require or include frequent or prolonged contact with students) will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work in contact with Green Dot students.

Green Dot bus drivers must meet all applicable background check requirements as well as maintain up-to-date physical assessments of health as prescribed by federal transportation laws including but not limited to annual certification and random screening requirements. Green Dot bus drivers are not required to submit a TB examination.

II.F. Credentialing and Other Employment Requirements

Employees holding positions which require a credential must obtain and/or maintain the proper educator credential(s) required by the state to provide the applicable services. Employees are responsible for keeping required credentials (including, but not limited to licenses, certificates, and/or registrations) current and in good standing, and paying the costs associated with renewal or otherwise. Any employee whose credential expires, or is unable to provide evidence of meeting renewal requirements in a timely fashion, may be removed from paid status and/or result in disciplinary action up to and including termination of employment.

Tennessee License Policy

As a condition of employment with Green Dot, employees requiring certification or licensure must meet the State of Tennessee's requirements to obtain and/or maintain the appropriate educator certificate or license. The State of Tennessee does not permit individuals to teach or provide particular educational services without a valid educator license. If a license expires, or if an employee does not provide the Tennessee Department of Education's Office of Educator Licensing with evidence of meeting renewal requirements in a timely fashion, Green Dot will be forced to remove that individual from paid status and/or release the individual from employment. The responsibility for being properly licensed by the State of Tennessee rests solely with the individual. Pursuant to the ESSA, all secondary teachers are required to pass content certification tests and maintain a license in the subject matter that they teach.

Verification of Experience

For teacher and counselor roles, teaching credit will be given for teaching experience under a valid teaching credential/license in public and private schools, grades K-12. Credit for international teaching experience will be granted if international credential/license is proven to be equivalent to domestic credential/license. To be considered, teaching credit documentation (verification of experience) must be submitted within 60 days of employment offer.

III. POLICIES AND PROCEDURES RELATED TO THE FAIR TREATMENT OF EMPLOYEES AND STUDENTS

III.A. Equal Employment Opportunity

Green Dot is committed to providing equal employment opportunities to all employees and applicants without regard to their actual or perceived race, religious creed (including religious dress or grooming practices), color, national origin or ancestry (including native language spoken), physical or mental disability (including HIV or AIDS), medical condition (including cancer or genetic characteristics), genetic information, marital status (including registered domestic partnership status), sex (including pregnancy, childbirth, lactation and related medical conditions), gender (including gender identity and expression), parental status, age (forty (40) and over), sexual orientation, Civil Air Patrol status, military and veteran status, citizenship, immigration status or any other consideration protected by federal, state or local law. For purposes of this policy, discrimination on the basis of "national origin" also includes harassment against an individual because that person holds or presents a state-issued driver's license issued per vehicle code.

Similarly, Green Dot is committed to complying with all laws protecting qualified individuals with disabilities, as well as employees' religious beliefs and observances. This policy extends to all aspects of Green Dot's employment practices, including recruiting, hiring, discipline, termination, promotions, transfers, compensation, benefits, training, leaves of absence, and other terms and conditions of employment.

Green Dot will provide a reasonable accommodation for any known physical or mental disability of a qualified individual or for employees' religious beliefs, practices and observances, provided the requested accommodation is required by and can be provided in accordance with applicable law (for example, it does not create an undue hardship for the organization and does not pose a direct threat to the health or safety of others in the workplace or to the individual). Employees with a disability who believe they may need a reasonable accommodation to perform the essential functions of their job should contact Green Dot People Team department tn.peopleteam@greendot.org to begin the interactive process.

Subsequently, Green Dot will inform the employee of its decision on the accommodation request and, if applicable, how to make the accommodation and the duration of the accommodation. Green Dot will not retaliate or discriminate against a person for requesting an accommodation regardless of whether the accommodation was granted. An employee or job applicant who has questions regarding this policy or believes that they have been discriminated against on the basis of a disability or religion, as outlined above, should notify Green Dot's People Team Department as soon as possible. All such inquiries or complaints will be treated as confidential to the extent permissible by law.

HIV/AIDS Policy for Employees

Employment

Green Dot does not discriminate against an employee or applicant on the basis of HIV/AIDS status. Consideration for job application, employment, advancement, discharge, compensations, training, or other

terms, conditions, or privileges of employment cannot be denied to individuals on the basis of HIV/AIDS status. No employee shall be required to have a blood test or medical consultation to determine HIV/AIDS status.

In accordance with the Americans with Disabilities Act of 1990, an employee living with HIV/AIDS is welcome to continue working as long as they are able to perform the essential functions of the position. Every employee is entitled to the rights, privileges, and services accorded to employees generally, including benefits provided to employees with long-term diseases or disabling conditions. School authorities shall make reasonable accommodations to allow an employee living with HIV/AIDS to continue their assigned duties unless doing so would cause an undue hardship to Green Dot or the employee poses a direct threat to the health or safety of themself or others.

An employee who refuses or objects to working with or providing services to a person who has or is perceived to have HIV/AIDS shall be counseled and educated in the nature of HIV/AIDS, the transmission of HIV, and the State Board of Education's policy on HIV/AIDS. Should the employee continue to refuse to work with or provide services to such an individual, the employee may be subject to appropriate discipline.

Privacy

Due to the gravity of the HIV/AIDS epidemic and the potential for discriminatory abuse, maintenance of an individual's right to privacy is of utmost importance. Employees are not required to disclose HIV infection to anyone in the education system. Every employee has a duty to treat as highly confidential any knowledge or speculation concerning the HIV/AIDS status of a student or other staff member.

In accordance with Americans with Disabilities Act, Health Insurance Portability and Accountability Act and Family Educational Rights and Privacy Act ("FERPA") guidelines, no information regarding an employee's HIV/AIDS status shall ever be disclosed to any individual or organization without a court order or the informed, written, signed, and dated consent of the person with HIV infection (or the parent or guardian of a legal minor). The written consent must specify the recipient of the information and the purpose of the disclosure. Information pertaining to a person's HIV/AIDS status shall not be faxed.

Legal Liability

HIV/AIDS-related information is confidential regardless of the source, including whether the information is obtained intentionally or unintentionally from the person with HIV/AIDS or through oral, written, or electronic communication from another source. Disclosure of HIV/AIDS-related information could result in a loss of privacy, harassment, and discrimination. Unauthorized disclosure by employees is cause for disciplinary action, up to and including dismissal, and could lead to individual liability in addition to criminal or civil penalties against local education agencies and their personnel.

Disclosure

An applicant/employee may choose to report their HIV/AIDS status to school personnel. Upon an employee's disclosure of HIV/AIDS status, Green Dot's People Team Department shall initiate procedures which will ensure privacy and maintenance of all medically-related documents. All health records and other documents which reference a person's HIV/AIDS status shall be secured by appropriate safeguards intended to limit access to these confidential records. Information regarding HIV/AIDS status shall not be added to an employee's personnel record without written consent.

III.B. Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

Green Dot maintains a strict policy prohibiting unlawful harassment, discrimination, and retaliation against employees, applicants for employment, individuals providing services in the workplace pursuant to a contract, unpaid interns or volunteers based on any legally-recognized basis, including, but not limited to, their actual or perceived race, religious creed (including religious dress or grooming practices), color, national origin or ancestry (including native language spoken), physical or mental disability (including HIV or AIDS), medical condition (including cancer or genetic characteristics), genetic information, marital status (including registered domestic partnership status), sex (including pregnancy, childbirth, lactation and related medical conditions), gender (including gender identity and expression), parental status, age (forty (40) and over), sexual orientation, Civil Air Patrol status, military and veteran status, citizenship, immigration status or any other consideration protected by federal, state or local law. All such unlawful discrimination, harassment, and retaliation is prohibited.

This policy applies to all persons involved in our operations, including employees/co-workers, supervisors, managers, temporary or seasonal workers, unpaid interns, individuals in apprenticeship programs, agents, clients, vendors/independent contractors, volunteers, students, parents, or any other third party interacting with the Green Dot ("third parties") and prohibits harassing, discriminatory, and retaliatory conduct by any employee or third party of Green Dot, including nonsupervisory employees, supervisors and managers. If such unlawful discrimination, harassment, and/or retaliation occurs on the Green Dot's premises or is directed toward an employee or a third party interacting with Green Dot, the procedures in this policy should be followed.

Sexual Harassment, Harassment and Discrimination

Sexual Harassment Defined

Sexual harassment includes unwanted sexual advances, requests for sexual favors or visual, verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made a term or condition of employment; or
- Submission to, or rejection of, such conduct is used as a basis for employment decisions affecting the individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment also includes various forms of offensive behavior based on sex and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list:

- Unwanted sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct: leering; making sexual gestures; displaying sexually suggestive objects or pictures, cartoons, posters, websites, emails or text messages.
- Verbal conduct: making or using derogatory comments, epithets, slurs, sexually explicit jokes, or comments about an employee's body or dress.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature; graphic verbal commentary about an individual's body; sexually degrading words to describe an individual; suggestive or obscene letters, notes or invitations.

- Physical conduct: touching, assault, impeding or blocking movements.
- Retaliation for reporting harassment or threatening to report sexual harassment.

An employee may be liable for harassment based on sex even if the alleged harassing conduct was not motivated by sexual desire. An employee who engages in unlawful harassment may be personally liable for harassment if Green Dot had no knowledge of such conduct.

All employees will receive employment discrimination training, which includes sexual harassment , within 30 days of the start of employment. Refresher training will be provided annually.

Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment.

Other Types of Unlawful Harassment

Unlawful harassment on the basis of any legally protected characteristic is prohibited. This includes conduct such as:

- Verbal conduct including threats, epithets, derogatory comments or slurs based on an individual's protected classification;
- Visual conduct, including derogatory posters, photographs, cartoons, drawings or gestures based on protected classification;
- Physical conduct, including assault, unwanted touching or blocking normal movement because of an individual's protected status;
- Retaliation for reporting or threatening to report harassment; and
- Disparate treatment based upon any of the protected classes outlined in this policy.

Abusive Conduct Prevention

It is expected that persons in the workplace perform their jobs productively as assigned, and in a manner that meets management's expectations, during working times, and that they refrain from any malicious, patently offensive or abusive conduct including but not limited to conduct that a reasonable person would find offensive based on any of the protected characteristics described above. Examples of abusive conduct include repeated infliction of verbal abuse, such as the use of malicious, derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the intentional sabotage or undermining of a person's work performance.

Workplace Bullying Prevention Policy

<u>Statement of Commitment, Values, and Purpose</u>

Green Dot is firmly committed to a workplace free from abusive conduct as defined in this Policy. Green Dot strives to do business in a respectful, collaborative, open, and safe atmosphere. All of Green Dot's employees deserve to be treated with dignity and respect. Therefore, all complaints of negative and inappropriate workplace behaviors will be taken seriously and followed through to resolution. As discussed further below,

employees who file complaints should do so without fear of reprisal.

This Policy applies to all full-time and part-time employees of Green Dot, including interns. It does not apply to independent contractors. This Policy applies not only to the performance by officers and employees of their employment related duties, but also to any Green Dot-sponsored program, event, or activity, including, but not limited to, sponsored recreation programs and activities. This Policy also covers electronic communications, whether via email, text, or any social media messaging (i.e. Twitter, Facebook Messenger, Instagram Direct Messages, Snapchats) by any employee.

Definition of Abusive Conduct

Abusive conduct includes acts or omissions that could cause a reasonable person, based on the severity, nature, and frequency of the conduct, to believe that an employee was subject to an abusive work environment, which can include, but is not limited to:

- repeated verbal abuse in the workplace, including derogatory remarks, insults, and epithets;
- verbal, nonverbal, or physical conduct of a threatening, intimidating, or humiliating nature in the workplace; or
- the sabotage or undermining of an employee's work performance in the workplace.

A single act generally will not constitute abusive conduct, unless such conduct is determined to be severe and egregious.

Abusive conduct does not include:

- disciplinary procedures pursuant to Green Dot's Employee Handbook;
- routine coaching and counseling, including feedback about and correction of work performance;
- reasonable work assignments, including shift, post, and overtime assignments;
- individual differences in styles of personal expression;
- passionate, loud expression with no intent to harm others;
- differences of opinion on work-related concerns;
- the non-abusive exercise of managerial prerogative.

Employer Responsibility

Supervisors and others in positions of authority have a particular responsibility to ensure that healthy and appropriate behaviors are exhibited at all times and that complaints to the contrary are addressed in a timely manner. Pursuant to this Policy, supervisors will:

- provide a working environment as safe as possible by having preventive measures in place and by dealing immediately with threatening or potentially violent situations;
- provide good examples by treating all with courtesy and respect;
- ensure that all employees have access to and are aware of the abusive conduct prevention policy and explain the procedures to be followed if a complaint of inappropriate behavior at work is made;
- be vigilant for signs of inappropriate behaviors at work through observation and information seeking, and take action to resolve the behavior before it escalates;
- respond promptly, sensitively, and confidentially to all situations when abusive behavior is observed or alleged to have occurred.

Employee Responsibility (Including Witnesses)

Employees shall treat all other employees with dignity and respect. No employee shall engage in threatening,

violent, intimidating or other abusive conduct or behaviors. Employees are expected to assume personal responsibility to promote fairness and equity in the workplace and report any incidents of abusive conduct per this Policy.

Employees should cooperate with preventive measures introduced by supervisors and recognize that a finding of any violations of this Policy may lead to disciplinary action, up to and including, termination.

Retaliation is Not Permitted

As alluded to above, any employee who reports violations of this Policy in good faith will not be subject to retaliation. Retaliation is any act of reprisal, interference, restraint, penalty, discrimination, intimidation, or harassment against an individual or individuals exercising rights under this Policy.

Training for Supervisors and Employees

Because Green Dot is committed to providing a workplace free from the abusive behaviors as discussed in this Policy, Green Dot is requiring all employees and supervisors to undergo training on abusive conduct prevention. This training will identify factors that contribute to a respectful workplace, familiarize participants with responsibilities under this Policy, and provide steps to address abusive conduct.

Complaint Process

Reporting

Employees: Any employee who feels he or she has been subjected to abusive conduct is encouraged to report the matter orally or in writing to a supervisor including their direct supervisor, manager, or to the People Team (tn.peopleteam@greendot.org). Employees should not feel obligated to report their complaints to their immediate supervisor first before bringing the matter to the attention of one of the representatives identified above.

Any employee seeking to file a complaint in good faith should ensure the complaint consists of precise details of each incident of abusive conduct including dates, times, locations, and any witnesses. Formal complaints should be documented in writing, but are not required to be in writing.

Witnesses: An employee who witnesses or is made aware of behavior that could meet the definition of abusive conduct as defined by this Policy should report any and all incidents as set forth here.

Supervisors: Supervisors must timely report known incidents involving workplace abuse, intimidation, or violence to the People Team. Supervisors are required to take reasonable steps to protect the complaining employee, including, but not limited to, separation of employees involved.

The person accused of violating this Policy will be notified that an allegation has been made against him or her and informed of the investigative procedure.

Investigation

Investigations of abusive conduct shall be conducted as soon as practicable and in accordance with the policies and practices of Green Dot. The objective of the investigation is to ascertain whether the behaviors complained

of occurred, and therefore will include interviewing the complaining employee, accused, and witnesses with direct knowledge of the alleged behaviors. All interviews will be appropriately documented. The investigation will be conducted thoroughly, objectively, with sensitivity, and with due respect for all parties. All affected parties will be informed of the investigation's outcome.

Corrective Action

In the event of a finding of abusive conduct, Green Dot will take immediate and appropriate corrective action. Remedies may be determined by weighing the severity and frequency of the incidences of abusive conduct in accordance with the Green Dot's existing disciplinary policies.

Any employee who engages in conduct that violates this Policy or who encourages such conduct by others will be subject to corrective action. Such corrective action may include but is not limited to participation in counseling, training, and disciplinary action, up to and including termination, or changes in job duties or location.

Supervisors or managers who allow abusive conduct to continue or fail to take appropriate action upon learning of such conduct will be subject to corrective action. Such corrective action may include but is not limited to participation in counseling, training, or disciplinary action up to and including termination, or changes in job duties or location.

While Green Dot encourages all employees to raise any concern(s) under this Policy and procedure, Green Dot recognizes that intentional or malicious false allegations can have a serious effect on innocent people. Individuals falsely accusing another of violations of this Policy may lead to disciplinary action, up to and including, termination.

Any employees exhibiting continuing emotional or physical effects from the incident in question should be informed of established employee assistance programs or other available resources.

When abusive conduct has been confirmed, Green Dot will continue to keep the situation under review, and may take additional corrective actions if necessary. Preventive measures may also be taken to reduce the reoccurrence of similar behavior or action.

Confidentiality

To the extent permitted by law, Green Dot will maintain the confidentiality of each party involved in an abusive conduct investigation, complaint, or charge, provided it does not interfere with the ability to investigate the allegations or to take corrective action. Therefore, Green Dot cannot guarantee absolute confidentiality.

Reporting Harassment, Discrimination, and/or Retaliation

Any employee who believes that he or she has been harassed, discriminated against, or subjected to retaliation or abusive conduct by a co-worker, supervisor, agent, client, vendor, customer, or any other third party interacting with Green Dot in violation of the foregoing policies, or who is aware of such behavior against others, should immediately provide a written or verbal report to their supervisor, any other member of management, or Green Dot People Team department at tn.peopleteam@greendot.org.

Employees are not required to make a complaint directly to their immediate supervisor. Supervisors and

managers who receive complaints of misconduct must immediately report such complaints to the People Team. When a report is received, Green Dot will conduct a fair, timely, complete and objective investigation where corrective action will be taken if any misconduct is found. Green Dot expects all employees to fully cooperate with any investigation conducted into a complaint of proscribed harassment, discrimination or retaliation, or regarding the alleged violation of any other Green Dot policies. Green Dot will maintain confidentiality surrounding the investigation to the extent possible and to the extent permitted under applicable law. Complaints will be investigated by impartial, qualified internal personnel unless external involvement is warranted. The process will be documented and tracked for reasonable progress and closure of the investigation.

Upon completion of the investigation, Green Dot will communicate its conclusion as soon as practical. If Green Dot determines that this policy has been violated, remedial action will be taken, commensurate with the severity of the offense, up to and including termination of employment. Appropriate action will also be taken to deter any such conduct in the future.

The Federal Equal Employment Opportunity Commission (EEOC) will accept and investigate charges of unlawful discrimination or harassment at no charge to the complaining party. Information may be located by visiting the agency's website at www.eeoc.gov.

Protection Against Retaliation

Employees' notification to Green Dot is essential to enforcing this policy. Retaliation is prohibited against any person by another employee or by Green Dot for using Green Dot's complaint procedure, reporting proscribed discrimination or harassment or filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by a governmental enforcement agency. Prohibited retaliation includes, but is not limited to, termination, demotion, suspension, failure to hire or consider for hire, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions or otherwise denying any employment benefit.

Any employee determined to be responsible for violating this policy will be subject to appropriate disciplinary action, up to and including termination. Moreover, any employee, supervisor or manager who condones or ignores potential violations of this policy will be subject to appropriate disciplinary action, up to and including termination.

III.C. Whistleblower Policy

Green Dot requires its Board of Directors, Board designees, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities. As Green Dot representatives, such individuals must comply with all applicable laws, regulations, and Green Dot policies and procedures. The purpose of this policy is to maintain an ethical and open work environment, and to encourage and enable directors, officers, employees, and volunteers to raise serious concerns about the occurrence of illegal or unethical actions before turning to outside parties for resolution.

All Green Dot Board of Directors members, Board designees, employees, and volunteers are responsible for reporting any action or suspected action taken within Green Dot that is illegal, unethical, or violates any adopted Green Dot policy or procedure. Anyone reporting a violation must act in good faith, without malice to Green Dot or any individual, and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter

has good reason to believe is false will be viewed as a serious disciplinary offense. No one who, in good faith, reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or an adverse employment action.

All Green Dot Board of Directors members, Board designees, employees, or volunteers who desire to make a report should provide a clear and concise statement of the alleged improper act and what evidence exists to confirm the claimant's statement. The report should be made to Green Dot's People Team Department or other appropriate manager. The report and identity of the claimant shall remain confidential to the extent possible. Whistleblowers should be cautioned that their identity may become known for reasons outside the control of Green Dot.

Upon receiving a report, and prior to any such potential investigation, Green Dot will evaluate the report to determine whether it has enough potential merit to warrant an investigation. Depending upon Green Dot's initial findings, Green Dot may conduct an investigation into the facts alleged in the complaint to determine whether an act occurred that violates applicable laws, regulations, and/or Green Dot policies and procedures.

III.D. Internal Complaint Policy

Green Dot believes that if an employee has a question, suggestion, or complaint, the employee should first discuss this with their immediate supervisor. If the issue is not resolved, or if the employee is uncomfortable discussing the issue with their immediate supervisor, the employee may present the problem to the Green Dot People Team at tn.peopleteam@greendot.org. Information obtained from complainants will remain as confidential as possible and appropriate, but absolute confidentiality cannot be assured. In conjunction with Green Dot's Whistleblower Policy, complainants are protected against retaliation as a result of the filing of any complaints or participation in any complaint process. Ultimately, it's Green Dot's goal to identify a reasonable solution in accordance with the policy and the context of the situation.

The following procedure does not guarantee that every issue will be resolved to each employee's satisfaction. However, Green Dot values its employees' observations and encourages its employees to raise issues of concern, in good faith, without the fear of retaliation (in conjunction with Green Dot's Whistleblower Policy).

Notification

This policy is intended to address complaints filed by employees with the employee's supervisor or Green Dot's People Team Department.

Procedures

Depending on the nature of the complaint, the complainant will be provided information concerning the applicable policy and procedures to be followed. If there is no applicable policy or procedures, Green Dot shall encourage, and shall assist, the complainant to seek an informal resolution of the issues. If this is not possible due to the nature of the complaint or if informal resolution has been unsuccessfully attempted, Green Dot shall undertake a responsible inquiry into the complaint to ensure it is reasonably and swiftly addressed. When appropriate, Green Dot will obtain a written statement from the complainant.

If the complainant files a written complaint and no other policy or procedure is applicable, the Principal (or designee) or People Team Department, and Executive Director (or designee), shall abide by the following process:

- After receipt of the complaint, Green Dot shall use its best efforts to investigate the matter by

speaking with the parties identified in the complaint and to ascertain the facts relating to the issue/dispute and the positions of all parties.

- In the event that Green Dot finds that a complaint is valid, appropriate disciplinary action may be taken. As appropriate, Green Dot may also simply instruct employees regarding their conduct without initiating disciplinary measures.
- In the event that Green Dot finds that the complaint would best be resolved through a meeting of all parties, such a meeting shall be called, and the Executive Director (or designee) shall attempt to mediate the dispute among the parties. In the event that mediation is not appropriate, or the mediation is unsuccessful, the Executive Director (or designee) shall respond to the complaint and provide all parties with a written statement indicating Green Dot's findings and resolution of the complaint.

Green Dot's decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the Green Dot entity by which the complainant is employed. In the event a party wishes to appeal the decision, they shall submit a written request for the Board of Directors to hear the appeal to the Chair of the Board of Directors within five (5) business days of Green Dot's decision. The Chair of the Board of Directors shall schedule a hearing before an ad hoc committee, or otherwise appropriate committee, of the Board of Directors, which may review and modify the decision as it deems appropriate. Such proceedings shall typically be conducted in closed session due to the potential for disciplinary action to be taken against an employee, unless the employee requests otherwise, or there is no potential for disciplinary action to be taken. The decision of the Board of Directors shall be final.

III.E. Child Abuse Reporting (Mandated Reporting)

Green Dot is committed to the well-being and safety of its students. Green Dot recognizes that child abuse and neglect has severe consequences and that it has a responsibility, in alignment with applicable law, to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse and neglect. This policy applies to all Green Dot employees, including part-time, temporary, and seasonal employees whose employment exceeds six weeks from the first date of paid service. Volunteers, unless required by law, are not required to adhere to this policy, but Green Dot may make available training regarding the reporting duties of mandated reporters to volunteers whose duties require continued direct contact or supervision of children.

Employees to whom this policy applies are obligated to report all known or suspected incidents of child abuse and neglect. Such employees shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

All Green Dot employees are required to participate in training within the first six (6) weeks of employment and on an annual basis for the length of their employment thereafter. However, a lack of training does not excuse any mandated reporter from any applicable duty under law to report suspected child abuse and neglect. Failure to complete the training by the due date may result in disciplinary action, up to and including termination.

Child Abuse Reporting Procedures

An employee suspecting child abuse/neglect must immediately, or as soon as practically possible, report such suspicions to an appropriate child protective agency or the local law enforcement department serving the school per applicable state law. The employee will also inform their supervisor.

Prohibited Actions

- Never contact the child's or the alleged perpetrator's parent/guardian if indicators point to possible abuse or if abuse is suspected prior to making a report.
- Never conduct an investigation of any kind once abuse or neglect is suspected or prior to making a report.
- No removal or arranging of any clothing is permitted to provide a visual inspection of the underclothing, breast, buttocks, or genitalia of a pupil.

Consequences for False Reporting/Failure to Report

- A violation of Green Dot policies may result in disciplinary action, up to and including termination.
- Generally, school employees are immune from civil and criminal liability when reporting suspected child abuse as required by law.
- A violation of the law (e.g., making a false report) and/or failure to report suspected child abuse varies from state to state but may include a misdemeanor, imprisonment, and/or a monetary fine.

Tennessee Child Abuse Reporting Procedures and Agencies

If an employee knows or reasonably suspects that a Green Dot student has been abused, the employee shall immediately report the suspicion to the student's principal and:

- A judge having jurisdiction over the child;
- The Department of Children's Services ("DCS") local staff, or utilization of DCS Centralized Intake Process (877) 237-0004 or visit their website at https://apps.tn.gov/carat/;
- A Sheriff in the county where the child resides; or
- A chief law enforcement officer in the municipality where the child resides.

Within 24 hours of a report of abuse being made, the principal or the principal's designee shall contact the parent or legal guardian in coordination with DCS, pursuant to state law (T.C.A. 37-1-403; 37-1-605). The parent or legal guardian should not be notified if there is reasonable cause to believe that the individual is responsible for the abuse. Additional information can be found at http://www.tn.gov/youth/childsafety.htm.

Possible Indicators of Abuse and Neglect

- The child has repeated injuries that are not properly treated or adequately explained.
- The child begins acting in unusual ways ranging from disruptive and aggressive to passive and withdrawn.
- The child acts as a parent toward their brothers and sisters or even toward their own parents.
- The child may have disturbed sleep (nightmares, bed wetting, fear of sleeping alone, and needing nightlight).
- The child loses their appetite, overeats or may report being hungry.
- There is a sudden drop in school grades or participation in activities.
- The child may act in ways that are developmentally inappropriate, such as sexual behavior that is not normal for their age group.
- The child may report abusive or neglectful acts.

Note: The above signs can indicate something is wrong but do not necessarily indicate abuse or neglect.

IV. BUSINESS ETHICS AND STANDARDS OF CONDUCT

IV.A. Code of Conduct

The following conduct is prohibited and will not be tolerated by Green Dot. This list of prohibited conduct is illustrative and non-exhaustive and applies to all employees of Green Dot; other types of conduct that threaten security, personal safety, student and employee welfare and Green Dot operations are also prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees.

- Poor or unsatisfactory performance.
- Failing to respond in a timely manner to communications received in the ordinary course of business.
- Discourteous or disrespectful treatment of others, including Green Dot employees, parents, students or stakeholders (ex. bullying, harassment, intimidation).
- Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
- Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
- Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on Green Dot property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
- Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of Green Dot property.
- Fighting or instigating a fight on Green Dot premises.
- Violations of the drug and alcohol policy.
- Using or possessing firearms, weapons or explosives of any kind on Green Dot premises, unless otherwise allowed by applicable law.
- Gambling on Green Dot premises.
- Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and timecards.
- Recording or falsifying time recordkeeping of another employee. Permitting or arranging for another employee to falsify your own time record.
- Use of profane, abusive or threatening language in conversations with other employees, parents, students, or stakeholders and/or intimidating or interfering with other employees.
- Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls, or emails for personal emails.
- Unauthorized use of Green Dot equipment, time, materials, or facilities.
- Unprofessional conduct.
- Violating any safety, health, security, or School policy, rule, or procedure, or engaging in any conduct which risks injury to the employee or others.
- Engaging in conduct which constitutes a material conflict of interest.
- Excessive absenteeism or tardiness excused or unexcused.
- Posting any notices on Green Dot premises without prior written approval of management, unless posting is on a Green Dot bulletin board designated for employee postings.
- Immoral or indecent conduct.
- Conviction of a criminal act.
- Engaging in sabotage or espionage (industrial or otherwise).

- Violations of the unlawful harassment, discrimination, or retaliation policy.
- Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
- Sleeping during work hours.
- Release of confidential information without authorization.
- Any other conduct, whether during work hours or not during work hours, that is detrimental to other employees or Green Dot's interests or its efficient operations.
- Refusal to speak to supervisors or other employees.
- Dishonesty.
- Failure to maintain appropriate credential(s) required for the position.
- Abandonment of position.

IV.B. Alcohol, Smoking and Drug Use Policy

Smoke-Free Workplace

In compliance with applicable law, Green Dot prohibits smoking, which includes vaping, in the workplace. Additional requirements dictate that Green Dot school grounds remain entirely smoke-free environments. For the purposes of this policy, "school grounds" means and includes land, portions of land, structures, buildings, and vehicles when used for the provision of academic or extracurricular programs, and structures that support these buildings, including, but not limited to administrative buildings, kitchens, maintenance shops, and garages. "Land" includes parking lots, sports fields, playgrounds and quads. Any violation or disputes arising under this policy should be reported to Green Dot's People Team Department.

Alcohol and Drug-Free Workplace

Green Dot desires to maintain a working environment that is free of the problems associated with the abuse and/or inappropriate use of controlled substances listed in Schedules I through V of § 202 of the Federal Controlled Substances Act, 21 U.S.C. § 812 ("Controlled Substances"), intoxicants, or alcohol. The abuse and/or inappropriate use of controlled substances, intoxicants, or alcohol is inconsistent with the behavior expected of employees or others on Green Dot property and subjects the organization and employees to unacceptable risks of workplace accidents and other events that undermine Green Dot's ability to operate effectively and safely.

Therefore, no employee may use, possess, distribute, sell, transport, solicit, or be under the influence of alcohol, or Controlled Substances during work hours, while on Green Dot premises, and/or while conducting business-related activities anywhere. Consumption of alcohol during working hours is prohibited.

If management reasonably suspects that any employee is under the influence of alcohol or a Controlled Substance while at work (e.g., exhibiting bleary eyes, staggering, slurred speech, smell of alcohol), or that an employee is otherwise violating this policy, the employee may be required to undergo and pass a drug or alcohol screening before being allowed to return to work, subject to applicable law.

Any employee who is taking a prescribed medication that may adversely affect the ability to perform assigned duties safely must inform Green Dot's People Team Department. Employees will not be required to disclose the name of the medication or the medical reasons for taking the medication. If there is any question concerning the ability to perform assigned duties safely, the employee will be assigned other work, if, in the sole discretion of management, such duties are appropriate and available, or you will be sent home. Green Dot will comply

with all reasonable accommodation requirements.

Employee Assistance Program

When it is determined that an employee is suffering from an alcohol or drug abuse problem, efforts will be made to assist the employee using available resources. Any Green Dot efforts to assist employees do not, however, otherwise preclude Green Dot from administering discipline to employees who are found to be in violation of this Alcohol and Drug-Free Workplace Policy, up to and including termination from employment. In addition to overall support for personal and professional matters, Green Dot's Employee Assistance Program ("EAP") offers assistance with drug/alcohol related problems in finding effective treatment. Employees with such problems are encouraged to voluntarily seek assistance under the EAP or other available programs. In certain circumstances, Green Dot may make a referral to its EAP, or similar mental health or addiction counseling provider, as a condition of their continued employment.

Should an employee wish to utilize EAP's services, they can contact a Resource Advisor by visiting the Green Dot benefits website (www.mygreendotbenefits.com).

Notification of Conviction for Drug-Related Offense

Employees who are convicted of drug-related violations under either state or federal law which occurred on Green Dot property or during working hours, or who have plead guilty to any such violation must, in writing, notify Green Dot's People Team Department within five (5) days of such conviction or guilty plea. Any employee who fails to give such written notice within the five (5) day period may be terminated.

Protection for Disabled Persons

Employees with past substance abuse may be deemed to be a disabled individual under the Americans with Disabilities Act ("ADA") and/or applicable state laws. In addition, where an employee successfully completes a rehabilitation program as required by this Alcohol and Drug-Free Workplace Policy, the employee may also be considered a disabled person for purposes of these same federal and state laws. Under these circumstances, the applicant/employee will be afforded all rights and protections of the ADA and pertinent state law. Whether an individual is disabled within the meaning of controlling federal or state laws and, if so, the protections to which they are entitled are technical questions which must be answered on the basis of the facts in each individual instance. An individual who has a past history of drug use and/or alcohol abuse cannot be denied a job on that basis alone.

IV.C. Professional Boundaries: Staff/Student Interaction Policy

Green Dot recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest learning environment possible.

Professional Boundaries

This policy is intended to guide all Green Dot employees in conducting themselves in a way that reflects the high standards of behavior and professionalism required of employees who interact with students and to specify the boundaries between students and staff. Trespassing the boundaries of a student/staff relationship is deemed an abuse of power and a betrayal of public trust.

Although this policy gives specific, clear direction, it is each employee's obligation to avoid situations that could raise concerns with parents, students, colleagues, or school leaders. One viable standard that can be quickly applied is for the individual to ask themselves, "Would I be engaged in this conduct if my family or colleagues

were standing next to me?" Some activities may seem innocent from an employee's perspective but can be perceived as inappropriate from a student or parent point of view. The objective of providing the examples of acceptable and unacceptable behaviors listed below is not to restrain innocent, positive relationships between employees and students, but to prevent relationships that could lead to, or may be perceived as, a breach of the professional boundaries that Green Dot employees are obligated to maintain. Employees must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes.

Examples

Examples of Unacceptable Behaviors (Violations of This Policy) Absent Extraordinary Circumstances (e.g., a familial relationship)

- Giving gifts to an individual student that are of a personal and intimate nature.
- Kissing of any kind.
- Any type of unnecessary physical contact with a student in a private situation, including hugging a student.
- Intentionally being alone with a student away from the school.
- Cursing or making or participating in inappropriate comments related to sex, sexual orientation, race, or other characteristics protected by law.
- Failing to intervene when students curse or make inappropriate comments related to sex, sexual orientation, race, or other characteristics protected by law.
- Seeking emotional involvement with a student for your benefit, including involving students in adult issues.
- Listening to or telling stories that are sexually oriented.
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Allowing students in your home.
- Sending emails, text messages, posts, or letters to students if the content is not about school activities.
- Giving students a ride to/from school or school activities.
- Being alone in a room with a student at school with the door closed.
- Remarks about the physical attributes or development of anyone.
- Excessive attention toward a particular student.

Examples of Acceptable and Recommended Behaviors

- Getting school and parental written consent for any after-school activity.
- Obtaining formal approval (using the Green Dot Transportation Policy and Guidelines) to take students off school property for activities such as field trips or competitions.
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- Keeping the door open when alone with a student.
- Keeping reasonable space between you and your students.
- Stopping and correcting students if they cross your own personal boundaries.
- Keeping parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional and brief.
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.

- Involving your supervisor if conflict arises with the student.
- Informing your principal about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- Asking another staff member to be present when you must be alone with a student.
- Giving students praise and recognition without touching them.
- Pats on the back, high fives and handshakes are acceptable, unless the student shows indications it is not.
- Keeping your professional conduct a high priority.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to their immediate supervisor. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and report the situation thoroughly. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual or other abuse.

Use of Electronic Media by Staff to Communicate with Students

Although Green Dot employees enjoy free speech rights guaranteed by the First Amendment to the United States Constitution, certain types of communication, typically by virtue of their subject-matter connection to campus, may relate enough to school to have ramifications for the author or subject at Green Dot. Knowing participation by Green Dot employees with students in social media (e.g., Facebook, Snapchat, Twitter, Instagram, video games) or other similar means can lead to violations of the following that may result in disciplinary action, up to and including termination from employment from Green Dot:

- Use of personal technology for non-Green Dot business should be limited to off-duty time and designated breaks.
- Any participation by any Green Dot employee with students, including through the use of electronic media or technology, should always be limited to school business.
- Green Dot employees must maintain a clear distinction between their personal social media use and any Green Dot-related social media sites.
- Green Dot employees' social networking profiles, personal blogs, or other personal online platforms should not be linked to Green Dot students' online profiles.
- Green Dot employees shall not invite students to join social networks unless authorized by Green Dot.
- When in doubt about contacting a Green Dot student during off-duty hours using either Green Dot-owned communication devices, network services, and Internet access route or those of the employee, employees must begin by contacting the student's parent(s) or legal guardian(s) through their phone number registered with Green Dot.

Green Dot employees must be mindful that any Internet information is ultimately accessible to the world. To avoid jeopardizing their professional effectiveness, employees are encouraged to familiarize themselves with the privacy policies, settings, and protections on any social networking websites to which they choose to subscribe and be aware that information posted online, despite privacy protections, is easily and often reported to administrators or exposed to Green Dot students. Before employees create or join an online social network, they should ask themselves whether they would be comfortable if a 'friend' decided to send the information to their students, the students' parents, or their supervisor.

IV.D. Dress Code

A large part of the image that Green Dot's schools project to the public, clients, visitors, and vendors is through its employees. Green Dot does not have an explicit dress code; however, it asks all employees to dress appropriately.

Employees must use good judgment in determining what types of clothing are considered appropriate attire. Clothing should be professional, clean and neat in appearance, and shoes should be close-toed. Make-up, grooming, and personal hygiene should be reasonable and in accordance with customary business practices. An employee's personal grooming, hygiene, and clothing should not distract from the learning or working environment, nor should it offend reasonable sensibilities of students, parents, or other staff members. Green Dot will take appropriate and reasonable measures to accommodate all employee requests relating to dress code issues, including requests for religious, gender identity, disability and medical reasons. Any request for accommodation relating to the dress code should be directed in advance to the People Team. If an employee believes these guidelines are implemented in a discriminatory manner, the employee may immediately report the matter to the People Team.

Each school's administration may specify particular dress code requirements, including, but not limited to, business casual attire, and school specific items. Please see your school staff handbook or administrator for more information.

IV.E. Public Relations Policy

If you receive a request from the media, employees are asked to refer the matter to Green Dot's Chief of Staff, Executive Director, or School Principal for guidance. Green Dot requires its employees to not make statements or representations on behalf of Green Dot or any of its schools without Green Dot's advance written consent. Furthermore, employees are expected to use their best judgment if authorized to speak with the media and are to be aware that their statements may be construed as not just representing themselves, but the entire Green Dot organization.

IV.F. Proprietary and Confidential Information

Green Dot protects the private information of its students, its staff, and their families. This includes, but is not limited to, information found in student lists, student cumulative files, student health files, student individualized education programs, personnel files, and computer records. In addition, federal law prohibits student information from being disseminated except under certain limited conditions. (FERPA, 20 U.S.C. §1232g, 34 CFR Part 99).

Employee personal information is also confidential and may not be discussed with anyone other than the employee's supervisor or Green Dot's Human Capital or People Team Departments.

Other records not subject to public disclosure pursuant to any applicable law shall not be shared. If an employee is unsure of the proprietary nature of information, he/she is encouraged to consult their supervisor or a member of Green Dot's People Team Department. Green Dot employees may be subject to disciplinary action, up to and including termination, for violating this section.

With the exception of the above, Green Dot feels that sharing knowledge with other charter organizations,

school districts, and other parties interested in the greater good is central to its goal of widespread educational reform and to its responsibilities as a not-for-profit organization that receives charitable and public funds. Green Dot has often shared its documents, policies, processes, and best practices with other organizations. The generosity of others helped Green Dot become what it is today, and this spirit of openness is at the core of Green Dot.

IV.G. Telecommuting

Purpose

The purpose of this Telecommuting Policy is to further Green Dot's commitment to a collaborative and positive work environment by allowing a Home Office employee to telecommute, on occasion or on an ongoing basis, when authorized, in writing, by their immediate supervisor for the best interests of Green Dot and the employee. Green Dot highly values in-person communication and interaction, but also supports approved telecommuting to improve productivity and workplace flexibility, and to attract and retain a diverse and talented workforce.

Green Dot provides a generous amount of paid time off ("PTO") and paid holidays as part of its benefits package. Green Dot strongly encourages its Home Office employees to use PTO as a means to attend to personal matters or vacation.

Application

Green Dot employees generally are required to work in Green Dot offices. However, an employee's immediate supervisor may allow the employee to telecommute, on occasion or on an ongoing basis, for the best interests of Green Dot and the employee. Consistent with Green Dot's equal-employment and nondiscrimination policies, any immediate supervisor determining whether to authorize a telecommuting request shall consider the following criteria on an objective basis to the greatest extent possible:

- the reason(s) for the request to telecommute;
- the nature of the employee's job duties and/or work to be performed while telecommuting;
- the employee's historical and recent job performance;
- the potential impact on other team members and Green Dot's collaborative culture;
- the potential impact on productivity; and
- the frequency/length of the request.

To authorize an employee to telecommute on an ongoing basis, the employee's supervisor, in collaboration with the department head (Director or above), shall also take into account the following to determine whether the telecommuting request is approved:

- the requesting employee must be considered to be a hard-to-replace employee given the nature of the role, employee's experience/knowledge, timing of the transition, and other relevant factors;
- how often the remote employee must report to work at the Home Office; and
- whether certain costs (travel, benefits, or other) will be covered by Green Dot or the employee.

Any employee who is authorized to telecommute (on occasion or ongoing) must adhere to the following:

- Prior written authorization must be provided by the employee's immediate supervisor.
- A telecommuting employee must be available and able to perform their regular job duties in a timely manner and be accessible to their colleagues by means of communication regularly suited for their

position, unless specific arrangements are made in advance with the employee's immediate supervisor.

- A telecommuting employee must work in an environment suitable to conduct ordinary job duties, including, but not limited to, participating in meetings without interruption or audible disturbances.

Those employees who are approved to voluntarily telecommute are responsible for providing secure internet connection for work-related business. They may connect their work issued computer and phone to a personal home internet connection. Telecommuting employees are expected to use their work-issued computer for remote work to protect against cybersecurity threats and to maintain confidentiality of Green Dot data. Personal computer use for work related purposes should be reserved only in an emergency in which work issued computers are not functioning. Telecommuting employees must report any work-issued computer problems to nerdfone@greendot.org within 24 hours of discovering the issue, or as soon as practicably possible.

Telecommuting employees who are not exempt from the overtime requirements of applicable law must record all hours worked in a manner consistent with regular Green Dot practices or as designated in advance by the employee's immediate supervisor. All overtime policies and procedures described in this Employee Handbook shall apply to this Telecommuting Policy, including, but not limited to, receiving advance approval by the employee's immediate supervisor for hours worked in excess of those specified per day and per work week, in accordance with applicable law.

Telecommuting employees are subject to the same Green Dot policies described in this Employee Handbook regarding the use of Green Dot property/equipment and services while working from a Green Dot location. Telecommuting employees must maintain appropriate care and security of any and all Green Dot property/equipment used while telecommuting.

Telecommuting employees will be covered by workers' compensation for all job-related injuries occurring while telecommuting during their defined work period. Green Dot is not responsible for maintaining a safe and ergonomic working environment, including the work area, bathroom, and other areas that may be necessary for working while telecommuting. Workers' compensation will not apply to non-job-related injuries that occur while telecommuting. Telecommuting employees also remain responsible for injuries to third parties and/or members of the employee's family on the employee's premises or otherwise. Green Dot will not be responsible for injuries to third parties or members of a telecommuting employee's family that occur on the employee's premises or otherwise. In the event of a job-related incident, accident, or injury during telecommuting hours, the employee shall report the incident to their immediate supervisor as soon as practicable, and follow established procedures to report and investigate workplace incidents, accidents, or injuries. The employee must allow inspections of the telecommuting workplace conducted by Green Dot or its agent if a job-related incident, accident, or injury has occurred.

Outside Employment:

Employees are permitted to work a second job as long as it does not interfere with their job performance with Green Dot. Employees with a second job are expected to work their assigned schedules at Green Dot. A second job will not be considered an excuse for poor job performance, absenteeism, tardiness, leaving early, refusal to travel, or refusal to work overtime or different hours.

If outside work activity causes or contributes to job-related problems, it must be discontinued, or the employee may be subject to disciplinary action, up to and including termination.

IV.H. Student Transportation Policy and Guidelines

Green Dot is committed to transporting students safely and recognizes that, in addition to general busing of students by Green Dot approved licensed bus drivers, situations arise that require student transportation by the authorized staff of Green Dot. Such situations include transportation of students for:

- Green Dot or school-sponsored field trips, excursions, or other extracurricular activities (e.g., athletic competitions); and
- Compelling circumstances (e.g., an emergency situation reasonably requiring action to help ensure student safety and/or health). Should compelling circumstances exist, an employee of Green Dot and/or its schools shall: (1) attempt to contact the student's parent or guardian for permission to transport a Green Dot student in their personal vehicle; and (2) receive permission from the school principal or designee to transport a Green Dot student in their personal vehicle.

Without preventative measures, the foregoing situations may expose Green Dot to potential legal liability. Unconventional transportation arrangements (e.g., staff driving students home after an extracurricular activity), or students being left on or near campus without transportation, elevate the risk of liability to Green Dot.

To help avoid such liability, employees of Green Dot shall not transport students in their personal vehicles unless, prior to driving students, the:

- Student's parent has completed the *Transportation Permission and Release of Liability Form* and returned it to the student's school of attendance; and
- The driver has completed the *Employee Driver Agreement*, which has been approved by the People Team . (The driver shall follow all instructions delineated in the *Employee Driver Agreement* to obtain permission to transport a Green Dot student and adhere to all terms contained therein.)

To determine quickly whether a student is permitted to be transported by a Green Dot employee, and whether a potential driver is authorized to transport a Green Dot student, the completed Transportation Permission and Release of Liability Form, and the *Employee Driver Agreement* shall be kept on file at the student's school of attendance and the employee's assigned school, respectively.

IV.I. Violence Prevention Policy

Green Dot is committed to providing a safe environment for its employees and students. Violent behavior, threats of violence, or physical intimidation will not be tolerated in Green Dot's workplace. Green Dot has numerous safety procedures in place, including sign-in procedures requiring visitors to sign in and out at the schools.

Green Dot recognizes that workplace violence is a growing concern at schools and offices across the country. Therefore, Green Dot is committed to providing a safe, violence-free workplace and school environment. In this regard, Green Dot strictly prohibits employees, students, volunteers, parents, consultants, customers, visitors, stakeholders, or anyone else on Green Dot premises or engaging in a Green Dot-related activity from behaving in a violent or threatening manner. Moreover, as part of this violence prevention policy, Green Dot seeks to prevent workplace violence before it begins and reserves the right to address behavior that suggests a propensity towards violence even prior to any violent behavior occurring.

Any employee who witnesses or is the recipient of violent behavior must promptly inform their supervisor, manager, Green Dot's People Team Department, or dial 911 in the event of an emergency. All threats will be

promptly investigated by Green Dot's People Team Department or designee and appropriate remedial action will be taken. No employee will be subject to retaliation, intimidation, or discipline as a result making a good-faith report pursuant to this Violence Prevention Policy. Depending on the circumstances, Green Dot may be obligated to report incidents to external agencies (e.g., law enforcement). Green Dot's policy is to comply fully with its reporting obligations in all cases.

Any individual engaging in violence against Green Dot's employees or its property may be prosecuted to the full extent of the law. Any such act or threatening behavior may result in disciplinary action, up to and including termination.

V. FINANCE AND ACCOUNTING POLICIES

V.A. Payroll

Green Dot's pay periods run from the 1st to the 15th of each month and the 16th to the end of each month. Paychecks are issued semi-monthly on the 10th and 25th of each month unless those days fall on a weekend or holiday, in which case checks will be distributed on the preceding business day. All employee payroll amounts are calculated based upon approved rates included in the employee's personnel file. Any changes to pay rates or benefits must be properly initiated and authorized using the designated process in Green Dot's Human Resources Information System ("HRIS", e.g., Workday).

If for any reason, an employee receives the incorrect amount of pay, Green Dot will handle each situation as follows:

- If an employee is materially underpaid (i.e., gross adjustment due is in the amount of $100 or more) due to erroneous processing by Payroll or due to submission of incorrect information by managers/administrators, then a manual check will be issued as soon as possible.
- If an employee is overpaid due to erroneous processing by Payroll or due to submission of incorrect information by the employee/managers/administrators, then a repayment arrangement will be negotiated with that employee to repay the overpayment to Green Dot. The employee will agree, in writing (e-mail is acceptable), that deductions from future pay checks meet with their approval. Repayments to Green Dot should be completed by the end of the fiscal year. An employee's refusal to comply with this policy may result in disciplinary action, up to and including termination. Any employee who believes that he/she has been paid incorrectly must notify the People Team immediately.

Direct Deposit

All Green Dot employees are encouraged to sign up for direct deposit and can do so on their own throughout their employment via Green Dot's HRIS, Workday.

Payroll Deductions

In compliance with applicable law, Green Dot will make only required or authorized deductions from employees' wages. The following deductions, if applicable, will be made from employees' gross wage payments:

- Deductions to pay the employee portion of local, state and federal taxes.
- Deductions required pursuant to a withholding order for support, an earnings assignment order, an earnings withholding order or other similar court order.

Deductions required pursuant to a wage garnishment order.
Other deductions authorized in writing by the employee, including, but not limited to deductions to cover

insurance premiums or payments for other employee benefits. Examples of acceptable forms of written employee authorizations are emails, employee approved authorizations through Workday, paper and fax, as well as other forms and methods.

All deductions will be itemized on employees' paycheck stubs. Employees with questions regarding any deductions taken from their paychecks should immediately contact Green Dot's Payroll Department .

Deduction rates and amounts are based on the most recent calendar year information from the United States Internal Revenue Service and the employee's state of employment.

Additional payroll deductions (e.g., retirement, benefits) may be withheld and deposited in a timely manner, if applicable.

Arrears

In the event an employee has a scheduled deduction, but does not receive a paycheck in an amount sufficient to cover the deduction, the deduction will accumulate. Such an accumulated balance, which shall be made available to review by the employee in Green Dot's HRIS, will be deducted from the employee's immediately following paycheck(s), in full, until the accumulated balance equals zero ($0.00). All normal deductions will also occur in addition to the deductions of the accumulated balance. Upon an employee's termination from employment with Green Dot, the full balance of the arrears will be deducted from their final paycheck and any shortfall will be paid by the employee to Green Dot. Additionally, deductions for health benefits that result in the employee earning less than minimum wage are allowable, as long as the employee has voluntarily elected such benefits.

Time Entry for Hourly Employees

Hourly employees will log their worked time, including meal periods taken, by using the check in and check out feature in Workday. Hourly employees will attest that the hours logged through the check in/check out process are accurate and complete by using the submission process in Workday.

Hourly employees should clock in each day based on when they actually start working and clock out for meals or at the end of the day when they actually stop working. Hourly employees should have clearly defined start, end, and meal times defined with their supervisor. Should an hourly employee arrive early but is not actually performing work, or stays late but is not actually performing work, they should not be clocked in.

Submission of time is due on the 15th and the last day of each month. If the 15th or the last day of the month is not a business day, time will be submitted the last day worked in the pay period . Supervisors will approve submitted time by the 1st and the 16th of each month. If the 1st or the 16th is not a business day, the approval is due the next business day. An hourly employee should inform their manager immediately if they missed a clock in or clock out time that needs to be updated in Workday so that hours worked are accurately reflected in Workday at all times and ready for submission at the end of the pay period. Repeated errors in time entry may result in disciplinary action, including and up to termination.

Request Time Off

Each employee is responsible for requesting their time off through Workday. Submitted time off is approved by the employee's supervisor. Supervisors are responsible for ensuring that all time off is entered in Workday. If

an employee does not enter their time off in Workday, the supervisor (or their designee for this process) may enter the employee's time off in Workday. Time off will be submitted and approved by the 1st and 16th of each month. Please refer to the "Sick Leave and Paid Time Off" policy in this handbook for more details. Failure to report absences in Workday may result in disciplinary action, up to and including termination.

Stipends and Bonuses

From time to time, a stipend may be offered to an employee for specific services rendered that fall outside their normal role and responsibilities. In addition, bonuses may be offered to recognize exemplary performance and/or provide incentives that are beneficial to the organization. Stipends and bonuses are subject to all state and federally required taxes and other deductions. Stipends and bonuses will be distributed on the 25th check and according to agreed upon payment schedules and distribution methods. Internal sports stipends are listed below:

December 25th Distribution		
Sport/Title	Amount	Location
Athletic Director	$750	High School
Band Director	$1,250	High School
Asst Band Director	$500	High School
Cheer	$750	High School
Cross Country	$700	High School
Football HC	$2,200	High School
Football Asst.	$1,250	High School
Football Asst.	$1,250	High School
Soccer	$1,250	High School
Volleyball	$1,250	High School
Volleyball Asst.	$700	High School
Athletic Director	$500	Middle School
Band Director	$750	Middle School
Cheer	$375	Middle School
Football HC	$1,250	Middle School
Football Asst.	$700	Middle School

Football Asst.	$700	Middle School
Soccer	$700	Middle School
Volleyball	$700	Middle School
Volleyball Asst.	$350	Middle School

March 25th Distribution		
Sport/Title	Amount	Location
M Basketball Head Coach	$2,500	High School
M Basketball Asst.	$1,250	High School
W Basketball Head Coach	$2,500	High School
W Basketball Asst	$1,250	High School
Cheer	$750	High School
M Basketball Head Coach	$1,250	Middle School
M Basketball Asst.	$500	Middle School
W Basketball Head Coach	$1,250	Middle School
W Basketball Asst	$500	Middle School
Cheer	$375	Middle School

May 25th Distribution		
Sport/Title	Amount	Location
Athletic Director	$750	High School
Band Director	$1,250	High School
Asst Band Director	$500	High School

Baseball	$1,250	High School
Baseball Asst.	$700	High School
Soccer	$1,250	High School
Softball	$1,250	High School
Softball Asst.	$700	High School
M. Track	$1,250	High School
W. Track	$1,250	High School
Track Asst.	$700	High School
Athletic Director	$500	Middle School
Band Director	$750	Middle School
Baseball	$700	Middle School
Baseball Asst.	$350	Middle School
Soccer	$700	Middle School
Softball	$700	Middle School
Softball Asst.	$350	Middle School
M. Track	$700	Middle School
W. Track	$700	Middle School

Period Coverage

In the event a teacher is asked to cover a class during their planning period for any reason, the time code 'period coverage' can be entered in Workday. Entry cannot exceed one class period daily. Individuals in advisory leadership roles should reasonably expect to cover or model teach advisory classes as part of the leadership duties. Individuals providing advisory coverage beyond two days in each week (Monday-Friday) are eligible for period coverage compensation for any days in excess.

Period coverage is available only for individuals in full-time regular teacher positions. Coverage time should be entered and submitted by pay period deadlines. Retroactive entry will not be applied.

<u>Stipends for Volunteers</u>

Stipends may also be offered to eligible volunteers. To determine eligibility, please contact the People Team to guarantee all appropriate processes are followed prior to any volunteer activities. To ensure volunteers receive

their stipend, the required paperwork must be submitted to the People Team. Subsequently, Accounts Payable will process the stipend and provide it to the volunteer.

Overtime

Generally, teachers and administrators are exempt. Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Non-exempt employees may be required to work beyond the regularly scheduled workday or work week as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. Green Dot provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal laws. All overtime work must be pre-approved by the employee's supervisor. If an employee works overtime without pre-approval, they will be compensated for that time in accordance with applicable law. However, they may be subject to discipline, up to and including termination.

For purposes of calculating hours worked and overtime pay, the Green Dot work week begins each Monday at 12:01 a.m. and ends on Sunday at midnight. The Green Dot workday begins at 12:01 a.m. and ends at midnight twenty-four (24) hours later.

For employees who qualify for overtime, all hours worked in excess forty (40) hours in one work week (Monday-Sunday) shall be treated as overtime and shall be paid at a rate of one and one-half times the employee's regular rate of pay. For overtime purposes, holiday pay and paid time off are not considered hours worked during the work week.

On a monthly basis, Payroll data encompassing regular time and overtime incurred in the period is provided to the appropriate Home Office Budget Director/Manager or Home Office department head. The data is reviewed for reasonableness and discussed with appropriate administrators and department heads as necessary.

Meal and Rest Periods

It is important to Green Dot that all employees take daily rest time away from their work areas. Green Dot offers fully functional break rooms at each work site to allow a place for employees to rest and eat during their breaks. If an hourly employee is required to attend professional development or other work-related function during a mealtime, that does not allow freedom to their own time, the employee should remain clocked in. If this is the case, supervisors should ensure they are still following the appropriate meal laws to provide the employee with any required meal breaks.

Any hourly employee will be provided an uninterrupted unpaid meal period of at least 30 minutes if they are scheduled to work six hours consecutively. They must clock out for the meal period. They will be permitted a reasonable opportunity to take this meal period, and they will be relieved of all duty. During their meal period, they are free to come and go and are free to leave the premises. They are expected to return to work promptly at the end of any meal period.

Recording Meal and Rest Periods

All non-exempt employees must clock out for any meal period and record the start and end of the meal period. Employees are not allowed to work "off the clock." Such employees must report all work time accurately on their time record. If, for any reason, an employee is not provided a meal period in accordance with this "Meal and Rest Periods" policy, or if any such employee is in any way discouraged or impeded from taking their meal or rest

periods or from taking the full amount of time allotted, the employee must immediately notify their supervisor, manager or Green Dot's People Team Department. Anytime that a meal period was missed that should have been provided (or any portion of a provided meal or rest period is worked), the employee must report to their immediate supervisor and document the reason for the missed meal or rest period or time worked. Refusal of an employee to take a meal period can result in disciplinary action, up to and including termination.

Lactation Accommodation

Green Dot accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid and must be documented by the employee for time-tracking/payroll purposes.

Green Dot will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Summer Savings –Transferring to a Non-Teaching Position

"Summer Savings" is a method by which teachers and counselors can receive 24 paychecks during a fiscal year by allowing Green Dot to withhold a portion of each paycheck during the 23 pay periods per fiscal year; the balance of which is paid to the teacher/counselor, in full, in July after the conclusion of the fiscal year in which the funds were withheld. Teachers who transfer to a non-teaching position (e.g., from a school to a Home Office) will receive a payout of any Summer Savings balance in their final paycheck before transferring to the new position.

V.B. Consultants and Independent Contractors

Independent contractors (as defined above in Section II. EMPLOYMENT CATEGORIES, CLASSIFICATIONS, AND REQUIREMENTS) and consultants are not entitled to any of the benefits that Green Dot provides its employees, including, but not limited to, medical and dental insurance, workers' compensation, disability insurance, leaves of absence, vacation, or sick leave. Consultants and independent contractors are responsible for providing disability, workers' compensation, or other insurance as well as licenses, credentials, and permits usual or necessary for performing the applicable services.

Under no circumstances shall Green Dot be considered or interpreted to be a consultant's or an independent contractor's employer, partner, agent, or principal for any purpose.

Prior to services being rendered, Green Dot's People Team Department must be contacted to develop a written engagement agreement. The use of consultants and independent contractors are closely monitored so as not to vary from the rules of applicable law. The drafting of all contracts for consultants and independent contractors should be based on the standard contract template jointly developed by Green Dot's People Team and Legal Departments. Any significant changes to the standard template should be reviewed by Green Dot's appropriate administrators and Legal Department before the execution of the contract to limit Green Dot's exposure to liability or legal action.

Additionally, independent contractors may be required to follow the criminal background checks and

tuberculosis testing requirements as outlined in this Handbook prior to completing the contracting process. Once cleared to begin work, independent contractors are required to submit written, detailed invoices for payments which are processed through the Green Dot's Accounts Payable Department.

Conflicts of Interest – Employee-Vendor Relationships

Green Dot adheres to its Conflict of Interest Code and Policy. Green Dot attempts to avoid preferential treatment in purchasing goods and services by separating employees' personal interests from the interests of Green Dot. Current Green Dot employees cannot sell goods or services as independent contractors to Green Dot. An employee-vendor relationship is any relationship between a Green Dot employee and a proposed vendor that might create a conflict of interest. An employee-vendor relationship exists when a family relationship exists between the person involved in the selection of the vendor and the proposed vendor. Examples of employee-vendor relationships include:

- A Green Dot employee acts as a vendor to sell goods or services to Green Dot.
- A Green Dot employee buys goods or services for Green Dot from a vendor who is a member of the employee's family.
- A Green Dot employee or member of their family owns or controls at least 10% of the business from which Green Dot purchases goods or services.

V.C. Acceptable Use of Public Funds

The term "public funds" is not limited to money, but includes anything of value belonging to an agency that accepts public funds such as equipment, supplies, compensated staff time, and use of telephones, computers, and fax machines and other equipment and resources.

Due to the receipt of public funds from various public sources, there is increased scrutiny over Green Dot's use of public funds. Green Dot adheres to applicable law regarding the use of public funds. Private funds commingled with public funds are considered public funds and must be spent in accordance with applicable law regarding allowable use of public funds.

Gifts of Public Funds

Using public funds for gifts of a personal nature is not allowed because they confer a tangible benefit to an individual. Except as explained below, gift certificates, flowers, and candy are most often viewed as personal as opposed to public in character and, therefore, should not be purchased with Green Dot funds. Gift certificates and gift cards are characterized as gifts of public funds and, therefore, are not allowed, except when purchasing gas cards for students designated as homeless under the McKinney-Vento Homeless Assistance Act (refer to "McKinney-Vento Program" below). However, gift certificates and gift cards originating directly from a donation from external vendors or individual contributors can be transferred by Green Dot administrators to employees for various organizational purposes. The employee is responsible for ensuring that the gift or benefit received is in accordance with the "Acceptance of Personal Gifts" section of this Handbook.

Staff appreciation meals are also considered a gift of public funds and, therefore, not allowed due to the fact that staff appreciation meals do not serve a direct and/or substantial public purpose. Note that meals served at professional development trainings are allowable. Employees must provide appropriate support or proof that a professional development session took place. Appropriate support includes, but is not limited to, an agenda, a brief description of the session and how the subject matter will help advance the Organization's mission, and list of participants.

Flowers may be used for awards ceremonies or as decorations for public events.

Additionally, Green Dot's funds shall not be used for donations to nonprofit organizations or students/families in need because they are considered a gift of public funds, no matter how worthy the cause. Green Dot's tax identification numbers allow donations to the schools to be tax deductible, but once the funds are received they are commingled with other monies received for a variety of purposes. Sending a portion of the funds to another nonprofit agency constitutes a gift of public funds.

In general, fundraising should be for the exclusive benefit of Green Dot schools or the Organization and not for other organizations. However, a group of students or employees may organize a fundraiser to support a charity as long as the event is clearly identified as raising funds for that charity. All donations not going to Green Dot should be in the form of checks made payable to the charity and should be picked up by, or delivered to, the charity so that funds are not deposited into the Green Dot account (note – such donations are also not eligible for a tax exemption letter provided by Green Dot as Green Dot is not the recipient.). Green Dot resources should not be utilized to support outside charities and funds cannot flow through Green Dot.

Prizes and Awards

Students: To recognize student achievement, prizes and awards may be issued. Prizes and awards are gifts of tangible personal property presented to students in recognition of outstanding achievement in academic performance or other performance-related activities that involve a skill rather than luck, and are part of the educational experience. The prize or award cannot be cash or a cash equivalent (e.g., gift cards).

Employees: Awards may be issued to recognize employee achievement. An employee achievement award is an item of tangible personal property that must be awarded as part of a meaningful presentation. The prize or award cannot be cash or a cash equivalent. The award should be of a *de minimis* nature with a value of less than $200 per employee and provided infrequently. On an annual basis, employee achievement awards may not exceed $400 per employee. The purpose and description of the prize/award must be provided during the purchasing and payment process. Since monetary prizes and awards are not allowed, gift cards may not be purchased.

To award employees for exceptional contribution, Green Dot must find that the employee did one (1) or more of the following:

- Proposed procedures or ideas that thereafter are adopted and effectuated, and that resulted in eliminating or reducing expenditures or improving operations.
- Performed special acts or special services in the public interest.
- By their superior accomplishments, made exceptional contributions to the efficiency, economy, or other improvement in the operations of Green Dot.

Life transition events such as birthdays, weddings, holidays and other similar circumstances can happen to anyone and cannot be considered superior accomplishments, or merit an award.

For more specific information, please review the Finance and Accounting Policies Manual.

Gas Card Purchases Under the McKinney-Vento Program

When a student qualifies as homeless under the McKinney-Vento Homeless Assistance Act, the local education agency ("LEA") is required to provide access to transportation to stay in a public school of origin or enroll in a neighborhood public school. The LEA may agree, determined on a case-by-case basis, to reimburse

transportation between school and current residence at the state mileage reimbursement rate in lieu of LEA-provided transportation and may provide a gas card as reimbursement. The following is the procedure for gas card reimbursement for Green Dot students, who have qualified under the McKinney-Vento Homeless Assistance Act:

- The parent or guardian of a homeless student must complete and submit to Green Dot's Homeless Student Liaison a McKinney Vento Request for Student Transportation Form (located in Green Dot's Connect page).
- A Mileage Reimbursement Request ("Request") form must be signed and completed by the parent or guardian, and submitted to Green Dot's Homeless Student Liaison. The Request expires at the end of the current school year or at withdrawal from school. The Request must be approved by the Director of Finance and Operations and Green Dot's Homeless Student Liaison (or equivalent position).
- If the request is approved, then each month the parent or guardian must complete and sign a Mileage and Attendance Monthly Form for verification and processing. The form must be sent to Green Dot's Homeless Student Liaison within thirty (30) days of the last day of the month being requested or sooner.
- Green Dot's Homeless Student Liaison shall reconcile the Mileage and Attendance Monthly Form against attendance in Green Dot's electronic student information database (e.g., PowerSchool) to verify the dates of attendance and make any necessary corrections to the request.
- Green Dot's Homeless Student Liaison shall submit the Mileage and Attendance Monthly Form to the School Operations Manager (or equivalent position) for processing. Where available, a "Fuel-Only" gas card is purchased in the nearest denomination needed for mileage reimbursement.
- Green Dot's Homeless Student Liaison shall maintain a log that includes the date the "Fuel Only" Gas Card was issued and who received the "Fuel Only" Gas Card.
- If the student relocates to housing within the bus boundary, the previous arrangement for Mileage Reimbursement will end and alternate transportation will be provided.

V.D. Purchasing

Purchasing refers to the process of acquiring goods and services best suited for the specific needs of Green Dot. By creating purchase orders in Workday, Green Dot can purchase items/services to support the needs of students, staff, and class instruction. Textbooks, technology equipment, and furniture must be purchased centrally by each region's Home Office to adhere to required specifications and maintain appropriate asset tagging.

For commonly purchased items, a list of approved vendors is available in Workday. Prior to purchasing an item, this list should be consulted to determine if an existing vendor offers the desired item.

New vendors will not be set up for products/services offered by existing approved vendors.

Signing Authority

Only specific employees are authorized to encumber financially and make representations on behalf of Green Dot. Those employees are responsible for making authorizations in accordance with policies applicable to the specific item being authorized. Please reference Green Dot's *Finance and Accounting Policies and Procedures* for additional details. Categories of financial encumbrances include:

- Purchase Orders/Invoices;
- Expense Reimbursements;
- Green Dot Credit Card Transactions;
- Service Contracts (requires legal and procurement review prior to execution);
- Loans (requires legal and finance department review prior to execution); and

- Lease Agreements (requires legal and finance department review prior to execution).

Other types of documents requiring a signature may indirectly encumber Green Dot financially and should be reviewed by Green Dot's Legal and Finance department if there is any uncertainty.

The limits in the chart below refer to amounts for each encumbrance For example, if a contract encumbers the organization over five (5) years for $12,000/year, the total amount is above $50,000, therefore requiring a signature from the Executive Director. The amounts listed below refer to total encumbrance and exclude sales tax.

Position	Limits:
Board of Directors	$500,000 and Above
Executive Director	Less than $500,000**
Chief Business Officer	Less than $50,000*
Principal	Less than $5,000

Requires a minimum of two (2) quotes or proposals obtained from qualified sources for goods and services greater than $10,000 and less than $50,000.

****Requires a minimum of three (3) quotes or proposals obtained from qualified sources for goods and services greater than $50,000 and less than $150,000; $150,000 and above requires comprehensive requests for proposals that include clear, accurate descriptions of goods and/or services solicited, proposals must be publicized, and a formal method for their evaluation and selection must be followed for more than $150,000.***

All grant applications and agreements must be signed by the Executive Director.

Employees who are not authorized to encumber and make representations on behalf of Green Dot who nevertheless do so may be subject to disciplinary action, up to and including termination.

Employment Contracts

All employment contracts can only be signed by the Executive Director.

Use of Credit Cards

This section is a brief summary of Green Dot's credit card policy. For the complete policy, please refer to the *Credit Card Reference Manual*, which can be downloaded from http://connect.greendot.org/accounts-payable).

Cardholder Agreement—all Green Dot credit card users must sign and date the *Cardholder Agreement*, which is located on page 3 of the *Credit Card Reference Manual*.

Credit cards will be issued only with the formal approval of the employee's manager and Green Dot's Controller, with proper justification. The issuance of a credit card and the justification thereof should be based on functional considerations of transactional frequency and how many schools and departments the employee serves. The cost/benefit to Green Dot must be fully reviewed to ensure that no other method of payment is appropriate. Credit cards that are issued will be assigned to a specific Green Dot employee and should be used only for business-related expenditures.

On an annual basis, the Card Program Administrator and the Green Dot Controller will review the list of cardholders to reevaluate the expense needs of the cardholder in the coming year. When the employee transfers to a different company or position, the cardholder will surrender their card.

To request for temporary credit limit increase, the request:

1. must be in writing, and must include proper justification;
2. must be approved by the cardholder's manager; and
3. will be effective for one month.

All Green Dot credit card charges must be supported by itemized receipts which detail the items purchased and reflect the amount of sale/use tax paid to the vendor. A list of attendees and a specific business purpose must also be included. If the expenditure is for professional development, an agenda will be provided.

On a monthly basis:

- Employees are required to reconcile their credit card statements to receipts and submit to their reviewer by the 8th of the month. A personal check for personal charges or missing receipts are due on the 13th of the month. Payment should be mailed to Green Dot's lockbox: Green Dot Public Schools National, P.O. Box 847148, Los Angeles, CA 90084-7148. The check can also be hand-delivered to the Assistant Controller for deposit if feasible.
- The reviewer will check that the charges are supported by itemized receipt, reimbursement for personal charges are paid, and report noncompliance to the supervisor by the 13th of the month.
- The supervisor must approve the credit card expense report by the 17th of the month. A complete reconciliation must include the month's statement and receipts for all transactions. Failure to provide completed reconciliation for a month will result in suspension of cardholder's credit privileges.

Cardholders with any infraction for any three (3) months within a consecutive twelve (12) months rolling period will be subject to loss of eligibility of their credit card for twelve (12) months. Twelve (12) months means today and the prior three hundred sixty-five (365) days. Cardholders may request to have their card reinstated twelve months after their last infraction and after completing thirty (30) minutes of credit card training from the Accounts Payable Department.

The cardholder shall avoid using their Green Dot credit card for personal purchases.

Improper use of a Green Dot issued credit card will result in disciplinary action, up to and including termination.

V.E. Donations and Fundraising

In keeping with Green Dot's tax-exempt status, Green Dot focuses on grant writing and fundraising for Green Dot and its schools. However, Green Dot encourages schools and employees to obtain additional monetary and non-monetary donations through individual grants, personal relationships, and fundraising events which will benefit the school and organization.

Employees should check with their supervisor or department head prior to soliciting any donations or setting up any fundraisers to ensure compliance with local, state, and federal laws as well as Green Dot internal policies. Prospective donations from large organizations or individuals should be coordinated with GDPSN's Development Department prior to pursuing the donation.

Monetary Donations

A myriad of laws and regulations governing donations to charitable organizations, as well as rules related to using funds only in strict accordance with the donor's wishes, require the following:

- Solicitations of donations including school-site fundraising must be explicit as to the purpose(s) for which the funds are being sought.
- Donations exceeding $25 must be acknowledged, in writing, and will be done so with GDPSN's Development Department.
- Under rare, applicable circumstances, separate restricted accounts will be required to ensure that donor funds are handled appropriately.
- All donor funds will be promptly recorded and then deposited into the applicable bank account.
- Employees responsible for monitoring donor funds will ensure that the funds are used strictly in accordance with the donor's understanding as to why the funds were raised and/or any specific written restrictions.
- Once a restriction has been fulfilled, any remaining funds will be returned to the donor(s), if required, or transferred to unrestricted funds for use in the support of Green Dot's mission.

If a potential donor wishes to make a financial gift to Green Dot, please check with your school principal/manager and/or direct the donor to GDPSN's Chief Development Officer. Donors should be reminded that to ensure their contributions are tax deductible, the appropriate Green Dot entity should be listed as the recipient of the funds rather than the individual school, if applicable. Green Dot will ensure that all donations earmarked for an individual school will be restricted to the specified use by the named school(s). Below are all entities (with each corresponding federal employer identification number ("FEIN") operating under Green Dot's control or using Green Dot's academic and professional models:

- Delta Properties, Inc. (FEIN: 82-0212806);
- Green Dot Public Schools California (FEIN: 95-4679811);
- Green Dot Public Schools National (FEIN: 46-5740783);
- Green Dot Public Schools Southeast Texas (FEIN: 85-3396360);
- Green Dot Public Schools Tennessee (FEIN: 47-0970499); and
- United Parents and Students (FEIN: 81-3413763)

All payments should be made payable to the applicable entity. If the donation is for a specific school, the school to receive credit for the funds should be noted elsewhere on the documents (e.g., the memo area of the check) to ensure the donation is earmarked for the individual school and will be restricted to the specified use by the named school(s).

Donation of Assets

Green Dot recognizes the value of donated goods that may be offered on a sporadic basis without charge to the organization. All donated goods must be related to an educational function and must be approved by the Principal or Green Dot department head of the school or department receiving the donated asset.

Acceptance of Goods:

- A description of the goods, including the value and contact information for the donor must be provided to Green Dot's Finance and Accounting Department upon acceptance.
- Technology equipment must meet the standards comparable to those already established by Green Dot. Please contact the Green Dot technology department prior to accepting any technology goods.
- Goods that will be attached to the building or grounds must be assessed by a member of the Green Dot Operations or equivalent of the entity prior to acceptance. These goods may create ongoing costs, therefore a thorough analysis of such costs should be completed prior to acceptance (i.e. installation, electricity, maintenance)
- Acceptance of goods shall be made without any reciprocating commitment by any employee on behalf of Green Dot
- Green Dot may request evidence of ownership of any goods prior to acceptance
- All goods donated shall be accepted solely for benefit of the students and not for any salary, benefit and/or stipend

Use of Goods: All donated goods shall be considered property of Green Dot. Employees who receive donated goods must leave those items with the school if they leave Green Dot, unless otherwise stated, in writing, by the donor. Such instructions must be provided at the time of donation.

Green Dot will not perform an appraisal and will not place any value for donated goods on behalf of the donor. The donor shall be responsible for obtaining his or her own appraisals for tax purposes along with any fees or other expenses as may be related to such appraisal.

Green Dot may decline an offer for goods if it is deemed not to be in the best interest of Green Dot to accept the donation. Examples may include, but are not limited to, the following:

- Technology or other goods that do not meet the Green Dot required minimum standards; An offer that would initiate an additional expense for service or ongoing maintenance
- An offer that would create unreasonable inequity in to a specific segment of the student population.

Any uncertainty as to whether a donated good falls within acceptable Green Dot policy should be directed toward either the Green Dot department head of the department receiving the donated asset, or the Green Dot F&A Department.

School Site Fundraising

Schools may fundraise in several different ways. Depending on the purpose of the fundraising, schools can choose the best method to raise funds to match the need. All school fundraisers must be approved by the Principal (or designee) prior to beginning the fundraiser. Furthermore, any fundraising occurring on a digital media platform (i.e. school-based webpages and social media pages, Go Fund Me, Donors Choose, etc.) will need to be communicated to GDPSN's Development Department.

One way to fundraise is by using Green Dot's tax-exempt status. In order to do this, all donor checks must be made payable to the Green Dot regional entity in which the school operates, or the fundraising campaign must be posted using Green Dot's crowdfunding platform or another crowdfunding platform with which Green Dot has registered. In order to fundraise using Green Dot's tax-exempt status, the fundraiser must meet the following criteria:

- Educational in nature;
- Open to all eligible students for which eligibility is determined through an objective and measurable test (e.g. "Students must have a 3.0 GPA to participate"); and
- Is not a gift to a specific individual who would privately benefit (e.g. fundraising to purchase school supplies for a particular student).

Some examples of fundraisers that cannot be held using Green Dot's tax-exempt status include:

- Gift certificates for individuals;
- Donations to charities (e.g. – you cannot fundraise to buy blankets that students will give out to the homeless); or
- Political or religious activities.

If there is any uncertainty about using Green Dot's tax-exempt status for a fundraiser, schools should contact GDPSN's Development Department. Schools planning fundraisers that involve raffles and/or auctions must contact Green Dot's F&A Department to ensure compliance with state and federal regulations. Fundraising proceeds will only be disbursed in accordance with Green Dot's standard practices and in accordance with the reason(s) for which the funds were raised.

If a school wishes to raise funds for purposes outside the realm of Green Dot's tax-exempt status, schools can choose to create personal campaigns through crowdfunding sites like GoFundMe with approval from the Principal (or designee). Although personal campaigns through a crowdfunding site can be a great way to raise funds, donors do not receive a tax exemption for their donation.

Regardless of which fundraising method a school chooses, all fundraisers must be approved by the Principal (or designee) and comply with state and federal regulations.

Raffles

Legal requirements must be followed when conducting raffles to avoid any appearance of gambling. Students shall not be barred from an event or activity because they did not participate in the raffle. Potential donors, including parents/guardians and community stakeholders, should not be unduly pressured to contribute to Green Dot or its schools. Staff is expected to emphasize the fact that donations are always voluntary.

Nonprofit organizations may conduct raffles to raise funds for beneficial or charitable purposes in the state subject to the rules outlined in Tennessee Code Annotated Section 3-17-101 et seq. An eligible organization must meet the following requirements:

- Must have IRS Tax Exempt Status as a 501(c)(3) or 501(c)(19) for a minimum of five (5) years
- Must have a physical presence in Tennessee for a minimum of five (5) years
- Must be registered with the Division of Charitable Solicitations

If any employee desires to organize a Green Dot sponsored raffle, please contact Green Dot's Finance and Accounting Department in advance for more information to comply with applicable laws.

V.F. Scholarships

Green Dot is proud to act as a conduit for donors who wish to make contributions to assist students by helping to defray the cost of either their secondary or post-secondary education. It is recognized that donors may specify the conditions under which such aid may be awarded. However, Green Dot retains the right not to accept any largess or make any award that in its opinion may be construed to be discriminatory in nature.

From time to time, Green Dot may offer an award of up to $250 to students to assist with the cost of post-secondary education. The qualifications for receiving these funds, the amount of the award(s) and the terms for selection of the final awardees will be made available to all Green Dot students. At the time of selection, awardees will be provided with a Green Dot pledge specifying the conditions and the amount of the award. However, the purpose of these awards is to promote continuing education and, as such, checks will not be made payable to an awardee. Awardees can request that funds be disbursed directly to a post-secondary school of his/her choice to be used solely to support his/her education under the condition that no refund of unused funds can be made directly to the awardee. As an alternative, awardees can elect to request reimbursement of education related expenses up to the amount of the award upon the presentation of adequate expenditure documentation.

Green Dot may not use public funds or resources or to establish scholarship programs that aim specifically to provide financial assistance for students who cannot qualify for college attendance financial aid from any Federal sources due to the student's undocumented status. To avoid the mingling of private donations for this specific purpose with the state and federal funding, the schools are encouraged to work with an outside agency that accepts donations for this purpose.

From time to time, Green Dot Public Schools National may provide scholarships at its sole discretion.

V.G. Acceptance of Personal Gifts

No employee may solicit or accept gifts of significant value, lavish entertainment or other benefits from students, parents, donors, vendors and other stakeholders. Special care must be taken to avoid even the impression of a conflict of interest. Employees are not allowed to accept any gift which would cause the cumulative amount of gifts from an individual source to exceed $250 during any calendar year, or applicable law, whichever is deemed lesser. If an employee is unsure if a gift will violate this policy, please consult the Controller.

The term "gift" does not include:

- Meals provided to Green Dot staff at an event at which an official speaks, participates in a seminar or similar activity or provides a similar service.
- Reimbursement of travel expenses and meals paid for by a local, state, federal or foreign government agency.
- Payment for travel expenses from a nonprofit organization of which Green Dot is a member.

V.H. Expense and Travel Reimbursement

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

Reimbursement request forms are to be completed and processed through Workday. The reimbursement requests require approval) by the assigned approver (department head, Principal, or direct supervisor).

Therefore, employees must receive approval from their school's Principal, immediate supervisor, or appropriate department head prior to incurring expenses.

In general:

- The General Services Administration ("GSA") reimbursement rates will be used unless terms of a grant, contract, or Green Dot's Employee Handbook require that a different rate, such as state-specific rates, be used.
- Expenses can be reimbursed up to forty-five (45) calendar days from the date of the transaction.
- Itemized receipts and/or proof of payment must accompany all expenses.

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

Employee requests for expense reimbursements will be approved by the employee's cost center manager Requests from the Chief Executive Officer and Executive Director will be approved by the financial officer of the company.

Mileage Reimbursement

A mileage log must be submitted for all mileage reimbursement requests and must indicate the points of travel, dates of travel, odometer readings and the miles eligible for reimbursement. Commuting miles from homes to the principal place of business are not reimbursable and must be subtracted from the reimbursement request. Principal place of business is defined by the CEO/ED of the Green Dot entity. For working from home employees, your home is not the principal place of business.

For example, I travel fifteen (15) miles to get to work on a normal day, but I am requesting reimbursement to visit school site A (5 miles) school site B (5 miles) and then to my assigned office (10 miles). Twenty (20) miles were traveled (5+5+10) but only 5 are eligible for reimbursement, since I normally travel 15 miles.

The reimbursable rate per mile is determined using the IRS' standard mileage reimbursement rate in effect when the request for reimbursement is submitted and processed. Note: gas, oil or other vehicle maintenance items and insurance related to personal car use for business travel is not reimbursable since this is included in the IRS/government mileage rate.

Employees must acquire and maintain the minimum applicable legal requirements related to driving (e.g., ensure the employee possesses a valid license, and has the minimum insurance coverage) when driving is part

of, or is incidental to, their job duties (e.g., traveling between school sites).

Meals and Entertainment

For tax reporting purposes, meal expenses are defined as the costs incurred for food and beverages in the conduct of business. Entertainment expenditures require pre-approval. Entertainment expenses include, but are not limited to, the cost of amusement or recreational facilities, attendance at the theater and sporting events.

Meals made necessary by travel are reimbursable. Every effort must be made to ensure that the cost of such meals is reasonable. For meals, GDPS has set a maximum daily reimbursement, including food, beverages, taxes and tips, of:

- $17 for breakfast
- $22 for lunch
- $38 for dinner

Tips considered reasonable and necessary are eligible for reimbursement. In addition, exceptions are made for meals with potential donors or funders, but should still be reasonable.

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

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

Travel

Non-exempt employees will be paid for travel time when asked to work at a location other than the employee's regularly scheduled location(s). These employees will be paid for time spent driving to-and-from their home to the new location, minus the time the employee regularly spends commuting and for bona fide meal breaks. When air, train or bus travel is required or an overnight stay, the employee will be reimbursed for time spent getting from one location to the next (i.e, time on the plane and time driving from the employee's home to the airport) but will not be reimbursed for time waiting at the airport, time spent for bona fide meal periods or time spent sleeping.

In the spirit of being a non-profit educational organization, employees are asked to spend prudently. Green Dot employs an online travel management system (Egencia) where all employees traveling on behalf of Green Dot can book air, hotel, and car rental travel and Green Dot is billed directly. Unless otherwise approved by your supervisor, employees should use the Egencia system.

Sales and Lodging Tax Exemptions

Some states and/or municipalities allow exemptions for not-for-profit organizations. Please check the

availability of the exemption for your destination(s). Green Dot will provide a copy of the applicable IRS determination letter so that the exemption can be claimed.

Hotels

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

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

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

When work commitments require Friday and Monday trips to the same city, the traveler is ordinarily expected to return home for the weekend. However, if such travel would be more costly or time-consuming than remaining at the distant location over the weekend, lodging and reasonable meal costs for the traveler would be reimbursable with the following restrictions:

- The travel must be pre-approved;
- Costs of entertainment such as gym use, movies, cocktails and cultural events are considered personal in nature and will not be reimbursed;
- Hotel laundry or valet charges are not reimbursable, unless for unexpected extended trips; and
- Items of clothing purchased when traveling are not reimbursable. This includes replacement of lost or stolen items, as well as clothing purchased as a result of an unexpected extended stay.

Air Travel

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

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

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

Flight changes which incur costs will only be paid for by Green Dot if they are business-related and reasonable.

Car Rentals

Car rentals should be used only when needed and alternate forms of road transportation (e.g., taxis, public transit and personal vehicles) are not more feasible or available. Green Dot has a corporate contract with National Car Rental and Enterprise and employees are to use this preferred vendor when possible.

Green Dot staff should rent "mid-size" models or lower. Upgrade charges are generally not reimbursable, though reasonable exceptions may be allowed if previously approved and adequately explained.

Loss Damage Waiver ("LDW") insurance and liability insurance is included in the corporate contract. In a rare situation in which a Green Dot employee is required to rent a car outside of the corporate contract, LDW should be accepted.

Rentals over a weekend or holiday period are generally not reimbursable, unless adequately explained and previously approved by a manager.

Every effort should be made to refuel using the most economical method, whether that be refueling at a gas station prior to returning the vehicle at the end of the rental period, instead of purchasing the refill directly from the car rental company.

Employee vehicles that are damaged or stolen on school site property will be reimbursed up to $250. The burden of proof for demonstrating that the damage occurred on School/work property shall rest on the employee.

Other Transportation

Reimbursement will be made for reasonable expenditures for transportation other than air, travel and car rentals. This category includes:

- Taxi fares between office/home and airport as well as between airport/hotel and final destination (e.g., conference) when traveling. Employees should verify whether the hotel or conference location has a free shuttle from the airport to the hotel/conference prior to travel since many such shuttles are available free of charge.
- Tolls and parking fees incurred when using a personal car for business travel (gasoline is not reimbursable, see mileage reimbursement policy).
- Tolls, gas and parking fees incurred during business travel while using a rental car.

Reimbursement guidelines are updated annually. All expense and travel reimbursement exceptions should be forwarded to the direct supervisor for review and approval prior to occurrence.

Advances

In specific circumstances in which a staff member has limited funds to pay Green Dot expenses, Green Dot may issue an advance. Every effort should be made to process as much of the projected out-of-pocket expenses through Green Dot's Accounts Payable Department as possible to minimize any required advance amount and if possible, eliminate the need for an advance altogether. For example, airfare and hotel can be paid for upfront by Green Dot check or corporate credit cards.

The employee must send an advance request via email to the department head that presents an estimate of costs which will be the basis for any advanced amount. Advances must be pre-approved by the department head or Principal, as appropriate. The advance request should be submitted to Green Dot's Accounts Payable Department as soon as possible to ensure that the employee receives the advance in enough time to purchase the goods or services. The advance will be issued, via a check, from Green Dot's Accounts Payable Department. The employee must follow all reimbursement guidelines as stated in this Expense and Travel Reimbursement Policy. The employee will need to submit an expense report with receipts within forty-five (45) days of the dates on the receipts, or the conclusion of travel whichever is later. Advances will only be granted when it is deemed absolutely necessary by Green Dot.

Non-Reimbursable Expenses

Green Dot must adhere to certain guidelines as set forth by the Tennessee Department of Education for the use of State and Federal funds. The following is an illustrative list which outlines the majority of non- reimbursable expenses including, but not limited to: personal expenses, alcohol, tobacco, mini-bar expenses, spouse or family member expenses, laundry or cleaning expenses (except for unexpected extended trips), traffic citations, pay-per-view movies in hotels, cultural events, monetary gifts or gift cards, and unreasonable or extravagant expenses.

Other non-reimbursable expenses include the fee for obtaining a background check and/or a TB clearance in order to secure employment with Green Dot.

V.I. Reporting of Theft and Other Criminal Activity

Employees must report any known alleged theft or other financially related criminal activity as soon as possible to their supervisor. All supervisors/managers must report any known alleged theft or other financially related criminal activity as soon as possible to Green Dot's CBO. As appropriate and determined by Green Dot's CFO, Controller, or CBO, an internal investigation may be conducted by Green Dot management and law enforcement may be notified.

VI. HEALTH AND RELATED BENEFITS

Green Dot provides all Green Dot regular and temporary, full-time employees with a benefits package that includes:

- Medical
- Dental
- Vision
- Basic Life and Voluntary Life
- Short and Long Term Disability
- Health Care Flexible Spending Account
- Dependent Care Flexible Spending Account
- Employee Assistance Program
- 401(k) Retirement Plan (if applicable)
- State Retirement Plans (if applicable)

For more details on Green Dot's benefits package, please visit Green Dot's benefits website at www.mygreendotbenefits.com.

VI.A. Health Benefits

All Green Dot regular and temporary full-time employees working a minimum of thirty (30) hours a week are eligible for benefits. For eligibility and timing, please visit our benefits website www.mygreendotbenefits.com. Employees may be eligible for health benefits if Green Dot determines that the employee worked at least 30 hours per week during a measurement period as defined in the applicable Affordable Care Act rules and regulations. Green Dot provides these benefits for employees, as well as their eligible dependents (e.g., spouses, domestic partners, and children). Upon enrollment of eligible dependents, Green Dot will require documentation to verify eligible dependents. A matrix of acceptable documentation can be found at www.mygreendotbenefits.com. When an employee first joins Green Dot, the employee is asked to select their benefits thru Workday from the available providers and plans. If an employee fails to select a plan within thirty (30) calendar days from their start date, the employee will be defaulted to "no coverage" for the medical, dental and vision plans.

Green Dot provides a monetary incentive if an employee opts out of medical benefits. This money is considered taxable income and is subject to all applicable taxes. Employees choosing to opt out of Green Dot's medical benefits must do so every year agreeing to a waive attestation form through Workday. Please visit Green Dot's benefits website at www.mygreendotbenefits.com for details.

Employees who have a spouse who also works for Green Dot will not be eligible for double insurance coverage, nor will they be eligible for the monetary incentive and must provide Green Dot with proof of marriage (e.g., marriage certificate).

For more information on Green Dot's most up-to-date benefits providers and plans, please visit the Green Dot Benefits Website at www.mygreendotbenefits.com orcontact Green Dot's People Team at tn.peopleteam@greendot.org.

Open Enrollment

Once a year, Green Dot holds an open enrollment period during which employees can change their benefit plans based on those available for the upcoming year. Open enrollment typically occurs annually in May and any changes made during open enrollment will take effect on July 1 of the same year. Employees are not allowed to make health benefit changes outside of this period unless certain qualifying life events have occurred (e.g., marriage, birth/adoption of a child, divorce, midyear loss or gain of other coverage). Under such circumstances, employees have thirty (30) calendar days from the date of the qualifying life event to submit their applicable changes to their benefit plan in Workday. If an employee fails to do so within thirty (30) calendar days of the event, the employee will have to wait until the next Open Enrollment period to make any changes to their benefit plans. For more information regarding benefit coverage and qualifying life events, contact Green Dot's People Team at tn.peopleteam@greendot.org.

COBRA Benefits

When coverage under Green Dot's medical, dental, vision, or EAPplans ends, employees or their dependents can continue coverage under such plans under COBRA. COBRA continuation coverage is generally available for up to eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and Green Dot's previous contribution plus an administrative charge.

Medical, dental, vision and EAP coverage for an employee, their spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their medical, dental, vision and EAP coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and their spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but their spouse has not yet reach age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Green Dot will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member is responsible for notifying Green Dot by initiating a qualifying life event in Workday within thirty (30) days of the event or, if necessary based on the situation, via email. Green Dot will then notify the employee or their dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or their spouse or child) become covered under another group health plan;
- Green Dot stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

For more information regarding COBRA, contact Green Dot's People Team at tn.peopleteam@greendot.org.

VI.B. Retirement

401(k) Retirement Plan

Green Dot provides active, regular employees twenty-one (21) years of age or older with at least one (1) calendar month of service an opportunity to participate in a comprehensive 401(k) plan. Eligible employees may contribute a portion of their pre-tax or post-tax income toward the Green Dot 401(k) plan up to the maximum allowable by law.

Employees that are required to participate in a state retirement plan where Green Dot contributes, are not eligible to participate. Employees eligible for Safe Harbor matching will receive an employer match contribution based on the employee's contribution after one (1) calendar year and 1,000 hours of service.

Temporary and seasonal employees do not qualify for the 401(k) retirement plan until they reach one (1) year of employment and 1,000 hours of service. These parameters will reset on their anniversary date.

For more information on Green Dot's 401(k) plan, including a potential employer match, please visit Green Dot's benefit's website (www.mygreendotbenefits.com).

State Retirement Plans

TCRS

All employees whose job requires certification/licensure (e.g., teaching, counseling, administration credentials) and are deemed eligible by the Tennessee Consolidated Retirement System ("TCRS") automatically participate in TCRS. For TCRS, "teachers" includes any employee working "as a teacher, librarian, principal, supervisor of teachers or any other position whereby the state requires the employee to be certificated as a teacher or licensed as nurse or physical therapist." T.C.A. 8-34-101. Any teacher who has taught in Tennessee public schools for a period of at least one (1) year who transfers to a position that does not require a teacher's certificate shall continue participation in the retirement plan as a teacher. Both the employee and Green Dot are required to contribute to TCRS in addition to social security deductions. Employee contributions are made on a tax-deferred basis. For more information on TCRS, such as vesting rules and retirement benefits calculations, please visit the TCRS website at http://www.treasury.tn.gov/tcrs.

VI.C. Holidays

All regular full-time active employees will be paid for the following holidays (date observed). Regular part-time employees will be paid the average daily hours they have worked during the previous full quarter (first day of each quarter is July 1, October 1, January 1, and April 1) or predicted average daily hours upon hire for each holiday. Temporary employees, seasonal employees, independent contractors, employees on leave, and inactive employees do not qualify for holiday pay. Green Dot reserves the right to conduct a quarterly audit of hours worked to ensure the accuracy of holiday hours to be paid. Any fluctuation that exceeds a 10% change will be notified in writing (email is acceptable) that the expected hours worked moving forward may be adjusted at a specific identified date. Employees will only receive holiday pay while in active, paid status. Specifically, an employee must either work or be on approved PTO/sick leave the day before or the day after a holiday. If an employee terminates service with Green Dot the day before or during a holiday, he/she will not be paid for that holiday. Specific Holidays for each year can be found on Green Dot Helpdesk.

Holiday	Date	Teachers & Counselors	10-month Employees	12-month Employees
Independence Day (Full-Year Employees Only)	Tuesday, July 4, 2023	N/A	N/A	1
Labor Day	Monday, September 4, 2023	1	1	1
Fall Break	Monday-Friday, October 9-13, 2023	5	5	5
Veteran's Day	Friday, November 10, 2023	1	1	1
Thanksgiving Break	Monday-Friday, November 20-24, 2023	5	5	5
Winter Holiday	Friday, December 22, 2023	1	1	1
Winter Break Week 1	Monday-Friday, December 25 -29, 2023	5	5	5
Winter Break Week 2	Monday-Friday, January 1-5, 2024	5	5	5
Martin Luther King Day	Monday, January 15, 2024	1	1	1
Spring Break (Teachers & Counselors Only)	Monday-Friday, March 11-15, 2024	5	N/A	N/A
Good Friday	Friday, March 29, 2024	1	1	1
Memorial Day (Full-Year Employees Only)	Monday, May 27, 2024	1	1	1
Juneteenth Day (Full-Year Employees Only)	Wednesday, June 19, 2024	N/A	N/A	1
Total Number of Holidays		31	26	28

Please refer to the chart above for paid/unpaid holidays. Additionally, the last day for school-site 10-month classified staff is May 29, 2024, unless otherwise noted.

Bus Driver Paid Holidays:
Labor Day - Monday, September 4, 2023
Veteran’s Day - Friday, November 10, 2023
Thanksgiving - Thursday & Friday, November 23-24, 2023
Winter Break - December 25-26 and January 1-2, 2024
Martin Luther King Jr. Day - Monday, January 15, 2024
Good Friday - Friday, March 29, 2024
Memorial Day - Monday, May 27, 2024

Floating Holidays

Subject to manager approval, salaried, exempt employees who are required to work on Green Dot recognized holidays and breaks may be eligible to take that time off on a different date within that fiscal year. Unused floating holiday time will not be paid out upon an employee's exit from the organization unless required by law.

Religious Observances

Green Dot supports providing reasonable accommodations for its employees' sincerely held religious beliefs. To that end, an employee may request time off for religious observances that are not listed in Green Dot's regular holiday schedule above. The employee shall make a written request for such leave to their immediate supervisor, which shall only be denied when an employee's absence from work would create an undue hardship on Green Dot's operations.

Since religious holidays are scheduled events, the employee must provide their supervisor with adequate advance notice when requesting leave under this policy. If approved, and should an employee not have sufficient available PTO/sick leave to cover the requested day(s) off, Green Dot shall grant the time off as unpaid.

VI.D. Attendance

Every job is essential to the efficient operation of the organization and employees are expected to be present, and arrive on time, every work day. If, for any reason, an employee is going to be late or absent from work, the employee must notify the appropriate individual(s) via the steps designated by their supervisor. If the employee's supervisor has not specifically designated the steps to take, the employee should call the supervisor directly and send an email. If that supervisor is not available, the employee should leave a message for them. Excessive absences and/or lateness are unacceptable and may lead to disciplinary action, up to and including termination.

Any employee who fails to report for work for three (3) consecutive work days without giving prior notice may be deemed to have voluntarily resigned from employment.

Where permitted under applicable state law, any employee who is absent due to illness or injury for three (3) consecutive work
days or longer shall submit a medical authorization supporting their absence and authorizing their return to work.

When substitute coverage is needed, absences should be requested in half or full-day increments. A full-day is defined as eight (8) hours.

An active employee must work the day before or the day after a holiday to receive compensation for said holiday or break. If an employee terminates service with Green Dot, the day before or during a holiday or break he/she will not receive compensation for that holiday or break.

VI.E. Sick Leave and Paid Time Off ("PTO")

Green Dot offers sick leave and/or PTO to all of its regular and temporary full-time and part-time active employees. Green Dot does not offer sick leave and/or PTO to seasonal, consultant, or independent contractor status unless required by applicable law. All PTO, or planned sick leave (e.g., scheduled surgery), must be requested through the employee's supervisor as far in advance as possible and submitted via Workday.

Non-exempt (typically hourly) regular employees who take PTO must account for the hours they are absent from work by applying accrued PTO. In the event a non-exempt employee takes time off that is not considered PTO, they will not be paid for that time.

Exempt (typically salaried) employees must report to their supervisor any days they are away from work during the normally scheduled workweek, so Green Dot can track PTO and sick leave usage (as applicable). Green Dot will not make deductions from an exempt employee's salary, except as otherwise expressly permitted by applicable law. Specifically, in any workweek in which an exempt employee performed any work, their salary will not be reduced for any of the following reasons:

- Partial day absences for personal reasons, sickness or disability.
- Absences for jury duty, attendance as a witness, or military leave in any workweek in which the employee has performed any work.
- Any other deductions prohibited by applicable law.

However, it is not an improper deduction to reduce an employee's accrued PTO for full or partial day absences for personal reasons, or if the employee has exhausted their sick leave. If you have any questions or concerns, or if you believe that an erroneous deduction has been made from your pay or your PTO balance, you should immediately report this information to your manager and the People Team. If it is determined that an improper deduction has been made, you will be promptly reimbursed.

PTO for Full-Time Regular Employees

PTO is time that is accrued and can be used for personal reasons including sick leave and vacation. PTO will begin to accrue on an employee's date of hire or rehire, and will continue to accrue each pay period the employee is employed. Accrued PTO is noted on each employee's pay stub. It is each employee's responsibility to monitor the amount of their accrued PTO. PTO cannot be used unless it has been earned. If an employee chooses to take time off without having enough time earned, the time taken will be unpaid, subject only to the restrictions regarding deductions from exempt employee pay noted above.

The maximum PTO that any employee may accrue at any time shall not exceed two hundred and forty (240) hours. It is not the responsibility of Green Dot to notify employees when they have reached the maximum. If an employee has reached this maximum, the employee will cease to accrue any additional PTO until some PTO is taken. Employees whose accrued PTO reaches the maximum hours are encouraged to make arrangements to use their PTO.

All PTO must be requested through the employee's supervisor as far in advance as possible. The supervisor will make the final determination regarding the PTO request depending on workload and scheduling needs. Management reserves the right to deny a PTO request based on business demands. Supervisors are responsible for ensuring adequate staffing levels and should attempt, when feasible, to resolve PTO scheduling conflicts.

Employees are responsible for reporting their PTO per the process identified by their supervisor. Failure to report PTO may result in disciplinary action, up to and including termination of employment.

When an employee changes from a position that accumulates PTO to a position that earns a different time-off benefit (e.g., sick time), or changing employment from Green Dot to another entity that owns, or is licensed to use, the "Green Dot" brand, their PTO will be paid out based on the employee's salary while in the position that accumulated PTO. This payout will occur at the time the employee transitions to the new position and shall not

exceed the maximum balance of two hundred and forty (240) hours.

PTO benefits will not be cashed out except when an employee separates from employment, or in a special circumstance approved on an individual basis by the Executive Director (or designee). Special circumstances can include financial hardship or an unforeseen emergency arising as a result of events beyond the control of the employee. Payment of PTO hours will not be allowed in excess of hours accrued, or the maximum as noted above.

Sick Leave for Full-Time Regular Employees

Sick leave is defined as time (in hours) that is given to eligible employees at the start of each fiscal year or accrued depending on the role.

Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners/designated person, grandparents, grandchildren, or siblings), or any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship, who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking. Paid sick leave is also available for bone marrow or organ donation by an employee or their family member, to provide care for a guide, signal or service dog of an employee of their family member, or if Green Dot or an employee's child care provider's business is closed due to a public health emergency.

Sick leave cannot be used as a means to supplement holiday and/or PTO. Sick leave can be accumulated without limit, and is not paid out upon separation from employment. Pay stubs shall display the total balance of an employee's accumulated sick leave hours. Requests for the use of sick leave for any purpose not outlined in this handbook may not receive manager approval and may be considered unpaid time off.

Employees who are eligible to participate in a state-sponsored pension with Green Dot shall be entitled to transfer sick leave accrued from previous employment in a school district, charter school or public school within the same state while participating in a state pension so long as the sick leave is verified appropriately by the prior employer. Please see Green Dot's Human Capital Department for the "Transfer of Accumulated Sick Leave" form.

An employee is required to call their supervisor as soon as the need to be absent is known, but in no event less than ninety (90) minutes (i.e., 1 ½ hours) prior to the start of the work day, unless in the case of an emergency, to permit the employee's supervisor to plan adequately for the absence.

PTO and Sick Leave for Part-Time and Temporary Employees

Regular part-time employees will receive a proportional amount of PTO and Sick Leave hours relative to the number of hours for a full-time employee in a comparable position. Regular part-time employees will receive PTO and/or Sick Leave hours based on the average daily hours they have worked during the previous full quarter (first day of each quarter is July 1, October 1, January 1, and April 1) or predicted average daily hours upon hire. Green Dot reserves the right to conduct a quarterly audit of hours worked to ensure the accuracy of accrued hours to be paid. Any fluctuation that exceeds a 10% change will be notified in writing (email is acceptable) that the expected hours worked moving forward may be adjusted at a specific identified date.

Temporary, Seasonal, and bus driver employees will accrue one hour of Sick Leave for every 30 hours worked.

PTO and Sick Leave Chart

All PTO and sick leave outlined below is provided per year for all full-time regular employees.

Tennessee PTO and Sick Leave Chart

Position Type	Tenure with Green Dot	PTO	Sick Leave
10-Month certificated employees, i.e. eligible for State pension (ex. Teachers and counselors)	N/A	N/A	10 Days
10 Month non-certificated, i.e. not eligible for the State pension (ex. CSOs and IAs)	N/A	10 days (3.33 hours per pay period)	
12 Month Certificated Employees, i.e. eligible for State pension (ex. Certificated Home Office staff and School Administrators)	0 months – 36 months	5 Days (1.67 hours per pay period)	10 Days
	36+ months – 72 months	10 Days (3.33 hours per pay period)	
	72+ months	15 Days (5.00 hours per pay period)	
12 Month Non-Certificated Employees, i.e. not eligible for State pension (ex. Non-certificated Home Office staff, Office Coordinators, and School Operations Managers)	0 months – 36 months	15 Days (5.00 hours per pay period)	N/A
	36+ months – 72 months	20 Days (6.67 hours per pay period)	
	72+ months	25 Days (8.33 hours per pay period)	
Bus Drivers	N/A	N/A	1 hour per 30 hours worked

If a classified school-based employee is required to participate in TCRS, their PTO/sick calendar may reflect the pension-eligible appropriate listing above.

Donation of Sick Leave

Sick leave is non-transferrable, and as such all at-will employees are prohibited from donating or requesting donation of sick leave from any other Green Dot employee.

VI.F. Time Off for Voting

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time, and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give their manager at least two (2) days' prior notice.

VI.G. Time Off for Jury Duty

An employee's manager and Green Dot's People Team Department should be promptly notified when an employee receives a summons for jury duty. Green Dot will continue a non-exempt employee's full salary and benefits for up to five (5) working days for jury duty. For exempt employees, Green Dot will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. It will be the responsibility of the employee, when possible, to request a call-in program for performing their jury duty and to submit the required information reflecting their jury duty service in Workday.

Any compensation, less any mileage expenses, received for serving as a juror shall be endorsed over to the school site or Home Office so that the employee's compensation for any days of absence for the above purposes shall not be in excess of nor less than, their regular pay, unless required by applicable law.

VI.H. Bereavement Leave

All employees may be granted up to three (3) days off from work at the regular base pay rate for bereavement of a member of their immediate family (spouse, domestic partner, child, stepchild, parent, stepparent, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother, sister, stepbrother, or stepsister) without deduction from other leave benefits. Subject to manager approval, an employee desiring additional time off to attend services may use accrued PTO or sick time.

Green Dot may require employees to submit a death certificate that justifies the use of any bereavement leave.

VI.I. School Appearance and Activities Leave

As required by law, Green Dot will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of Green Dot, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advance notice of the planned absence. The employee must use accrued but unused paid leave (e.g., PTO or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification to their supervisor or Green Dot's People Team Department of participation in an activity as soon as practicable. When requesting time

off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

VI.J. Emergency or Weather Shutdown

In the event of severe weather conditions, natural disasters or other emergencies, Green Dot may be closed. The decision to close Green Dot may be made by the Executive Director (or designee) of Green Dot. Employees should expect to be contacted directly to know Green Dot's decision for the particular day. Any compensation for employees throughout the duration of such closures will be subject to the decision of Green Dot's Executive Director or designee to the extent allowable under applicable law.

For exempt employees, no loss of pay will occur as a result of missed or truncated days for these reasons as long as they are on active duty at the time of the event (i.e., not on a leave of absence, taking PTO/sick day, etc.). Additionally, if exempt employees report to work and find that Green Dot is unexpectedly closed due to an emergency, no loss of pay will occur for that day.

Non-Exempt full-time employees may receive up to five (5) paid days during an emergency or weather shutdown each year, if applicable, and on active duty at the time of the event.

VII. LEAVES OF ABSENCE

It is Green Dot's policy to grant leaves of absence to all eligible employees on a non-discriminatory basis. A leave of absence ("LOA") will be granted for all legally mandated leaves including, but not limited to:

- Family/Medical Leave (FMLA)
- Pregnancy Disability Leave (TMPL)
- Military/Reserve Duty
- Emergency Services Leave

Personal unpaid leaves may also be granted. Please contact the People Team for information on available leaves.

For a comprehensive breakdown and steps of all available leave of absences, please refer to the People Team's Leaves of Absence Guidebook on Help Desk.

Unless specified in the individual policies outlined below, the following addresses various issues related to leaves of absence:

Request for Leave

Requests for a LOA should be provided thirty (30) days in advance, or as far in advance as practically possible. All leave requests must be submitted, in writing, to Green Dot's People Team using the Request for Leave of Absence .

Compensation

Compensation during a LOA is not provided by Green Dot unless required by applicable law. An employee may be eligible for wage replacement through Green Dot's Supplemental Disability Insurance Administrator and/or state programs. Employees may also elect to replace lost wages with accrued sick leave or PTO while on leave. Payout of any sick leave or PTO will be pro-rated and coordinated with disability payments and/or state provided payments so as not to exceed an employee's base rate of pay.

Employment Status

While an employee is on an approved LOA, the employee will be placed on inactive status. During inactive status, employees do not continue to accrue benefits based on hours worked including paid holidays, PTO, sick, and retirement benefits.

Health Benefits

Green Dot will continue an employee's health insurance policies while on an approved leave of absence in accordance with applicable law or up to 30 days while on a non-job protected leave of absence not to exceed the applicable law maximum. If an employee has exhausted a job protected leave of absence but qualifies for another job protected leave of absence within 30 days, Green Dot will continue benefits coverage. Employees on leave are responsible for paying their employee benefit contributions that they would otherwise have deducted from their paycheck. Please refer to the arrears policy in the payroll section of the employee handbook. After exhaustion of previously stated applicable leave of absence(s), Green Dot will initiate COBRA on the first day of the subsequent pay period (E.g. Either the 1st or the 16th). Green Dot will offer employees COBRA benefits at their own cost (full premium plus administrative fee) who no longer qualify for continued benefits coverage as stated above. Employees who waive medical benefits during this period will continue to receive a waiver benefit reimbursement to be paid upon return from a LOA. It is the employee's responsibility to make this request for reimbursement. This is not meant to be an exhaustive description of possible leave of absence scenarios. It is, however, meant to provide general guidance.

Green Dot reserves the right to evaluate benefit eligibility associated with an employee's leave of absence on a case-by-case basis.

VII.A. Family and Medical Leave

Family and medical leave shall be provided in accordance with federal and state laws.

The following policy demonstrates Green Dot's compliance with the Family and Medical Leave Act ("FMLA") which requires employers to grant twelve (12) unpaid work weeks of FMLA leave in a twelve (12) month period to eligible employees for certain medical and family-related reasons. Green Dot abides by any state regulated leave laws. The more generous of the two laws will apply to the employee if the employee is eligible under both federal and state laws. Green Dot has adopted the rolling calendar period for the purpose of calculating time off under FMLA. Using this method, time off under FMLA is measured backward twelve (12) months from the commencement of the applicable current leave of absence.

Employee Eligibility Criteria

To be eligible for FMLA leave, the employee must have been employed by Green Dot for at least twelve (12) months, must have worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave, and must work at a location where the employer has at least 50 employes within 75 miles of the employee's worksite.

Events That May Entitle an Employee to FMLA Leave

Twelve workweeks of leave in a twelve (12) month period for:

1. The birth of a child and to care for the newborn child within one year of birth;
2. The placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement;
3. To care for the employee's spouse, child, or parent who has a serious health condition;
4. A serious health condition that makes the employee unable to perform the essential functions of their job, including a serious health condition resulting from an on-the-job illness or injury;

Leave Designation. If an employee does not expressly request FMLA leave, Green Dot reserves the right to designate a qualifying absence as FMLA leave and will give notice of the FMLA designation to the employee. If an absence is a qualifying event under FMLA, the leave will run concurrent with short-term disability, long- term disability, workers' compensation, and/or any other leave where permitted by state and federal law.

Interaction with Accrued Paid Time Off. FMLA leave, and paid vacation or sick time will run concurrently as provided under Green Dot policy except where prohibited by state law.

Job Protection. An employee's job, or an equivalent job, is protected while the employee is on a legally recognized job protected leave of absence. Both federal and applicable state laws require that employees be returned to their positions or to another job of like pay and status at the end of FMLA or other job protected leave. Note: If an employee is unable to return to work after the expiration of federal or state job protected leave, an extension may be granted if the condition constitutes a disability under the Americans with Disabilities Act (ADA), state law or in certain workers' compensation cases.

Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he or she had when the leave commenced, if applicable.

For a comprehensive breakdown and steps of all available leave of absences, please refer to the People Team's Leave of Absence Guidebook on Help Desk.

Employment During FMLA Leave

An employee on FMLA leave may not accept employment with any other employer without Green Dot's written permission. An employee who accepts such employment will be deemed to have resigned from employment at Green Dot.

VII.B. Pregnancy and Parent Leave

Tennessee Maternity and Parental Leave

Tennessee Maternity and Parental Leave ("TMPL") shall be provided in accordance with federal and state laws. This policy explains how Green Dot will comply with the Tennessee Parental Leave Act (TCA 4-21—408), which requires Green Dot to give each eligible employee an unpaid leave of absence of up to four (4) months, as needed, for adoption, pregnancy, childbirth and nursing an infant. With regard to adoption, the four-month period will begin at the time the employee receives custody of the child. FMLA leaves runs concurrently with TMPL.

Employee Eligibility Criteria

Employees must have been employed by the same employer for at least twelve (12) consecutive months as full-time employees, as determined by the employer at the job site or location, to be eligible for TMPL.

Events That May Entitle an Employee to Parental Leave

Employees are eligible for TMPL for adoption, pregnancy, childbirth and nursing the infant, where applicable.

Duration of Parental Leave

TMPL may only be taken in one period that does not exceed four months. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five eight-hour days per week, four months means 88 working and/or paid eight hour days of leave entitlement based on an average of 22 working days per month for four months.

Seniority

An employee on TMPL remains an employee of Green Dot and a leave will not constitute a break in service. When an employee returns from TMPL, he or she will return with the same seniority he or she had when the leave commenced.

For a comprehensive breakdown and steps of all available leave of absences, please refer to the People Team's Leave of Absence Guidebook on Help Desk.

Employment during Parental Leave

The purpose of this section is to provide leave time to employees for adoption, pregnancy, childbirth and nursing the infant, where applicable; therefore, if Green Dot finds that the employee has utilized the period of leave to pursue actively other employment opportunities or if Green Dot finds that the employee has worked part time or full time for another employer during the period of leave, then Green Dot shall not be liable under this section for failure to reinstate the employee at the end of the leave.

VII.C. Military and Military Related Leaves

Green Dot shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, Green Dot shall continue the employee's health benefits. For service of more than thirty (30) days, the employee shall be permitted to continue their benefits at their expense through COBRA. Employees are entitled to use accrued paid time off as wage replacement during time served, provided such time accrued prior to the leave.

Except for employees serving in the National Guard, Green Dot will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. Exceptions to this policy will occur wherever necessary to comply with applicable laws. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling their covered service obligation under the USERRA shall be credited, upon their return to Green Dot, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Military Family Leave Entitlements

Green Dot supports the military obligations of all employees and grants leaves without pay for uniformed service in accordance with applicable federal and state laws. Any employee who needs time off for uniformed service should immediately notify the People Team department and their supervisor and provide a copy of the official orders or instructions. Additionally, the employee must submit a Request for Leave of Absence to the People Team, who will provide details regarding the leave. If an employee is unable to provide notice before leaving for uniformed service, a family member should notify the supervisor as soon as possible.

Upon return from military leave, employees will be granted the same seniority, pay, and benefits as if they had worked continuously. Failure to report for work within the prescribed time after completion of military service will be considered a voluntary termination.

All employees who enter military service may accumulate a total absence of five (5) years and still retain employment rights.

Tennessee National Guard Duty

Employees called to active state duty by the Governor, under the authority of Tennessee Code Ann. 58-1-108, to perform official duties in connection with the Tennessee National Guard activities are performing military service and engaged in the performance of duty in the service of the state as provided in Tennessee Code Ann. 8-33-109. Accordingly, such employees shall be entitled to leaves of absence without loss of pay, accrued leave time or other rights or benefits as provided in Tennessee Code Ann. 8-33-109.

VII.D. [Intentionally Left Blank]

VII.E. [Intentionally Left Blank]

VII.F. [Intentionally Left Blank]

VII.G. Emergency Services Leave

An employee may take unpaid time off to perform training or emergency duty as a volunteer firefighter, reserve peace officer, volunteer emergency rescue personnel or civil air patrol.

Employees may take up to ten (10) days of unpaid leave for civil air patrol duty each calendar year and up to fifteen (15) days of leave per calendar year for the purpose of engaging in fire or law enforcement training. However, civil air patrol leave for a single emergency mission cannot exceed three (3) days, unless the emergency is extended by the entity in charge of the operation and the extension of leave is approved by Green Dot. Please alert your supervisor that you may have to take time off for emergency duty. An employee must give advance notice, when possible, and no later than the end of the first day of leave when the need for leave is an emergency.

VII.H. Personal Leave

All regular employees may request a personal leave of absence without pay by submitting the Request for Leave of Absence and the Leave of Absence Guidelines as far in advance as possible. The request will be reviewed on a case-by-case basis by the People Team Department. The decision to approve or disapprove is based on the applicable law, circumstances, length of time requested, employee's job performance and attendance record, reasons for the leave, effect the employee's absence will have on the work in the department, and the expectation that the employee will return to work when the leave expires. Employees on unpaid leaves will be reinstated, if possible, upon return from such approved leaves. While Green Dot will make reasonable efforts to find a suitable available position, such position cannot be guaranteed. If a position becomes available, it may be different in terms of job duties and compensation from the position vacated at the start of the leave. Temporary and seasonal employees do not qualify for a personal leave.

If disabled (self), employees may apply for Short Term Disability and/or the applicable state benefits. In addition, employees have the choice of using existing PTO or sick leave for a leave under this policy. If no such leave is available, leave under this policy will be unpaid. During the time that an employee is on a personal leave of absence, the employee is not eligible to accrue PTO. Personal leaves of absence may not exceed 30 days, unless otherwise approved by Green Dot and allowable under applicable law. Employees on a personal leave of absence for one month or less will continue to be enrolled in eligible Green Dot health and welfare benefits plans subject to all employee contributions per Green Dot's arrears policy. Employees on an approved personal leave longer than one month will have the option to convert to COBRA at their own expense (full premium plus an administrative fee) or elect an insurance policy independent of Green Dot. Unemployment insurance benefits cannot be collected while on a personal leave of absence.

VII.I. . Short Term and Long Term Disability Plans

All full-time employees are eligible for up to two (2) tiers of disability coverage provided by Green Dot.

1. Green Dot's Short Term Disability Program – Green Dot's Short Term Disability plan provides coverage beginning the 8th day (7-day Elimination Period), subject to a state mandated waiting period, and continues through the 90th day of a disability with doctor certification. Through a combination of state disability insurance payments (where applicable) and Green Dot's insurance carrier's payments, the employee will receive 60% of pre-disability earnings to a maximum of $1,500 per week.
2. Green Dot's Long Term Disability Program – Green Dot's Long Term Disability plan provides coverage beginning on the 91st day of a disability with doctor certification. The employee will receive 60% of pre-disability earnings to a maximum of $10,000 per month. Coverage will continue for the length of the maximum benefit period as defined by Green Dot's insurance carrier.

Green Dot's People Team must be notified of the need for a leave of absence due to a medical condition. Before any payments will be made to the employee under this plan, a certificate of disability from their health care

provider certifying the disability must be provided to the disability insurance carrier. The employee may be required to provide periodic updates of their status, such as the expected date of, and intent to, return. During the leave, the employee may be asked for additional information certifying the need for the leave within the limits of applicable law. Prior to returning to work, the employee must provide Green Dot's People Team with a written release to return to work from the health care provider who is treating the employee.

This Disability Policy is not intended to supersede, change or modify an employee's eligibility for a protected leave of absence under applicable law, including FMLA. If approved, disability benefits run concurrently with any protected leave of absence under applicable law, including FMLA, and any applicable state pregnancy/parental leave laws.

VIII. OTHER EMPLOYMENT POLICIES AND PRACTICES

VIII.A. Safety and Emergency Preparedness

Green Dot is committed to providing a workplace for all employees that is safe, healthy and pleasant. In order to provide such an environment, employees should familiarize themselves with all of the following safety policies. Failure to follow any of the safety policies may result in discipline, up to and including termination of employment.

Workplace Security

It is critically important that employees follow security procedures established at each work location for the protection of all employees and stakeholders, and the facility and the assets contained in that facility. The following are a set of important security principles.

- Employees who are issued keys, access cards, and/or gate clickers ("Access Items") should maintain those items in a safe and secure place and should not allow others to borrow those items. If an item has been misplaced or stolen, employees must report those items missing to their immediate supervisor within twenty-four (24) hours and may be responsible for the cost of the replacement. When an employee leaves Green Dot, Access Items must be returned to their immediate supervisor within twenty-four (24) hours or as soon as practicable thereafter.
- Employees who are issued security codes to access facilities on off-hours must not share their code with anyone else.
- Any employee who believes they may be the last to leave the premises for the day should make sure all external entrances and windows are secured and properly locked.
- Employees who would like to have someone visit a Green Dot work location should follow the visitor procedures for that location. All locations should have procedures requiring visitors to sign in and out.
- Employees should secure any valuable items (e.g., computers, LCD projectors) at the end of each day in a locked desk, cabinet, or closet.
- Employees should contact their location's security or their supervisor immediately if they observe any suspicious activity, including, but not limited to unidentified visitors, persons loitering, or other potential security risks.
- Employees are discouraged from bringing any personal property onto a Green Dot facility, unless authorized pursuant to a duly executed agreement. Except as noted directly below, Green Dot is not responsible for any lost, damaged, or stolen personal property brought onto a Green Dot site. Green Dot is also not responsible for any damages resulting from any use of unauthorized personal property while on a Green Dot facility or within the scope of employment.
- On a case-by-case basis and as determined by Green Dot's Chief Business Officer or designee, Green Dot may provide reimbursement or partial reimbursement to an employee for personal property that

is stolen or damaged while at a worksite or work-related activity by means of no negligence by the employee. Such personal property must be reasonably foreseeable to be present with the employee on a worksite or work-related activity (e.g., personal cell phone, technology for classroom instruction authorized in advance by an immediate supervisor). Further, the employee shall bear the burden to show that the personal property was in working order prior to the theft or damage, and that the theft or damage occurred through no negligence of the employee.

- If an item of Green Dot property has been misplaced or stolen, employees must report such items to their immediate supervisor within one (1) business day of learning of the misplacement or theft, and the employee may be responsible for the cost of the replacement (see the Technology Policy for additional information).

Workplace Facilities

Respecting Green Dot facilities is important in creating a pleasant place to work. All employees are asked to do their fair share in keeping work areas, offices, bathrooms and common areas neat and attractive. Below is a set of important principles related to facilities:

- Employees consuming food or beverages in personal work areas or common areas should dispose of the related trash in a timely manner.
- Hazards, such as wet or slippery floors, leaks, plumbing problems, exposed wiring, or anything else that may promote an unsafe condition should be reported to the designated facilities liaison at the site or to the employee's immediate supervisor immediately.
- Employees should ensure paths of travel and doorways are clear from any blockage and no electrical or other cords are used in a manner in which they would create a tripping or other hazard.
- Employees should alert their immediate supervisor, school administration, or building maintenance immediately upon discovering any open or broken building entrances/exits, including, but not limited to, fences, doors, and windows.
- Employees whose job requires the use of hazardous materials and/or equipment may be required to complete annual training to ensure full knowledge of safety standards.
- Employees shall not alter any portion of a Green Dot facility, (e.g. painting of walls, doors), without appropriate approval by their immediate supervisor and Green Dot's Chief Business Officer or equivalent position.
- Employees shall not bring any personal furniture items, such as refrigerators, space heaters, couches, and other furniture or appliances, without prior approval by their immediate supervisor.

Bloodborne Pathogens

All Green Dot employees are required to complete the bloodborne pathogens training within 6 weeks of hire and annually within the first 6 weeks of the new school year.

Bloodborne pathogens are microorganisms (e.g., viruses) transmitted through blood, or other potentially infectious material (such as certain bodily fluids like vomit or feces, or tissues).

In the event of an injury resulting in the release of blood or other body fluids that could contain pathogens (e.g., HIV, HBV), the first step is to treat the injured party. Employees should familiarize themselves with their location's first response team for this matter.

Spilled blood or body fluids should not be cleaned up without the appropriate protective equipment and materials specifically designated for such fluids. In the case in which spilled body fluids need clean-up, this

procedure must be followed by all Green Dot employees, as follows:

1. Inform the Principal, Assistant Principal, or supervisor on duty. The informed supervisory individual should be aware of the individual(s) doing the actual clean-up and the purpose of the clean-up.

2. Clean up the spilled blood or body fluids, as follows:
   a) Put on protective gloves (latex, vinyl or other leak-proof material).
   b) Spread the absorbent material (use paper towels when possible) on the spilled blood or body fluids, or use the emergency materials located in the school's medical supply cabinet.
   c) Neutralize the potential pathogens with a 10% bleach-with-water solution or use the solution provided by the trained custodial staff. Cover the spill for fifteen (15) minutes.
   d) Place all potentially contaminated materials in a leak-proof plastic bag.
   e) Sweep/mop-up any additional neutralized/absorbed fluids and place in the leak-proof plastic bag.
   f) Clean sweep/mop materials with hot, soapy water.
   g) Remove gloves from inside-out and place in the bag.
   h) Secure the bag, place a biohazard sticker on it and discard it properly. i) Wash hands thoroughly in hot, soapy water.

3. After all activity is completed and checked by the supervisory individual, the supervisor should complete an incident report.

Failure to complete the training by the due date may result in being placed on an unpaid leave of absence.

Emergency Preparedness

Green Dot employees shall follow all applicable emergency preparedness plan(s) and each Green Dot location shall conduct safety drills as required by law. Employees shall familiarize themselves with the appropriate plans, including, but not limited to:

- Emergency Communication Codes;
- Evacuation routes and procedures;
- Lock down codes and procedures;
- Location of emergency supplies; and
- Locations of alarms and fire extinguishers, and procedures for using them if the need should arise

Infectious Disease Outbreak Policy

Green Dot will take proactive steps to protect all employees in the event of an infectious disease outbreak. It is the goal of Green Dot during any such time period to strive to operate effectively and ensure that all essential services are continuously provided and that employees are safe within the workplace.

Green Dot will ensure a clean workplace, including the regular cleaning of objects and areas that are frequently used. We ask all employees to cooperate in taking steps to reduce the transmission of infectious disease in the workplace. The best strategy remains frequent hand washing with warm, soapy water; covering your mouth whenever you sneeze or cough; and discarding used tissues in wastebaskets.

Unless otherwise notified, our normal attendance and leave policies will remain in place. Individuals who

believe they may face particular challenges reporting to work during an infectious disease outbreak should take steps to develop any necessary contingency plans and consult with your supervisor and/or the People Team.

All business travel during an infectious disease outbreak may be suspended.

Green Dot may temporarily suspend worksite attendance and utilize telecommuting as an alternative during an infectious disease outbreak. If attendance in the worksite is continued, it is critical that employees do not report to work while they are ill and/or experiencing symptoms such as fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills and fatigue. The Center for Disease Control and Prevention should be referenced for their health guidelines during an infectious disease outbreak. Employees who report to work ill will be sent home in accordance with these health guidelines.

If you are out sick or show symptoms of being ill, it may become necessary to request information from you and/or your healthcare provider. In general, we would request medical information to confirm your need to be absent, to show whether and how an absence relates to the infection, and to know that it is appropriate for you to return to work. As always, we expect and appreciate your cooperation if and when medical information is sought. Our policy is to treat any medical information as a confidential medical record. Any disclosure of medical information is in limited circumstances with supervisors, managers, first aid and safety personnel, and government officials as required by law.

In the event of an infectious disease outbreak, Green Dot may implement social distancing guidelines to minimize the spread of the disease among the staff. These guidelines may include:

- Avoid meeting people face-to-face. Employees are encouraged to use the telephone, online conferencing, e-mail or instant messaging to conduct business as much as possible, even when participants are in the same building.
- If a face-to-face meeting is unavoidable, minimize the meeting time, choose a large meeting room and sit at least one yard from each other if possible; avoid person-to-person contact such as shaking hands.
- Avoid any unnecessary travel and cancel or postpone nonessential meetings, gatherings, workshops and training sessions.
- Do not congregate in work rooms, pantries, copier rooms or other areas where people socialize.
- Bring lunch and eat at your desk or away from others (avoid lunchrooms and crowded restaurants).
- Encourage members and others to request information and orders via phone and email in order to minimize person-to-person contact. Have the orders, materials and information ready for fast pick-up or delivery.

Workers' Compensation

Workers' Compensation is designed to ensure that employees who are injured, become ill, or are disabled on the job are provided with needed medical care and wage-loss protection. Employees with a work-related injury must immediately notify (within twenty-four hours of the incident) their immediate supervisor and Green Dot's People Team Department.

Employees may not qualify to see their personal physician under Green Dot's Workers' Compensation insurance.

Employees should work with Green Dot's People Team Department to follow appropriate reporting processes and determine which doctors qualify prior to seeing a doctor. However, in case of an emergency, employees should call 911 or go to the nearest hospital emergency room for treatment.

Time off for the purpose of a work related injury or illness, including treatment, will be considered time off under the FMLA and any other applicable federal or state mandated leaves. While they engage in the Workers' Compensation process, in accordance with law and the guidelines provided by the People Team, employees may have the ability to use accrued sick leave or PTO.

Green Dot has a legal obligation to notify the insurance company of any concerns of false or fraudulent claims.

Refer to the Worker's Compensation Flow Chart for step by step instructions.

Driver Safety Rules

All employees driving during the course of conducting business on behalf of Green Dot shall adhere to the following Driver Safety Rules. Failure to adhere to these rules may be cause for discipline, up to and including termination of employment.

- Driving on company business while under the influence of intoxicants which could impair driving ability is forbidden.
- Cell phone use while driving should be kept to a minimum and in accordance with applicable law. Drivers need to be aware when cell phone use is creating a distraction from safe driving and adjust their usage accordingly, including pulling off the road to continue/finish the conversation if needed. Whenever possible, Drivers should complete calls while the vehicle is parked and/or use the phone in a "hands free" mode via a headset or speaker. While driving, attention to the road and safety should always take precedence over conducting business over the phone.
- No driver shall operate a vehicle when their ability to do so safely has been impaired by, including but not limited to illness, fatigue, injury, or prescription medication.
- All drivers and passengers operating or riding in a vehicle while on Green Dot business must wear seat belts, even if airbags are available.
- Head lights shall be used 2 hours before sunset and until 2 hours after sunrise, or during inclement weather or at any time when a distance of 500 feet ahead of the vehicle cannot be clearly seen.
- All Green Dot employee drivers shall maintain a current and valid license and proof of insurance. In the event of a change (suspension, insurance lapse, etc.), Green Dot employees must notify their supervisor and the People Team immediately.
- All State and Local laws must be obeyed.

VIII.B. Technology Policies

Acceptable Use Policy

Technology is an integral part of classroom instruction, school operations, and organizational efficiency. Green Dot aims to provide the tools and infrastructure for its employees to leverage technology efficiently and to provide the best service possible to Green Dot's stakeholders.

This acceptable use policy lays out Green Dot's guidelines for the following aspects of technology use:

- Use of Green Dot's Network
- Internet Safety, Content Filtering & Monitoring
- Organizational Data & Privacy

- Electronic Communication
- Social Media
- Mobile Phones
- Asset Management

For specific questions, contact Green Dot's technology helpdesk, NerdFone, at 323-565-1650 or nerdfone@greendot.org. A representative will work with Green Dot's Information Technology ("IT") Department or Information Systems ("IS") Department to provide an answer.

Use of Green Dot's Network

The Green Dot network is the backbone of connectivity in all regions. This includes WAN, LAN, wireless, Internet, VOIP, IP speakers/clocks, IP security cameras, and Green Dot's core applications, including PowerSchool, Tableau, and other hosted systems.

Use of Green Dot's network should be limited to professional activities only and take into account shared use of this network among all Green Dot regions. Green Dot reserves the right to monitor all communications and network usage for improper use. Examples of improper use include:

- Accessing other users' files or accounts, including email.
- Using Green Dot's applications & data systems to promote unethical practices or any activity prohibited by law.
- Transmitting material via Green Dot's applications & data systems that is threatening, obscene, disruptive or sexually explicit, or that could be construed as libel, slander, threats of bodily harm, or harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs.
- Downloading and/or using copyrighted material without the author's permission.
- Vandalism or hacking of any applications & data systems. This includes uploading, downloading, or creating computer viruses and/or any malicious attempt to harm or destroy district equipment or materials or the data of any other user.

Internet Safety, Content Filtering, & Monitoring

Green Dot provides content filtering on a region-by-region basis. Content, including SPAM mail, is filtered based on the following criteria:

- Content poses a risk to staff and student safety (e.g., Facebook, Twitter, Instagram, Snapchat).
- Content poses a risk to the integrity of all network and IT systems (e.g., file sharing, phishing).
- Content violates Children's Internet Protection Act (CIPA), which dictates that Internet access to minors must be filtered from content that is inappropriate, unauthorized, unlawful, and/or harmful.

In the event that a Green Dot employee wishes to have a specific website or application reviewed, he/she should follow the steps below:

- Document the URL (e.g., www.website.com), the type of content on the website, and why he/she needs access to that particular website.
- Present this request to their school site administrator (Principal or Assistant Principal) or immediate supervisor.
- Administrators/Supervisors will review the request and provide feedback. When complete, he/she

may submit to NerdFone.
- NerdFone will review the request with Green Dot's IT Department and determine the risk associated with the request and the effect of the request on other schools in the region.
- When complete, NerdFone will notify all participating parties of the decision. Appropriate changes will be instituted if changes are deemed applicable.

Organizational Data & Privacy

Green Dot takes seriously the task of ensuring the security of its data systems and applications. All Green Dot enterprise systems, including those hosted internally and externally, are encoded and inaccessible without Green Dot-provided access. Access can only be provided to Green Dot employees and, when applicable, third-party vendors providing services to Green Dot.

Employees and students should be aware that all content and communications over Green Dot-affiliated electronic networks, including email, phones, and data systems, are not private. Green Dot reserves the right to access employee and student accounts and information via multiple systems and methods including, but not limited to:

- Office 365 & Exchange (e-mail)
- Google Apps for Education & Google Drive
- PowerSchool
- Tableau
- Scholastic
- IO Assessment (formerly known as EADMS)
- Illuminate
- Whetstone
- Employee & student computers & devices
- Employee & student files

Employees who violate Green Dot's organizational data security guidelines will be subject to disciplinary action, revocation of the user account, and legal action as appropriate. Violations include:

- Sharing personal login information to Green Dot applications & data systems.
- Accessing other users' personal files or accounts, including email.
- Additional violations as stated in the *Use of Green Dot's Network* section.

Violations of these policies should be reported to Green Dot's IT Department immediately.

Password and Authentication Requirements

Multi-Factor Authentication (MFA)

Green Dot has implemented MFA for its employees to prevent unauthorized access to individual accounts, such as Green Dot's Microsoft 365 and Workday environments, as well as any VPN access to the Green Dot network. MFA is a security process that requires employees to provide two different authentication factors to verify their identity before accessing their Green Dot account. MFA adds a layer of security designed to mitigate damages associated with unauthorized use of Green Dot resources and as such is a vital component of Green Dot's overall risk management strategy. Therefore, all Green Dot employees are required to engage in one additional authentication step beyond the normal login process.

Green Dot employees are obligated to promptly report to NerdFone any instance where their login credentials may have been compromised. Any user's access to accounts will be disabled immediately if any suspicious activity with their account is observed. Service will remain disabled until the issue has been identified and resolved. Any Green Dot personnel found to have intentionally violated this policy or any part of Green Dot's technology policies will be subject to the loss of account privileges.

Password Use Rules

- Never send passwords through email or in other forms of electronic communication without encryption.
- Never write passwords down.
- Never share your passwords with others including IT or NerdFone.
- Never reveal your password over the telephone.
- Never hint at the format of your password.
- Never reveal or hint at your password on a form on the internet.

Password Protection

1. Never use your corporate or network password on an account over the internet which does not have a secure login where the web browser address starts with https:// rather than http://
2. Report any suspicion of your password being compromised to the information technology department or NerdFone.
3. If anyone asks for your password, refer them to NerdFone.
4. Don't use common acronyms as part of your password.
5. Don't use common words or reverse spelling of words in part of your password.
6. Don't use names of people or places as part of your password.
7. Don't use part of your login name in your password.
8. Don't use parts of numbers easily remembered such as phone numbers, social security numbers, or street addresses.
9. Don't use word or number patterns for parts of passwords like abcdefg, 123456, 654321, or zzyyxxww.
10. Change your passwords immediately from the default password initially assigned.
11. Be careful about letting someone see you type your password.
12. Do not use the same password for organizational accounts that you use for external accounts such as external email accounts, passwords for ISP accounts, and other internet web site accounts.
13. Be aware that passwords stored on handheld devices and computers unencrypted are very vulnerable and are easily compromised. Even passwords stored in a reversible encrypted format can be cracked.

Computer and O365 Password Requirements

The following password requirements will be set by the IT department:

1. Not contain the user's account name or parts of the user's full name that exceed two consecutive characters
2. Minimum Length - 14 characters
3. Minimum complexity - Passwords should use three of four of the following four types of characters:
    a. Lowercase
    b. Uppercase

c. Numbers (Base 10 digits, 0 through 9)
d. Special characters such as !@#$%

4. Passwords are case sensitive and the user name or login ID is not case sensitive.
5. Password history - Require a number of unique passwords before an old password may be reused. The password history is set to 3.
6. Maximum password age - 365 days
7. Account lockout threshold - 10 failed login attempts
8. Computer lock timer set to 30 minutes for school site employees, 15 minutes for Home Office employees. Computers should not be unattended with the user logged on and no password protected screen saver active. Users should be in the habit of leaving their computers locked (they can press the CTRL-ALT-DEL keys and select "Lock Computer").

Student Usernames and Passwords

Student usernames and passwords are set by the district's IT and IS staff. Student usernames are set to their first initial from their first name + first 13 letters of their last name *until* space/punctuation + student ID

Example for Jon Smith (student ID 12345) would be "jsmith12345" and Elver Sandoval-Bustamante (student ID 33257) would be esandoval33257.

Students can change their passwords independently for certain systems. For those that do not support self-service password resets, they should notify their teacher so the teacher can contact Green Dot's technology helpdesk, NerdFone, or the technology department to request a password change.

Electronic Communication

Green Dot may provide its employees with access to electronic communication accounts (e.g., e-mail, text messages). Green Dot will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are obscene, pornographic, harmful to minors, or otherwise inappropriate over Green Dot's network. Green Dot may monitor users' online activities and to access, review, copy, store, or delete any electronic communication or files, and disclose them to others as it deems necessary (consistent with FERPA, the Health Insurance Portability and Accountability Act of 1996, or other applicable law). Users have no reasonable expectation of privacy, during or outside of work hours, regarding their use of Green Dot technology, including, but not limited to, any electronic communication. System security features, including passwords and delete functions, do not neutralize Green Dot's ability to access data at any time. Employees must be aware that the possibility of such access always exists.

All Green Dot employees must use Green Dot electronic communication for ethical, professional communication purposes, adhering to the following:

- Access to, and use of, Green Dot electronic communication accounts is limited to conducting Green Dot business and educational activities.
- Personal electronic communication accounts should not be used for communicating with students and/or parents/guardians.
- The use of the Green Dot electronic communication accounts is permitted outside of work hours by exempt employees so long as such use is consistent with all Green Dot policies.
- Communication by electronic means must reflect professional standards at all times.
- When any e-mail correspondence with students, parents, and/or guardians has the potential to escalate, the e-mail communication should immediately be discontinued. The staff member should

contact the school administrator for next steps. (For additional information regarding e-mail communication with students, please refer to Section IV.C., "Professional Boundaries: Staff/Student Interaction Policy", of this Employee Handbook)

- Green Dot's email accounts may not be used for political or personal gain.
- Green Dot's email accounts may not be used for attempting or successfully sending anonymous messages.
- Green Dot staff members may not delete, modify, or forge other users' names, emails, files, or data.
- Employees should not use personal devices or email accounts for Green Dot-related communications. Such communications should only take place using Green Dot-issued devices and via the employee's Green Dot email account.

When any employee becomes aware of another employee having violated Green Dot's Code of Conduct by means of electronic communication, the following steps apply:

- If the observed behavior appears minor, he or she may speak to this employee or report the matter to an appropriate supervisor in a timely manner; or
- If the observed behavior appears significant, he or she must report the matter to an appropriate supervisor as soon as practicable.

A supervisor receiving the report shall keep the matter as confidential as possible under the circumstances. It is the duty of the supervisor receiving the report to ensure that the matter is investigated and resolved to the extent possible under the circumstances.

Social Media

Individual Use

Social media, including applications such as Facebook, Twitter, Instagram, and Snapchat, are not accessible while on the Green Dot network. Employees may request access from Green Dot's IT Department to specific applications based on their job description and responsibilities. Green Dot employees are encouraged to limit their use of these types of applications, including use on personal devices and connections, during work hours, except in cases specific to one's job responsibilities.

Green Dot employees should be mindful that all information posted to or uploaded to the Internet is ultimately accessible to users around the world. To avoid jeopardizing their professional effectiveness, employees are encouraged to familiarize themselves with the privacy policies, settings, and protections on any social media they choose to use. Employees should also be aware that information posted online, despite privacy protections, is often easily accessible and may be seen by students, parents, Green Dot administration, and other Green Dot stakeholders.

Educational Use

Green Dot recognizes that social media may have educational value to further Green Dot's mission and values, support student learning and staff professional development, and enhance communication with students, parents/guardians, staff, and community members.

Definitions

"Social media" means an online platform for collaboration, interaction, and active participation (e.g., sites for social networking, media sharing, blogs, microblogs, wikis, and virtual worlds).

“Social networks” are online spaces that allow users to create customized profiles and form connections with other users based on shared characteristics and interests (e.g., Instagram, Facebook, Twitter, LinkedIn).

“Media sharing” are online spaces that allow users to post and share videos, audio files, and/or photos, which may be searchable (e.g., Instagram, YouTube, Flickr, Picasa, Shutterfly).

“Blogs” are online logs or journals in which authors and users can post textual, audio, or video content (e.g., BlogSpot).

“Microblogs” are online spaces that allow users to post short blog entries (e.g., Twitter, Facebook, Foursquare). “Wikis” are online resources or documents edited collaboratively by a community of users with varying levels of editorial control by the website publisher (e.g., Wikipedia).

“Virtual worlds” are online or software-based platforms that allow users to create avatars (i.e., a graphical image that represents a person) to meet, socialize, and transact with other users.

Social Media Approval Process

Any Green Dot teacher, staff member, coach, or volunteer who seeks to establish social media for Green Dot-related purposes must submit a written request to the Director of Communications or designee for approval. The request must include:

1. The online tools the requestor desires to use;
2. The social media platform’s purpose;
3. How the platform will comply with this policy; and
4. The name of a proposed individual who will be responsible for monitoring the social media platforms content.
5. Access to management and oversight of the accounts in question

Approval of the proposed social media platform shall only be granted upon written confirmation from the Chief of Staff or designee, who must designate the individual responsible for monitoring the content posted to the social media account.

A social media account that is created by a parent-teacher organization, a booster club, or other Green Dot-connected organization, or a student's or an employee's personal site, is not considered to be a Green Dot-approved social media platform. Employees should not create social media accounts that use Green Dot’s (or school’s) brand, either in explicit or implicit reference (e.g., “GreenDotGroup”, “AnimoCounseling”, and GDPS-Pencils).

Guidelines

A Green Dot-approved social media platform shall be used only for its stated purpose(s) and in a manner consistent with this policy. A Green Dot-approved social media platform does not create a limited public forum or otherwise guarantee an individual's right to free speech.

All Green Dot-approved social media platforms shall be regularly monitored by Green Dot designees, Green Dot 's Information Technology Department, and Green Dot's Communications' Department. Examples of posts that may be removed include, but not limited to, posts that violate Green Dot's policy or content guidelines, posts that violate laws against discrimination or harassment, or posts that are unrelated to the purpose of the particular social media platform. To this end, users must be informed of the social media platform's purpose and the limited nature of any potential discussion.

Each Green Dot-approved social media platform shall prominently display:

- The purpose, along with a statement that users are expected to use the platform only for those intended purposes.
- A statement that the site is regularly monitored and that any inappropriate post will be promptly removed. Inappropriate posts include those that:
    - Are obscene, libelous, or so incite students to create a clear and present danger of the commission of unlawful acts on Green Dot premises, violation of Green Dot policy, or substantial disruption of Green Dot's operations.
    - Are not related to the stated purpose of the site, including, but not limited to, comments of a commercial nature, political activity, and comments that constitute discrimination or harassment.
- Protocols for users include, but are not limited to, having no expectation of privacy, and communicating in a respectful, courteous, and professional manner.
- A statement that users are personally responsible for the content of their posts and that Green Dot or its schools are not responsible for the content of external online platforms.
- A disclaimer that the views and comments expressed on the site are those of the users and do not necessarily reflect the views of Green Dot or its schools.
- A disclaimer that any user's reference to a specific commercial product or service does not imply endorsement or recommendation of that product or service by Green Dot or its schools.
- The individual(s) to contact regarding violation of Green Dot policies or guidelines regarding the use of Green Dot-approved social media platforms.

Green Dot staff and students who post inappropriate or prohibited content on Green Dot-approved social media platforms may be subject to cancellation of user privileges, and discipline in accordance with Green Dot policy.

Green Dot employees who participate in Green Dot-approved social media platforms shall adhere to all applicable Green Dot policies, including, but not limited to, professional standards related to interactions with students.

When appropriate, employees using Green Dot-approved social media platforms shall identify themselves by name and Green Dot title/position, and include a disclaimer stating that the views and opinions expressed in their post are theirs alone and do not necessarily represent those of Green Dot or its schools.

Note: Nothing in this policy is meant to, nor should it be interpreted to, in any way limit employee rights under

any applicable law to engage in protected concerted activities with other employees to improve terms and conditions of employment, such as wages and benefits.

Content as a Public Record

Information posted on Green Dot-approved social media platforms may be considered a public record pursuant to the Tennessee Open Records Act (T.C.A. § 10-7-501 et seq.).

Use of Copyrighted Materials

Users of Green Dot-approved social media platforms must comply with all applicable laws. In compliance with federal copyright laws, Green Dot and its staff and students may make fair use of materials for instructional purposes so long as they are not likely to deprive a publisher or an author of income. Users should give credit when due and not plagiarize materials. Hyperlinking to outside sources is recommended. When hyperlinking to other online resources, the user shall ensure that the linked content is consistent with this policy.

Photographs taken by professional photographers cannot be scanned or used online without the photographer's express written permission.

Privacy

Social media sites and/or any other online platforms shall not be used to transmit confidential information about students, staff, or Green Dot operations. Employees posting material to social media platforms should always abide by the terms of use of those platforms and note particularly that users under 13 years of age are typically not permitted.

Green Dot policy contained in each school's Student Policy Manual pertaining to the posting of photographs of students and the privacy of telephone numbers, home addresses, and e-mail addresses shall also apply to Green Dot-approved social media platforms.

Mobile Phones

Green Dot may provide mobile phones to a limited number of employees during the term of their employment at Green Dot. These phones are provided to allow employees to efficiently conduct business and to allow employees to be more accessible to parents, colleagues, and community members. Green Dot-issued mobile phones are not intended for personal use. Calls, texts, and use of data not related directly to Green Dot or school business are strictly prohibited.

Terms of Use:

- Each mobile phone is the property of Green Dot and is issued to Green Dot employees for work-related business only.
- Employees are responsible for reimbursing Green Dot for any charges related to any non-business calls above and beyond the employee's service plan.
- Green Dot reserves the right to issue, revoke, or modify usage of mobile phones for employees.
- Each employee issued a Green Dot mobile phone is responsible for the safekeeping of the phone during their term of employment. Green Dot employees are expected to treat and safeguard the phone like any other personal belonging.

- By accepting a mobile phone, an employee's phone records may be viewed by Green Dot staff, including, but not limited to Green Dot's IT Department, Green Dot school site administrators, and other office personnel.
- Green Dot will pay for all approved usage (including data services and text messaging) and applicable taxes and service charges, based on each employee's service plan.
    - Employees traveling internationally on approved trips on behalf of Green Dot must request international service at least one (1) week in advance of travel from NerdFone.
    - International trips not in direct service to Green Dot will not be reimbursed/financed by Green Dot. It is the responsibility of the traveling employee to organize appropriate coverage while they are out of the office.
- Employees are responsible for reimbursing Green Dot for damage and/or abuse of their mobile phone for an amount up to the full retail cost of the mobile phone.
- Examples of *acceptable* use of Green Dot issued mobile phones include:
    - Placing or accepting calls to/from parents, administrators, or other Green Dot employees:
    - Sending or receiving texts to/from other parents, administrators, or other Green Dot employees.
    - Using data plans to access Green Dot email or online resources related to Green Dot.
    - Accessing Green Dot voicemail.
- Examples of *unacceptable* use of Green Dot issued mobile phones include:
    - Calling or texting non-school or non-Green Dot employees.
    - Calling 976, 900 or other fee-based phone services.
    - Calling 411 or directory assistance services.
    - Charging or billing other services to your cell phone account.
    - Using the data plan to access content unrelated to Green Dot.
    - Using the data plan to access personal email unrelated to Green Dot.

Asset Management

The purpose of the asset management policy is to ensure that all assets are secure and properly secured, maintained, and used. Use of Green Dot technology is a privilege. This policy applies to all Green Dot employees and any other personnel granted access to Green Dot's technology assets.

Securing Assets

Green Dot employees should, at all times, be aware of the threat of theft and take all necessary steps to safeguard their assets. Employees who demonstrate negligence are responsible for reimbursing Green Dot for the loss or damage of any Green Dot asset put under their supervision for an amount up to the full retail cost of the asset. Types of negligence include:

- Leaving assets in one's vehicle overnight.
- Leaving assets unattended in a hotel room while traveling.
- Leaving assets unattended in a public space, including airports & restaurants.
- Leaving laptops or device carts unattended or unsecured.
- Not reporting stolen equipment to one's immediate supervisor, school site administrator, and/or Green Dot's IT Department.
- Repeated loss of assets, even if accidental.

When an Asset Goes Missing

When a Green Dot-issued asset goes missing, the employee should:

- Immediately contact their immediate supervisor or school site administrator.
- Immediately contact Green Dot's IT Department.
- If advised, file a police report at their school site or regional home office.
- Submit the police report within five days of the incident to Green Dot's IT Department.

Depending on the level of negligence, the employee may have their privileges revoked.

Damage & Abuse of Assets

Green Dot aims to sustain the life of its technology assets, including those used by staff & students, as long as possible. Green Dot employees are expected to treat and safeguard this technology like any other personal belonging. As technology is frequently transferred from one employee to another, employees should refrain from personalizing any technology (e.g., placing stickers on a laptop computer) so that technology can be repurposed as needed.

As noted previously, employees who demonstrate gross negligence are responsible for reimbursing Green Dot for an amount up to the full retail cost of the asset. Types of gross negligence include:

- Intentionally damaging Green Dot's assets.
- Allowing someone else to intentionally damage Green Dot's assets.
- Repeated damage to Green Dot's assets, even if accidental.

VIII.C. Employment of Relatives

Relatives of employees may be eligible for employment with Green Dot only if the individuals involved are qualified, do not work in a direct supervisory relationship, and are not in job positions in which a conflict of interest could arise. Relatives of Green Dot employees are subject to the same procedures and requirements as any other job applicant. Green Dot employees may not interview any relative seeking to join Green Dot, nor may that employee influence the decision to hire or not hire any relative who is a job applicant. Green Dot defines "relatives" as spouses, registered domestic partners, children, siblings, parents, in-laws, and step-relatives.

Workplace Relationships

Consensual relationships in the workplace are discouraged. Consensual relationships between supervisors and employees and between faculty or staff and parents or students are potentially exploitative and must be avoided. They raise serious concerns about the validity of the consent, conflicts of interest, and unfair treatment of others. Moreover, consensual relationships in the workplace can lead to problems with morale, decreased productivity and increased liability. Green Dot has a strong policy against sexual harassment and is concerned that consensual relationships might potentially violate the policy. Green Dot aims to prevent sexual harassment from occurring in the workplace. To help prevent sexual harassment, employees who enter into consensual relationships should notify administration regarding the relationship, as well as review the sexual harassment policy. Moreover, employees are expected to abide by the sexual harassment policy, behave professionally at work, and not let the relationship affect their work or the workplace.

Employees involved in consensual relationships in Green Dot's workplace are prohibited from evaluating the

work performance of others with whom they have a relationship, or from making hiring, salary, or similar decisions which may impact such persons.

Violations of this policy may result in disciplinary action, up to and including termination.

The following guidelines have been developed to provide Green Dot employees with some examples of how consensual relationships in the workplace will be treated:

- Employees who allow personal relationships with co-workers to affect the working environment may be subject to disciplinary action, which may include counseling for minor problems. Failure to change behaviors and maintain expected work responsibilities is viewed as a serious disciplinary matter.
- During non-working time, such as lunches, breaks and before and after work periods, employees are not prohibited from having appropriate personal conversations in non-work areas as long as their conversations and behaviors could in no way be perceived as offensive or uncomfortable to a person.
- Supervisors, managers, executives or anyone else in sensitive or influential positions must disclose the existence of any relationship with another co-worker that has progressed beyond a platonic friendship. Disclosure may be made to the immediate supervisor or Green Dot's People Team Department. This disclosure will enable the organization to determine whether any conflict of interest exists because of the relative positions of the individuals involved.
- Where problems or potential risks are identified the organization will work with the parties involved to consider options for resolving the conflict. The initial solution will be to make sure that the parties involved no longer work together on matters where one is able to influence the other or take action for the other. Matters such as hiring, firing, promotions, performance management, compensation decisions, financial transactions, etc. are examples of situations that may require reallocation of duties to avoid any actual or perceived reward or disadvantage.
- In some cases more extreme measures may be necessary such as transfer to other school sites, positions or departments. Refusal of reasonable alternative positions, if available, will be deemed a voluntary resignation.

- Continued failure to work with the organization to resolve such a situation in a mutually agreeable manner may be ultimately deemed insubordination; and therefore, serve as a basis for immediate release.
- The provisions of this policy apply regardless of the sexual orientations of the parties involved.
- Where doubts exist as to the specific meaning of the terms used above, employees should make judgments on the basis of the overall spirit and intent of this policy.
- Any employee who feels they have been disadvantaged as a result of this policy, or who believes this policy is not being adhered to, should make their feelings known to Green Dot's People Team Department.

VIII.D. Personnel References and Recommendations

Green Dot employees may receive requests to provide letters of recommendation, verbal references, and/or verifications of employment ("VOE") from outside organizations, or current/former colleagues. This Personnel References and Recommendations policy is intended to protect Green Dot and the individual author from liability.

***Letters of Recommendation*:** A letter of recommendation may be placed on Green Dot letterhead or made on Green Dot's behalf only if written by a Green Dot Assistant Principal, Principal, Executive Director (or designee), or an immediate supervisor of the requesting individual. Any such letter of recommendation may only be

written by a Green Dot employee familiar with the requesting individual's work performance and, if applicable, separation from employment with Green Dot. The letter of recommendation must be written honestly and statements regarding the individual's work performance must be supported by demonstrable evidence. Statements regarding an individual's character or other personal traits cannot be exaggerated or misleading. Letters of recommendation that do not meet the guidelines in this policy may not be placed on Green Dot letterhead, or associated, or given the appearance of being associated with Green Dot in any manner.

Employees are not required to write letters of recommendation when requested. If a recommendation letter will not be written, the requesting individual should be informed in a timely manner.

***Verbal References*:** Responses to requests for verbal references (e.g., phone call) from outside organizations or current/former colleagues, such responses shall only be provided by a Green Dot Assistant Principal, Principal, Executive Director (or designee), or an immediate supervisor of the requesting individual. The person providing the response must be familiar with the requesting individual's work performance and, if applicable, separation from employment with Green Dot. Any such responses must be provided honestly and statements regarding the individual's work performance must be supported by demonstrable evidence. Statements regarding an individual's character or other personal traits cannot be exaggerated or misleading.

Employees are not required to provide responses to requests for verbal references when requested.

Verifications of Employment: Green Dot's People Team Department handles all requests for VOE. If an employee receives a request to provide a VOE, the employee should contact Green Dot's People Team Department without unnecessary delay (tn.peopleteam@greendot.org). Green Dot's People Team can verify current employment and provide an employee's position and start date over the phone. Requests for verification of salary should be directed to Green Dot's Payroll Department at payroll1@greendot.org.

VIII.E. Employee Records

The information in a Green Dot employee's personnel file is maintained as both a convenient resource for the collection of employee information and to comply with applicable law. An employee's personnel file is always confidential, unless otherwise required by law, and must be kept current.

An employee may request a copy of their personnel file from Green Dot's People Team with a minimum of 72 hours advance notice.

Each employee must update their information via Workday, and provide Green Dot's People Team Department with supporting legal documentation (as applicable), when any of the following takes place:

- Name change because of marriage, divorce or legal name change.
- New address and/or telephone number.
- Change of name of person to contact in the event of an emergency.
- Change in number of dependents because of marriage, divorce, birth or adoption.
- Change of beneficiary.

All requests for personnel record information are to be directed to and handled by the Green Dot People Team Department. To avoid delays, especially in medical emergencies, it is important that the emergency contact information be kept current.

Green Dot will take appropriate steps to keep employee personnel records confidential. There are certain times, however, when information may be given to persons outside of Green Dot, including, but not limited to:

- In response to a subpoena, court order, or an order of an administrative agency;
- In a lawsuit, grievance, or arbitration; or
- When required by law.

VIII.F. Employment Changes

Green Dot is a unique and special place to work, and one in which many employees may choose to establish their careers. For a variety of professional and personal reasons, employees may make a transition, either within the organization or elsewhere. Green Dot strives to make all transitions as positive as possible.

Types of Employment Changes

Transfers (Site/Location changes): Any employee interested in transferring to another location within their Green Dot Region should contact their immediate supervisor to learn of available opportunities prior to contacting the desired location. A supervisor will inform the employee of next steps.

Promotions: Green Dot is committed to supporting career development for its team members, and thus actively promotes team members within the organization. Green Dot employees are encouraged to apply for open positions and will be evaluated based on their qualifications and consistent with Green Dot's Equal Employment Opportunity Policy.

Separation from Employment

Separation from employment with Green Dot can occur for several different reasons.

Resignations: Although Green Dot hopes all employment with the organization will be a mutually rewarding experience, Green Dot understands that varying circumstances cause employees to voluntarily resign from employment. Resigning employees are encouraged to provide two (2) weeks' notice, preferably in writing, to facilitate a smooth transition out of the organization. Green Dot reserves the right to decline or modify an end date as appropriate. Green Dot may deem the individual to be ineligible for rehire depending on the circumstances regarding the notice given. The final paycheck(s) will be delivered within twenty-one (21) days of the last day worked.

Employees who resign will not be allowed to use PTO or Sick Leave hours to extend their employment.

Terminations: All at-will employees may be terminated at any time, with or without cause or advance notice. Without impairing the at-will nature of employment, Green Dot may release an at-will employee for various reasons that may include poor performance, misconduct, or other violations of Green Dot's rules of conduct. Notwithstanding these lists of rules, Green Dot reserves the right to discharge or demote any at-will employee at any time, with or without cause, or advance notice. The final paycheck(s) will be delivered within twenty-one (21) days of the last day worked.

In the event of an involuntary termination due to a reduction in force/downsizing, change in the organization direction, job elimination or termination for performance, Green Dot may provide severance to the affected employees. This does not apply to terminations for cause, refusal to be reassigned, or refusal to be relocated.

Certificated staff members who are terminated for credential compliance issues cannot be rehired (internally

or outsourced) as long-term substitutes or part-time teachers unless they have a valid ESSA compliant credential.

Job Abandonment: Employees who fail to report to work or contact their supervisor for three (3) consecutive workdays may be considered to have abandoned the job without notice, effective at the end of their normal shift on the third day. The supervisor will notify the People Team Department at the expiration of the third workday and initiate the paperwork to terminate the employee. Employees who are separated due to job abandonment are ineligible for rehire.

Retirement: Employees who wish to retire are required to notify their supervisor and the People Team Department in writing at least one (1) month before the planned retirement date.

Leaving Green Dot

Separating employees must return all Green Dot property at the time of separation, including cell phones, keys, PCs, security badges, and identification cards. Upon the last day of employment, all account access will be terminated and digital files (including but not limited to emails and files stored in Google Drive) will no longer be accessible by the former employee. Separating employees are prohibited from maintaining student files and/or information.

The separating employee's manager should contact Green Dot's People Team Department as soon as notice is given to coordinate the exit process.

Accrued PTO time (if applicable) will be paid in the final paycheck and benefits (life, medical, dental and vision) end on the last day of the month. Upon separation, any PTO balance paid to a federally-funded employee above the amount of leave earned in the current project shall not be paid from federal funds. An employee, unless dismissed for gross misconduct, has the option to convert to individual life insurance, and/or to continue Medical/Dental/Vision Benefits in accordance with COBRA. Information about COBRA continued health coverage is provided during the exit process and can be pro-actively requested by contacting the People Team.
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EMPLOYEE ACKNOWLEDGMENT OF RECEIPT AND UNDERSTANDING

I have received my copy of Green Dot Public Schools Tennessee's 2023-2024 Employee Handbook. I understand and agree that it is my responsibility to read and familiarize myself with the policies, rules and procedures contained in the most current version of Green Dot's Employee Handbook. If I have any questions about any section of Green Dot's Employee Handbook, I understand that I am expected and encouraged to seek clarification from the People Team Department.

I understand that the statements contained in this Employee Handbook are not intended to create any contractual or legal obligation on the part of Green Dot Public Schools.

In addition, I understand that this Employee Handbook summarizes Green Dot's policies and practices in effect on the date of publication. I understand that nothing contained in the Employee Handbook may be construed as creating a promise of future benefits or a binding contract with Green Dot for benefits or for any other purpose. I also understand that these policies and procedures are continually evaluated and may be amended, modified or terminated at any time.

I HAVE READ AND UNDERSTAND THE ABOVE STATEMENT, AGREE TO READ THE GREEN DOT EMPLOYEE HANDBOOK, AND TO FOLLOW THE ORGANIZATION'S POLICIES AND PROCEDURES.

Acknowledgement of the Employee Handbook is done upon hire and annually each year through Green Dot's HRIS system, Workday.

AGREEMENT TO PROVIDE FOOD SERVICE

Between Shelby County Schools Nutrition Services and Green Dot Public Schools Tennessee

Food Service Vendor: Shelby County Schools Nutrition Services

School Operator: Green Dot Public Schools Tennessee	
School Receiving Services: Bluff City High School	Vendor Number:

This agreement, executed in duplicate, entered into on July 1,2020 between food service sponsor, Shelby County School Nutrition Services., hereinafter referred to as SCS Nutrition and the receiving sponsor, Green Dot Public Schools Tennessee, hereinafter referred to as GDPST or the name of the school which services will be provider, Bluff City High School, is created for the purpose of providing:

- Lunches under the National School Lunch Program
- Breakfast under the School Breakfast Program
- Snacks under the SCS AT Risk Program

It is hereby agreed that:

1. **SCS Nutrition** will provide meals to **BLUFF CITY HIGH SCHOOL** that comply with the nutrition standards established by the United States Department of Agriculture (USDA) for the Nutrient Standard Menu Planning option. **SCS Nutrition** will be responsible for claiming reimbursement as necessary for all meals served to children in **BLUFF CITY HIGH SCHOOL.**

2. **SCS Nutrition** will conduct the free reduced- priced application process, including the distribution, review, approval, and verification of applications for **BLUFF CITY HIGH SCHOOL.** All applications and eligibility requirements will be handled by **SCS Nutrition.**

3. **SCS Nutrition** will maintain all necessary records on nutritional components and quantities of the lunches delivered to the **BLUFF CITY HIGH SCHOOL** and make said records available for inspection by State and Federal authorities upon request**.**

4. **SCS Nutrition** will provide the necessary utensils and napkins in sufficient quantity for the number of meals provided.

5. **SCS Nutrition** will prepare meals at a site that maintains appropriate state and local health certifications for the facility. **BLUFF CITY HIGH SCHOOL** will ensure that the serving location meets Health Department guidelines.

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6. The number of meals prepared by **SCS Nutrition** will be determined by the average number of students at **BLUFF CITY HIGH SCHOOL**. **BLUFF CITY HIGH SCHOOL** will notify **SCS NUTRITION** of the initial student population at the beginning of the school year and will update SCS Nutrition of any changes greater than 5%. Special scheduling of lunch/breakfast serving times and /or an unusual increase or decrease in the number of meals needed requires a one-week advance notice.

7. **SCS Nutrition** will provide services at no charge to **BLUFF CITY HIGH SCHOOL** or **GDPST** under Community Eligibility. Adult meals are offered at a cost of $3.99 per meal for lunch and al carte price for breakfast. **BLUFF CITY HIGH SCHOOL** will reimburse SCS Nutrition monthly for adult meals served.

8. **SCS Nutrition** will serve the food service vendor for **BLUFF CITY HIGH SCHOOL** for the period of the 2020-2021 academic year. With the period renewed automatically each July 1st.

9. **SCS Nutrition** will provide all the equipment necessary to transport the lunches to **BLUFF CITY HIGH SCHOOL. SCS NUTRITION** will provide all the equipment necessary to store and serve the lunches at **BLUFF CITY HIGH SCHOOL.** All equipment provided by **SCS Nutrition** to transport and store meals will remain property of **SCS Nutrition**.

10. **SCS Nutrition** will provide all personnel necessary to accept delivery, serve and supervise the consumption of the lunches and breakfasts. **SCS Nutrition** is responsible for all point service meal counts and completion of all documents required by the National School Lunch and Breakfast Programs, including making claim reimbursements.

11. **SCS Nutrition** will be responsible for transporting meals from the preparation site to the school site. The delivery time to **BLUFF CITY HIGH SCHOOL** will be agreed upon by both parties.

12. **SCS Nutrition** will be responsible for the condition or care of the meals including maintaining the proper temperature of the meal components until they are consumed. **SCS Nutrition** will provide a warming oven to hold meals at food safe temperatures.

13. **SCS Nutrition** shall clean and make available for next day meal service and all property owned needed to provide that meal service.

14. No later than one (1) week prior to the end of each month, **SCS Nutrition** will provide to **BLUFF CITY HIGH SCHOOL** a monthly menu covering the lunches to be served for the following month.

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15. **SCS Nutrition** will provide **BLUFF CITY HIGH SCHOOL** with sack lunches which meet the National School Lunch Program meal requirements for the field trips when requested at the standard order time three weeks in advance.

16. **SCS Nutrition** will indemnify, defend and hold harmless **BLUFF CITY HIGH SCHOOL** and directors, officers and employees from and against any material liabilities, losses, expenses (including reasonable attorney's fees), costs and damages arising out of or relating to breach of any representation, warranty or covenant of **SCS Nutrition** under this Agreement. **BLUFF CITY HIGH SCHOOL** will indemnify, defend and hold harmless **SCS Nutrition** and its respective directors, officers and employees from and against any liabilities, losses, expenses (including reasonable attorney's fees), cost and damages arising out of or relating to breach of any material representation, warranty or covenant of **BLUFF CITY HIGH SCHOOL** under this Agreement. Notwithstanding anything to the contrary herein, in the event a party incurs any expenses, damages or other liabilities in connection with the performances or non-performances of any term or provision hereof or otherwise incurs indemnification obligations under this section 20, such party's liability to the other party shall not exceed an amount to remedy with like services. In no event will either party be liable for any special, incidental, consequential or indirect damages or damages for lost profits arising any way out of this Agreement, however caused and on any theory of liability. The foregoing limitation of liability and exclusion of certain damages shall apply regardless of the failure of essential purpose of any remedies available to either party.

17. **BLUFF CITY HIGH SCHOOL** will keep and maintain liability insurance, including extended coverage for product liability in an amount no less than one million dollars ($1,000,000) for each occurrence and will provide **SCS Nutrition** with a certificate evidencing insurance in the amount, naming **SCS Nutrition** as an additional insured and specifying that the coverage will not be canceled or modified without 30 days prior written notice to **SCS Nutrition. SCS Nutrition** will keep and maintain product liability insurance in an amount no less than one million dollars ($1,000,000) for each occurrence for any liability resulting from incidents of improper product preparation, contamination or transport.

18. Both **SCS Nutrition** will comply with all applicable Federal, State and local statues and regulations with regard to the preparation and consumption of lunches which meet the National School Lunch Program meal requirements, including, but not limited to, all applicable regulations relating to the overt identification of needy pupils, the nutritional content of lunches, and nondiscrimination. All records maintained by **SCS Nutrition** and **BLUFF CITY HIGH SCHOOL** with bearing to the agreement will open to inspection by proper Federal, State and Local authorities in accordance with applicable statutes and regulations.

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- The term of this agreement shall be from July 1,2020 to June 30,2021, unless terminated by either party upon thirty (30) days written notice without cause.
- The sites covered under this agreement include:

  i. Bluff City High School,4100 Ross Road Memphis, TN
  - 2020-2021 Initial Population Projection:

Name and Title - SCS **Dr. Joris M. Ray, Superintendent**	**Date** August 5, 2020 | 07:15 AM PD
Signature – SCS DocuSigned by: Joris Ray 5F4B75D2903B49E...	
Name and Title – GDPST **Megan Quaile, Executive Director**	**Date** August 4, 2020 | 08:28 AM CDT
Signature - GDPST DocuSigned by: Megan Quaile B04217401A8542A...	

Approved:
DocuSigned by:
Genard Phillips
D2EC0FD6635C4CB...

Genard Phillips, Chief of Business Operations

Date: August 4, 2020 | 22:36 PM CDT

Approved as to legal form:

DocuSigned by:
3DFB83C6DCF1450...

Associate General Counsel

REGIONAL SERVICES AGREEMENT
by and between
GREEN DOT PUBLIC SCHOOLS NATIONAL
and
GREEN DOT PUBLIC SCHOOLS TENNESSEE

This Regional Services Agreement ("Agreement"), effective July 1, 2022 ("Effective Date"), is by and between Green Dot Public Schools National ("GDPSN"), a California nonprofit public benefit corporation, and Green Dot Public Schools Tennessee ("GDPST," referred to herein with GDPSN individually as a "Party" and collectively as the "Parties"), a Tennessee nonprofit corporation.

RECITALS

A. WHEREAS, GDPSN was organized for charitable and educational purposes and, in particular, to foster and support the oversight, operation, and support of public charter schools throughout the United States by organizations that are licensed by GDPSN to use the GDPSN brand, trademarks, and educational methods in carrying out educational and related activities (the "GDPSN Brand").

B. WHEREAS, GDPSN's purposes include: (a) supporting programs and activities in the Memphis region by schools licensed to use the GDPSN Brand; (b) exercising rights and powers conferred by the laws of California upon nonprofit corporations, including to raise, apply, and invest funds for the benefit of schools licensed to use the GDPSN Brand in the Memphis region; and (c) providing goods and services to schools licensed to use the GDPSN Brand that could most effectively and efficiently be provided at scale for GDPSN's regions.

C. WHEREAS, GDPST is organized for charitable and educational purposes for the operation of charter schools within the Memphis, Tennessee area ("Memphis Schools").

D. WHEREAS, the Parties have entered into an Intellectual Property License Agreement ("License Agreement") providing for GDPST's use of the GDPSN Brand in operating the Memphis Schools and carrying out related educational and other activities.

E. WHEREAS, GDPST believes that it is in the best interests of the Memphis Schools and the pupils that GDPST serves to obtain certain services from GDPSN as set forth herein, and GDPSN desires to provide such services to GDPST.

NOW, THEREFORE, the Parties agree to be legally bound as follows:

1. BOARD AUTHORITY

Notwithstanding any provision contained herein, GDPSN acknowledges and agrees that GDPST is and shall be governed by GDPST's Board of Directors ("Board"), which is responsible for overseeing and adhering to this Agreement. GDPSN shall provide the services to GDPST subject to: (a) the Board's direction, oversight, and policies; (b) the requirements of this Agreement; and (c) any and all applicable laws. Nothing in this Agreement shall be construed to interfere with

the Board's authority and duty to exercise its statutory, contractual, and fiduciary responsibilities governing all corporate operations.

2. GDPSN'S DUTIES AND OBLIGATIONS

GDPSN agrees to provide to GDPST the following services, support, programs, and models ("Services"), as needed:

(a) Budget and forecasting services.

- **i.** GDPSN will collaborate with GDPST to develop its annual budget and provide the following services:
  - I. Create/update school site and regional office budget templates;
  - II. Provide training on templates as needed;
  - III. Provide quality control review of each school's and each cost center's annual budget;
  - IV. Facilitate the "Call for Projects" process;
  - V. Oversee grants tagging process; and
  - VI. Consolidate budgets into Budget Committee and Board packages, including the preparation of resolutions.
- **ii.** GDPSN will manage GDPST's monthly forecasting process by providing the following services:
  - I. Preparation of monthly forecast templates, including personnel forecast templates
  - II. Meetings with the leaders of each cost center to align on forecasts
  - III. Meetings with controllers and upper management to inform updated forecast information and variances
  - IV. Cash flow forecasting
  - V. Dashboard creation and dissemination
- **iii.** GDPSN will prepare and present quarterly financial packages and analysis for GDPST's Budget Committee, and follow up as requested.
- **iv.** GDPSN will provide variance analysis and quality control of monthly financials with Accountants and Grant Accountants to review items that exceed variance limits and sources of revenue.
- **v.** GDPSN will complete additional projects as mutually agreed to by the Parties.

(b) Financial accounting, reporting, and compliance services for GDPST, including, but not limited to:

- **i.** facilitating the payment of GDPST liabilities;
- **ii.** preparing and filing Internal Revenue Service Form 1099;
- **iii.** coordinating federal and state tax filings;
- **iv.** payroll execution;
- **v.** maintenance of GDPST's bank accounts;
- **vi.** reconciliation of bank statements;
- **vii.** review and posting of general ledger entries;

viii. execution of period closing;
ix. preparing financial statements on a monthly basis;
x. financial compliance with local, state, and federal agencies;
xi. coordinating internal and external audits;
xii. facilitating the preparation of the annual audit; and
xiii. providing periodic financial reports to the Board.

(c) **Designing, and supporting the implementation, operation, and maintenance of, information technology ("IT") systems at GDPST's main office and schools.** GDPSN's support shall include:

i. ensuring that IT-related purchases will align and be compatible with existing or authorized IT systems;
ii. providing staff training on IT and data collection systems or ensuring that a GDPST staff member can adequately train other GDPST staff on IT and data collection systems;
iii. conducting research on future IT services and equipment;
iv. providing a telephonic and virtual helpdesk to provide IT support and problem solving for GDPST's technology issues;
v. establishing policies and procedures for student technology deployment and use;
vi. establishing a staff and faculty technology plan;
vii. completing and submitting E-Rate applications or other comparable programs to manage technology costs on behalf of GDPST;
viii. establishing and publishing protocols for data storage and disaster recovery; and
ix. making recommendations to the Board regarding budgeting for equipment for IT systems.

(d) **"Knowledge Management" services**, including, but not limited to:

i. collecting data for instructional and reporting compliance (including attendance reporting to the state) purposes;
ii. providing staff training on data collection systems or ensuring that a GDPST staff member can adequately train other GDPST staff on data collection systems;
iii. conducting research on future data collection services and equipment;
iv. providing a telephonic and virtual helpdesk to provide support on data systems and reports;
v. providing synthesized reports of academic & operational data; and
vi. coordinating state and national testing (including test ordering and administration).

(e) **Developing cost-effective nationally centralized procurement strategies** to lower purchasing costs.

(f) **Human resources services**, including, but not limited to;

i. developing a benefits strategy that is most effective for all regions licensed to operate schools under the GDPSN Brand;
ii. setting organization-wide policies and procedures regarding key areas including, but not limited to, document/information protection, storage and retention, employee credentialing, labor and employment law, management of employees, and management of employee claims
iii. providing compliance guidelines and monitoring such compliance of the above-referenced organization-wide policies and procedures; and
iv. managing, administering, and providing training on the Human Resources Information System ("HRIS") or other applicable system utilized by GDPSN and GDPST.

(g) **Facilitate development of an insurance policy strategy** in coordination with an insurance broker.

(h) **Recommending a marketing, branding, and communications package** for GDPST and its schools for purposes of teacher and student recruitment, community and public relations, communications, and printing purposes.

(i) **Developing policies and procedures**, including, but not limited to, an employee handbook, and finance and accounting policies.

(j) **Providing recommended policies and best practices for school policies and parent / student handbooks.**

(k) **Advocacy support**, including, but not limited to, monitoring national and state education policies, and advocating for policies that support fulfilling the missions of GDPSN and its regions licensed to operate schools under the GDPSN Brand.

(l) **Support with maintaining the relationship with authorities that have granted a charter to GDPST (the "Authorizers").**

(m) **Supporting external relations**, including, but not limited to, developing a public relations strategy, retaining public-relations firms or consultants, preparing and distributing press releases, and conducting regular outreach efforts.

(n) **Governance support**, including, but not limited to:

i. Board meeting preparation and calendaring; identifying critical issues for Board discussion;
ii. participating in Board meetings, and its standing and ad hoc committee meetings;

iii. assisting in obtaining insurance, consistent with industry standards, to protect Board members, and GDPST's schools and employees;

iv. working with the GDPST Executive Director and senior management ("GDPST Leadership") to develop recommendations to the Board regarding applying for additional charter schools and expanding existing GDPST's schools' enrollment or facilities capacity; and

v. supporting GDPST Leadership in managing and overseeing GDPST's new charter school development efforts.

(o) **Legal counsel**, including, but not limited to, legal counsel and representation on GDPST's rights and responsibilities under applicable law (excluding specific matters handled by GDPSC's outside counsel, insurance carriers or other entities retained to provide legal counsel) and retention of local legal counsel (i.e. attorneys with a valid and active license to practice law in the State of Tennessee) when appropriate. GDPST shall be responsible for any fees or amounts owed for legal counsel provided by attorneys, law firms, or otherwise in the State of Tennessee, as well as any fees, costs, or amounts owed pursuant to any settlement or disposition of legal matters.

(p) **Convening regions for collaboration and best practice sharing in all functional areas, including, but not limited to:** human capital and talent management, special education, curriculum and assessment, instructional coaching, advisory, college-going culture, student behavior management, counseling, community engagement, and general operations (facilities, facilities vendors, maintenance, security, school nutrition programs, and transportation).

(q) **Subcontracting.** Except as expressly prohibited by any applicable charter(s) or applicable law, GDPSN may contract or subcontract all or any part of the Services required by this Agreement, delegating the performance of, but not the responsibility for, any duties and obligations of GDPSN hereunder to a qualified independent contractor, expert or professional advisor.

(r) **Additional Services**. GDPSN shall consult with GDPST with respect to any different or additional goods or services that will be provided pursuant to this Agreement to accomplish to missions of the Parties as set forth in the above recitals (the "Additional Services"). Accordingly, GDPSN will provide the following Additional Services to GDPST pursuant to this Agreement:

i. **Point of sale system**, to include integration and accounting support services.

ii. **Facilitation of a contract with Summit to provide advocacy and community engagement support**

iii. **Additional Grant Accounting Services** for COVID-related funds and programs.

3. GDPST'S DUTIES AND OBLIGATIONS

GDPST, acting through the Board, shall be obligated to perform the following duties or services, in addition to those set forth elsewhere in this Agreement:

(a) **Maintenance of the Charter**. GDPST shall do all things necessary to ensure that all legal requirements, and all such conditions as may have been imposed by the ASD or other appropriate authorizer, are fully complied with at all times. If GDPST, at any time, receives notice from any public authority or other person that GDPST or any of its schools is or may be in violation of their charter or any provision of any applicable law or regulation, GDPST shall immediately notify GDPSN of the asserted violation and shall thereafter work diligently with the reasonable assistance of GDPSN to determine whether such asserted violation in fact exists, correct any violation found to exist, and use its best reasonable efforts to contest the asserted violation if the same is found not to exist.

(b) **Control of Funds**. All of GDPST's funds shall be maintained in GDPST's accounts, over which the Board or employees designated by the Board shall have signature authority (such authority for expenditures being limited to expenditures within the Board-approved budget), to allow payment of expenses explicitly contemplated in the Board-approved budget and fees from GDPST's accounts.

(c) **Power and Authority**. GDPST shall ensure that GDPSN has all power and authority necessary to carry out the duties of GDSPN under this Agreement. This shall include ensuring that no other entity or any individual, including any officer, agent or director of GDPST, has or exercises any authority that might interfere with the duties of GDPSN. GDPST shall provide to GDPSN, without charge, reasonable access to its premises, computer systems and/or personnel, and such assistance as may reasonably be required for GDPSN to perform its obligations under this Agreement.

(d) **Family Educational Rights and Privacy Act**. GDPST hereby designates employees of GDPSN as officials of GDPST having a legitimate educational interest such that they are entitled access to education records under Title 20 of the United States Code section 1232g, the Family Educational Rights and Privacy Act ("FERPA"). GDPST shall use its best efforts to ensure that its officers and employees comply with FERPA at all times.

(e) **Budget**. Prior to GDPSN's submission of a proposed budget to the Board, GDPST shall participate in, and meet all deadlines associated with, the full budget cycle led by GDPSN including, but not limited to, the completion of a template proposed budget provided by GDPSN and discussions with GDPSN regarding the proposed budget.

Within a reasonable timeframe that will be determined by GDPSN, the Board shall

notify GDPSN and the Executive Director of any requested amendments or revisions to the proposed budget. Upon receipt of any such requested amendments or revisions, or upon expiration of the timeframe set forth by GDPSN, if no proposed amendments or revisions are received, GDPST and its Executive Director shall work with School Leaders to finalize the Proposed Budgets for such fiscal year and provide a copy thereof to the GDPST Board for its approval.

In addition, GDPST shall produce budget projections to GDPSN within a reasonable timeframe that will be determined by any local or national requirements.

(f) **Accounting, Reporting, and Compliance**. GDPST shall participate in, and meet all deadlines associated with, the full accounting cycle led by GDPSN, including, but not limited to: (i) cash deposits; (ii) accounts payable and accounts receivable entry; (iii) submission of payroll and timekeeping records; (iv) accruals; (v) general ledger reconciliations; and (vi) analysis of financial statements.

GDPST shall also participate in, and meet all deadlines associated with, financial compliance led by GDPSN, including, but not limited to: (i) gaining a thorough understanding of all restricted fund agreements; (ii) ensuring transactions are posted to appropriate general ledger accounts; and (iii) organizing documents necessary to support financial legal compliance.

(g) **Human Resources**. GDPST shall be responsible for adhering to all federal, state and local laws and employment policies and GDPSN-required practices, as well as adhering to guidelines pertaining to H RIS management and administration as set by GDPSN.

(h) **Legal Counsel**. GDPST shall be responsible for any fees or amounts owed for legal counsel provided by attorneys, law firms, or otherwise in the State of Tennessee, as well as any fees, costs, or amounts owed pursuant to any settlement or disposition of legal matters. GDPST shall provide timely and prompt notification to GDPSN of anticipated litigation and insurance claims.

(i) **Adherence to GDPSN's Services**. GDPST recognizes and shall adhere to the support and guidance provided by the Services listed above. In addition, GDPST will participate in best practice sharing and collaboration opportunities led by GDPSN.

(j) **Responsibilities of the Executive Director**. In accordance with, or in addition to, the duties in the Executive Director's job description, the Executive Director shall maintain day-to-day relations with ASD or other appropriate authorizer, and collaborate with GDPSN in the development of the Services described above in Section 2, GDPSN's Duties and Obligations, and in the License Agreement.

(k) **Feedback for GDPSN**. GDPST shall provide feedback on GDPSN's performance under this Agreement each year.

4. FUNDRAISING AND GRANTS

The Parties will work together to develop a path to financial sustainability for GDPST. This plan will include a combination of efforts, including, but not limited to, advocating for equitable and adequate public funding, applying for federal grants, developing proposals for private foundations, and conducting individual giving campaigns. In developing this plan, the Parties will arrive at mutually agreed upon roles, responsibilities, and fundraising goals. GDPSN will make fundraising services available to support planned operational deficits and program-based support. GDPSN will support GDPST in identifying relevant grant opportunities, and with writing and administering grants. Both GDPSN and GDPST may solicit and receive grants and donations consistent with their missions.

GDPSN will conduct fundraising activities in collaboration with the Board, GDPST, and the Executive Director. Monies raised from GDPSN fundraising activities specifically for GDPST shall be given to GDPST or used solely for GDPST's benefit. Other monies derived from general GDPSN fundraising activities shall be used or distributed in a manner that GDPSN determines, in its discretion, to be appropriate (though not necessarily equal).

5. FINANCIAL ARRANGEMENTS

(a) **Fee**. As compensation to GDPSN for the Services rendered to GDPST pursuant to this Agreement, beginning as of July 1, 2022 and for each subsequent twelve (12) month period beginning on July 1st of such calendar year for which this Agreement is in place, GDPST shall pay GDPSN a Shared Service Fee ("SSF") equal to an amount set by GDPSN determined using total student enrollment across all regions as the primary factor. The SSF is based on annual Average Daily Membership ("ADM"). The SSF is set for the 2022-2023 school year at 7% of revenue per student, as calculated by, but not paid from, the following sources of GDPST revenue: the State of Tennessee's Basic Education Program (i.e., the funding formula through which Tennessee's state education dollars are generated and distributed to GDPST's schools), state and/or federal special education funding (e.g., funding received pursuant to the federal Individuals with Disabilities Education Improvement Act of 2004, as amended), Titles I, II, and III of the federal Elementary and Secondary Education Act, as amended, and the United States Department of Education's Safe Schools - Healthy Students Initiative. Based on budgeted ADM for GDPST for the 2022-2023 school year, the SSF is estimated to be approximately two million, seventy-four thousand, five hundred sixty-six dollars ($2,074,566). Shortly after the end of the school year (i.e., shortly after June 30, 2023), prior to closing for the fiscal year, the SSF will be trued up and reconciled based on actual ADM, and any changes in revenue rates.

Should revisions or updates be necessary due to prevailing conditions or extraordinary circumstances, the Parties may amend this Agreement as needed. The future fee schedule is contingent upon network enrollment growth and the Parties will revisit the future fee schedule at a later date.

(b) **Payment Mechanism**. GDPST shall pay any SSF to GDPSN per a schedule agreed upon between the Parties by June 30th of each year. Any SSF, or portion thereof, not paid within thirty (30) days of its due date shall bear interest at an annualized rate of five percent (5%) per annum on the outstanding past due amount.

(c) **Adjustments for Partial Year**. For any period during which this Agreement is in effect that is less than a school year, GDPST shall pay to GDPSN a prorated Shared Service Fee for the period of time in which GDPST was in operation.

(d) **Infrequent, Non-Material Charges**. Charges made by employees of either GDPSN or GDPST while traveling to other regions that are deemed to be infrequent and non-material pursuant to generally accepted accounting principles shall be incurred by the employee's employer.

6. INDEMNIFICATION

(a) **Indemnification by GDPST**. GDPST shall hold GDPSN and GDPSN's affiliates, directors, officers, partners, successors, assigns, and agents (the "GDPSN Indemnified Person(s)") harmless and indemnify each of them from and against actual claims, losses, damages, liabilities, penalties, fines, expenses or costs ("GDPSN Claims"), plus reasonable attorneys' fees and expenses incurred in connection with GDPSN Claims and/or enforcement of this Agreement, incurred or to be incurred by any GDPSN Indemnified Persons other than for GDPSN Claims arising solely out of: (i) GDPSN's gross negligence or willful misconduct; or (ii) a material breach or violation by GDPSN of material representations, warranties, covenants, or agreements contained in this Agreement.

(b) **Indemnification by GDPSN**. GDPSN shall hold GDPST and GDPST's affiliates, directors, officers, partners, successors, assigns, and agents (the "GDPST Indemnified Person(s)"), harmless and indemnify each of them from and against actual claims, losses, damages, liabilities, penalties, fines, expenses or costs ("GDPST Claims"), plus reasonable attorneys' fees and expenses incurred in connection with GDPST Claims and/or enforcement of this Agreement, incurred by any GDPST Indemnified Persons other than for GDPST Claims arising solely out of: (i) GDPST's gross negligence or willful misconduct; or (ii) a material breach or violation by GDPST of material representations, warranties, covenants, or agreements contained in this Agreement.

(c) **Notice and Defense**. The indemnified party pursuant to subparagraph 6(a) or 6(b) above (the "Indemnified Party") shall give the party providing indemnification hereunder (the "Indemnifying Party") prompt written notice of any claims, losses, damages, liabilities, penalties, fines, expenses or costs subject to indemnification ("Indemnified Claims"), and the Indemnifying Party may undertake the defense thereof by representatives chosen by the Indemnifying Party. The Indemnified Party shall make available to the Indemnifying Party or its representatives all records and other materials required by them and in the possession or under the control of the Indemnified Party, for the use of the Indemnifying Party and its representatives in defending any such Indemnified Claim, and shall in other respects give reasonable cooperation in such defense.

(d) **Indemnified Party's Rights**. If there is a reasonable probability that a Indemnified Claim may materially and adversely affect the Indemnified Party other than as a result of money damages or other money payments, the Indemnified Party shall have the right to defend, compromise or settle such Indemnified Claim, and the Indemnifying Party shall not, without the written consent of the Indemnified Party, settle or compromise any Indemnified Claim or consent to the entry of any judgment that does not include as an unconditional term thereof the provision by the claimant or the plaintiff to the Indemnified Party of a release from all liability in respect of such Indemnified Claim.

7. REPRESENTATION AND WARRANTIES; LIMITATIONS ON DAMAGES AND WARRANTIES

(a) **Formation and Corporate Power**. As of the Effective Date, GDPSN is a California nonprofit corporation duly organized, validly existing and in good standing under the laws of the State of California. GDPSN has the requisite corporate power and authority to enter into this Agreement and perform its obligations hereunder.

As of the Effective Date, GDPST is a Tennessee nonprofit corporation duly organized, validly existing and in good standing under the laws of the State of Tennessee. GDPST has the requisite corporate power and authority to enter into this Agreement and perform its obligations hereunder.

(b) **Execution, Delivery; Valid and Binding Agreement**. The execution, delivery, and performance of this Agreement by GDPSN have been duly and validly authorized by all necessary entity action. This Agreement, when executed and delivered by or on behalf of the Parties, shall constitute the valid and binding obligation of the Parties, enforceable against the Parties in accordance with its terms.

The execution, delivery, and performance of this Agreement by GDPST have been duly and validly authorized by all necessary entity action. This Agreement, when executed and delivered by or on behalf of the Parties, shall constitute the valid and binding obligation of the Parties, enforceable against the Parties in accordance with

its terms.

(c) **Compliance with Applicable Laws**. As of the Effective Date, GDPSN is and shall remain in compliance with all local, state, and federal laws, ordinances, regulations, and statutes relating to this Agreement and the performance of the Services ("Applicable Laws"), including, but not limited to: FERPA and the Health Insurance Portability and Accountability Act ("HIPAA"). GDPSN shall not take any action or omit to take any action that would directly cause the either Party to be in material violation of any Applicable Laws.

As of the Effective Date, GDPST is and shall remain in compliance with Applicable Laws, including, but not limited to: FERPA and HIPAA. GDPST shall not take any action or omit to take any action that would directly cause the either Party to be in material violation of any Applicable Laws.

(d) GDPSN is and shall remain in compliance with all policies, codes, and rules of the Board of Education of the authorizer (e.g., ASD or other appropriate authorizer) to the extent such policies are applicable to third party vendors of such body.

GDPST EXPRESSLY UNDERSTANDS AND AGREES THAT GDPSN MAKES NO OTHER WARRANTIES OF ANY KIND OR TYPE, INCLUDING, WITHOUT LIMITATION, ANY WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.

8. TERM

This Agreement shall take effect on the Effective Date and shall expire on June 30, 2023 ("Term"). The Parties shall revisit the Agreement prior to its expiration to mutually agree on amended terms and provisions for future years.

9. TERMINATION

(a) **Termination by GDPST**. Subject to the provisions of subparagraph (b) below, GDPSN's Right to Cure, GDPST may terminate this Agreement for cause at any time during the Term. For purposes of this subparagraph (a), the term "for cause" shall mean:

- **i.** GDPSN becomes insolvent, enters into receivership, is the subject of a voluntary or involuntary bankruptcy proceeding, or makes an assignment for the benefit of creditors;
- **ii.** GDPSN has been found by a court or arbitrator to have been grossly negligent or willfully malfeasant in the use of GDPST's funds;
- **iii.** GDPSN has revoked or terminated the License Agreement;
- **iv.** GDPSN materially breaches any of the material terms and conditions of this Agreement;

v. the ASD, other appropriate authorizer, or the State of Tennessee revokes GDPST's charter; or

vi. subject to the provisions below, the enactment or repeal of any final, non-appealable federal, state, or local law, the promulgation or withdrawal of any regulation, or the issuance of any court or administrative decision or order (any such enactment, repeal, promulgation, withdrawal, or issuance being an "Action"), where the substance or consequence of such Action is that this Agreement, or the operation of GDPST in conformity with this Agreement, materially violates GDPST's, the ASD's, or the state's responsibilities, duties, or obligations under state or federal laws, rules, or regulations.

Notwithstanding anything in this Agreement to the contrary and regardless of the nature of any claim or the form of any action that GDPST may bring against GDPSN as a result of or arising out of actions, errors or omissions of GDPSN in failing in any material manner to provide the Services, GDPST's remedy shall be to demand that GDPSN provide or arrange for providing the Services in accordance with this Agreement.

(b) **GDPSN's Right to Cure**. Prior to exercising its right to terminate this Agreement, GDPST shall give GDPSN written notice of its basis for terminating the Agreement (a "Termination Notice"). The Termination Notice shall specify the provision(s) of this Agreement upon which GDPST is relying on for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, GDPSN shall have ninety (90) business days to remedy the breach (the "Cure Period"). If the breach is not corrected within the Cure Period, GDPST may enter into dispute resolution procedures as outlined in this Agreement.

(c) **Termination by GDPSN**. GDPSN may terminate this Agreement for cause at any time during the Term. For purposes of this subparagraph, the term "for cause" shall mean that:

i. GDPST becomes insolvent, enters into receivership, is the subject of a voluntary or involuntary bankruptcy proceeding, undertakes a merger or other corporate restructuring, or makes an assignment for the benefit of creditors;

ii. GDPST materially breaches any of the material terms and conditions of this Agreement;

iii. GDPST fails to comply with a material provision of its bylaws;

iv. GDPSN has revoked or terminated the License Agreement;

v. GDPST takes any action that materially interferes with the ability of GDPSN to perform under this Agreement;

vi. the ASD, other appropriate authorizer, or the State of Tennessee revokes GDPST's charter; or

vii. the enactment or repeal of any federal, state, or local law, the promulgation or withdrawal of any regulation, or the issuance of any court or administrative

decision or order (any such enactment, repeal, promulgation, withdrawal, or issuance being an "Action"), where the substance or consequence of such Action is that this Agreement, or the operation of GDPST in conformity with this Agreement, materially violates GDPSN's, the ASD's or the state's responsibilities, duties, or obligations under state or federal laws, rules, or regulations.

(d) **GDPST's Right to Cure**. Prior to exercising its right to terminate this Agreement, GDPSN shall give the GDPST a Termination Notice specifying the provision(s) of this Agreement upon which GDPSN is relying for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, GDPST shall have a Cure Period to remedy the breach. If the breach is not corrected within the Cure Period, GDPSN may enter into dispute resolution procedures as outlined in this Agreement.

(e) **Termination of the License Agreement**. If either Party terminates this Agreement pursuant to one or more of the provisions of this Termination section, the License Agreement is automatically terminated. Regardless of the actual date of termination of the License Agreement, in the event of a termination of this Agreement, GDPST hereby agrees to discontinue the use of the GDPSN Brand, if any, and not to assert any rights it may have with regards to the Trademarks (as defined in the License Agreement) as of the date of the termination of this Agreement.

10. DISPUTE RESOLUTION, JURY WAIVER, AND VENUE

(a) **Dispute Resolution**. The Parties agree to cooperate in good faith in all actions relating to this Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes. If, nevertheless, a dispute should arise in connection with this Agreement, either Party may give notice to the other Party of intent to negotiate, and the Parties agree to use their best efforts to resolve such dispute in a fair and equitable manner. In the event any dispute or claim arising out of or relating to this Agreement or the relationship resulting in or from this Agreement ("Dispute") is unable to be resolved by the Parties (or if one of the Parties refuses to participate in such negotiations) within twenty (20) calendar days from delivery of the notice of intent to negotiate then the Dispute shall be submitted to arbitration as outlined below.

(b) **Arbitration**. Any Dispute arising out of or relating to this Agreement or the breach, termination, enforcement, interpretation or validity thereof, including the determination of the scope or applicability of this agreement to arbitrate, shall be determined by arbitration in Los Angeles, California, before one arbitrator who is a retired judge of the Los Angeles Superior Court. The arbitration shall be administered by Judicial Arbitration and Mediation Services, Inc. (“JAMS”) pursuant to its Comprehensive Arbitration Rules and Procedures and in accordance with the expedited procedures set forth in those Rules as those Rules exist on the Effective

Date of this Agreement, including Rules 16.1and 16.2 of those Rules. Judgment on the award may be entered in any court having jurisdiction . This clause shall not preclude the Parties from seeking provisional remedies in aid of arbitration from a court of appropriate jurisdiction. The Parties shall maintain the confidential nature of the arbitration proceeding and the award, including the hearing, except as may be necessary to prepare for or conduct the arbitration hearing on the merits, or except as may be necessary in connection with a court application for a preliminary remedy, a judicial challenge to an award or its enforcement, or unless otherwise required by law or judicial decision.

(c) **No Punitive Damages**. Notwithstanding anything to the contrary in the rules of arbitration or otherwise, the arbitrators are not empowered to award punitive damages.

(d) **Expense Shifting For Arbitration Avoidance**. Notwithstanding anything to the contrary in the rules of arbitration or otherwise, no Party may seek judicial relief regarding any Dispute, other than confirmation or enforcement of an award rendered by the arbitrators. In the event a Party violates this provision by bringing any action for judicial relief in the first instance without pursuing arbitration prior thereto, such Party will be liable to the other Party for, among other things, all of the other Party's costs and expenses (including, without limitation, court costs and attorneys' fees) incurred to stay or dismiss such judicial action and/or remove or remand it to arbitration. It shall not be a violation of this arbitration provision for the Party entitled to collect such costs and expenses to seek to have them included in a judicial order of dismissal, removal, or remand. In the alternative, such Party may seek an immediate and separate award of such costs and expenses at the outset of the arbitration, which the arbitrators must grant, and the Party may seek immediately to confirm such award of costs and expenses. In addition, if either Party brings any judicial action to vacate or modify any award rendered pursuant to arbitration, or opposes a judicial action to confirm such award, and the Party bringing such action to vacate or modify or opposing confirmation of such award does not prevail, the Party bringing such action will pay all of the costs and expenses (including, without limitation, court costs and attorneys' fees) incurred by the other Party in defending against the action to vacate or modify such award or in pursuing confirmation of such award. The cost-shifting provisions of the preceding sentence shall apply equally to appeals of judicial decisions to which the preceding sentence applies. It shall not be a violation of this arbitration provision for the Party entitled to collect such costs and expenses to seek to have them included in a judicial order dealing with confirmation, vacation, or modification of an award, or any order on an appeal to which the preceding sentence applies. Except as described above, the Parties agree to share expenses related to the Dispute arbitration (excluding fees for legal counsel paid by each Party).

11. NOTICE

All notices, demands, consents, or other communications ("Notices") that either Party may be required or desire to give to the other Party shall be in writing and shall be deemed delivered when: (a) personally delivered; (b) if mailed, five business days after deposit in the United States mail, postage prepaid, certified or registered mail, return receipt requested; (c) if delivered by a reputable overnight carrier, one business day after delivery to such carrier; or (d) if delivered by facsimile, on the date the facsimile transmission is confirmed, provided, that on such date, a separate copy is also delivered pursuant to clause (b) or (c) above.

12. MISCELLANEOUS

(a) **Entire Agreement**. This Agreement constitutes the entire agreement between the Parties with respect to the subject matter herein, as of the Effective Date, and there are no understandings of any kind except as expressly set forth herein. Further, any and all prior understandings and agreements between the Parties, expressed or implied, written or oral, are superseded by this Agreement.

(b) **Modifications and Amendments; No Parol Evidence**. This Agreement may be altered, changed, added to, deleted from, or modified only by agreement in writing approved by the Board and GDPSN's Board of Directors. Accordingly, no course of conduct or custom shall constitute an amendment to or modification of this Agreement, and any attempt to amend or modify this Agreement orally, or in a writing not so approved, shall be void. This Agreement may not be modified, supplemented, explained, or waived by parol evidence.

(c) **Severability**. In case any one or more of the provisions or parts of a provision contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other provision or part of a provision of this Agreement.

(d) **Negotiated Agreement**. The provisions of this Agreement were negotiated by the Parties and this Agreement shall be deemed to have been drafted by both of the Parties.

(e) **Breach and Waiver**. No failure on the part of any Party to enforce the provisions of this Agreement shall act as a waiver of the right to enforce any provision. All waivers shall be strictly and narrowly construed. No delay in enforcing any right or remedy as a result of a breach of this Agreement shall constitute a waiver thereof. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision.

(f) **No Third Party Beneficiary Rights**. No third party, whether a constituent of GDPST, a member of the community, a student or parent of a student of GDPST's schools or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, GDPST or GDPSN in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

(g) **No Partnership; Employees**. This Agreement does not constitute, and shall not be construed as constituting, a partnership or joint venture between the Parties. All persons provided by GDPSN to provide the Services hereunder shall be considered the employees or subcontractors of GDPSN and shall be neither the employees nor agents of GDPST. GDPSN shall be solely responsible for the direction and control of such employees and subcontractors, including the selection, hiring, firing, supervising, directing, training, setting wages, hours, and working conditions, paying wages and adjusting the grievances of such employees and subcontractors, and withholding and paying assessments for taxes, social security, unemployment compensation and worker's compensation. GDPSN shall be solely responsible for determining and paying for any and all fringe benefits, if any, for such employees, such as life insurance, health insurance, and pension or retirement benefits. For the avoidance of doubt, the principal, other administrators, teachers, and other current employees of GDPST, as well as any future employees of GDPST, shall not be considered employees or subcontractors of GDPSN.

Further, the Parties expressly acknowledge that this Agreement is not intended to serve as a "Comprehensive School Management Contract," as that term has been used by ASD or other appropriate authorizer, in that (among other things) GDPST's administrators and teachers who deliver the core educational services will be employed by GDPST, and this Agreement shall only remain effective so long as GDPST maintains its status as a non-profit organization and licensed by GDPSN.

[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK]

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be signed and delivered by their duly authorized representatives.

GDPSN:

Dated: _____, 2022

By: _____

Name: Marlene Canter

Title: Board Chair

GDPST:

Dated: _____, 2022

By: _____

Name: Pam Egwuekwe

Title: Board Chair

New Charter School Application Budget Template Instructions

Template Tabs

1) Proposed School Information	Enter proposed school name, contact information, and proposed year of opening
2) Student Assumptions	Enter enrollment and key student demographic information assumptions
3) Pre-Opening Budget	Enter budget details and assumptions for 12 month period prior to Year 1
4) Pre-Opening Cash Flow	Enter cash flow details and assumptions for 12 month period prior to Year 1
5) Years 1-5 Staff Assumptions	Enter staffing assumptions; assumptions will drive over tabs
6) Year 1 Budget	Enter budget details and assumptions for Year 1
7) Year 1 Cash Flow	Enter cash flow details and assumptions for Year 1 (July to June 12 month period)
8) Years 2 through 5 Budget	Enter budget details and assumptions for Years 2 through 5
9) Summary	Informational; enter a starting fund balance if applicable

Template Guidance

Input financial information into light yellow cells

Input assumption information or notes into light green cells

Provides additional information or instruction for specific tab or section of tab

Cells with red comment tag include additional guidance and instruction

Note: This is not a budgeting tool, but rather a standardized format for sharing key budget information for the proposed charter school. You may add additional worksheets to this workbook to otherwise supplement the information being provided on the existing worksheets.

Developed in partnership with

Tennessee Charter School Center

edtec Business and Development Specialists for Charter Schools

Template Version 12152022

Wooddale Middle School
New Charter School Application Budget T
Proposed School Information

Proposed School Name	Wooddale Middle School
Lead Sponsor Name	Jocquell Rodgers
Lead Sponsor E-mail Address	jocquell.rodgers@greendot.org
Lead Sponsor Phone Number	(901) 237-5608
CMO/EMO Affiliation	Green Dot Public Schools Tennessee
Proposed Authorizer	Memphis Shelby County Schools
Proposed Opening Grade Level(s)	6, 7, 8
Proposed Final Grade Level(s)	6, 7, 8

	Year 0	Year 1	Year 2	Year 3	Year 4
Anticipated Enrollment	560	580	600	616	632

Note: These cells auto-popu

Template

Year 5

648

late after completing Tab 2.

Wooddale Middle School
New Charter School Application Budget Template
Student Assumptions

Enrollment Assumptions

	Year 0 2024-25	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30
6th Grade	181	188	196	201	207	212
7th Grade	194	200	206	210	215	220
8th Grade	185	192	198	205	210	215
Total Enrollment (excluding Pre-Kindergarten)	**560**	**580**	**600**	**616**	**632**	**648**
Change in Net Enrollment	**30**	**20**	**20**	**16**	**16**	**16**
Change in Net Enrollment %	**5.66%**	**3.57%**	**3.45%**	**2.67%**	**2.60%**	**2.50%**

Wooddale Middle School
New Charter School Application Budget Template
Year 0-4 Staff Assumptions

FTE Assumptions

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Fiscal Year	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Enrollment	560	580	600	616	632	647.8
Administrative Staff						
Principal/School Leader	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal	2.00	2.00	2.00	2.00	2.00	2.00
Curriculum Specialists	2.44	2.44	2.44	2.44	2.44	2.44
Deans, Directors	0.00	0.00	0.00	0.00	0.00	0.00
Other (Specify in Assumptions)	0.88	0.88	0.88	0.88	0.88	0.88
Total Administrative FTE	**6.32**	**6.32**	**6.32**	**6.32**	**6.32**	**6.32**
Instructional Staff						
Teachers	26.00	27.00	27.00	28.00	28.00	29.00
Special Education Teachers	4.00	4.00	4.25	4.50	4.50	4.50
Educational Assistants/Aides	3.00	3.00	3.25	3.50	3.50	3.50
Elective Teachers	5.00	5.00	5.50	5.50	6.00	6.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00	0.00
Total Instructional FTE	**38.00**	**39.00**	**40.00**	**41.50**	**42.00**	**43.00**
Non-Instructional Staff						
Clerical Staff	1.00	1.00	1.00	1.00	1.00	1.00
After School	1.27	1.27	1.27	1.27	1.27	1.27
Operations	1.00	1.00	1.00	1.00	1.00	1.00
Social Workers/Counseling/Specialists	2.50	3.00	3.50	3.50	3.50	3.50
Other (Specify in Assumptions)	3.00	3.50	4.00	4.00	4.00	4.00
Total Non-Instructional FTE	**8.77**	**9.77**	**10.77**	**10.77**	**10.77**	**10.77**
Total FTE	**53.09**	**55.09**	**57.09**	**58.59**	**59.09**	**60.09**

Compensation Assumptions

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Annual Increase	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
	Cumultative Increase	103.00%	106.09%	109.27%	112.55%	115.93%	119.41%
Administrative Staff	**Base Assumption**						
Principal/School Leader	$108,000	111,240	114,577	118,015	121,555	125,202	128,958
Assistant Principal	$95,838	197,425	203,348	209,448	215,732	222,204	228,870
Curriculum Specialists	$75,211	189,021	194,692	200,532	206,548	212,745	219,127
Deans, Directors	$0	-	-	-	-	-	-
Other (Specify in Assumptions)	$86,499	77,958	80,296	82,705	85,186	87,742	90,374
Total Administrative Compensation		**575,644**	**592,913**	**610,701**	**629,022**	**647,892**	**667,329**
Instructional Staff							
Teachers	$65,010	1,740,957	1,862,155	1,918,019	2,048,729	2,110,191	2,251,121
Special Education Teachers	$63,271	260,678	268,499	293,838	320,457	330,070	339,972
Educational Assistants/Aides	$35,709	110,341	113,651	126,815	140,667	144,888	149,234
Elective Teachers	$60,867	313,463	322,867	365,809	376,783	423,367	436,068
Other (Specify in Assumptions)	$0	-	-	-	-	-	-
Total Instructional Compensation		**2,425,440**	**2,567,171**	**2,704,482**	**2,886,636**	**3,008,515**	**3,176,396**
Non-Instructional Staff							
Clerical Staff	$45,760	47,133	48,547	50,003	51,503	53,048	54,640
After School	$34,096	44,601	45,939	47,317	48,737	50,199	51,705
Operations	$55,682	57,352	59,073	60,845	62,670	64,550	66,487
Social Workers/Counseling/Specialists	$67,634	174,158	215,259	258,669	266,430	274,422	282,655
Other (Specify in Assumptions)	$38,425	118,732	142,676	167,950	172,989	178,178	183,524
Total Non-Instructional Compensation		**441,976**	**511,494**	**584,785**	**602,329**	**620,398**	**639,010**
Bonus		123,137	126,831	130,636	134,555	138,591	142,749
Stipend		89,919	92,617	95,395	98,257	101,205	104,241
Substitute		5,109	5,262	5,420	5,583	5,750	5,922
Summer		29,098	29,971	30,870	31,796	32,750	33,732
Total Compensation		**3,690,321**	**3,926,258**	**4,162,287**	**4,388,176**	**4,555,102**	**4,769,380**

Employer Benefits & Tax Assumptions

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Base Assumption						
Social Security	6.20%	$228,800	$243,428	$258,062	$272,067	$282,416	$295,702
Medicare	1.45%	$53,510	$56,931	$60,353	$63,629	$66,049	$69,156
State Unemployment	0.11%	$4,058	$4,317	$4,577	$4,825	$5,009	$5,244
Disability/Life Insurance	0.00309%	$114	$121	$129	$136	$141	$147
Workers Compensation Insurance	0.90%	$33,213	$35,336	$37,461	$39,494	$40,996	$42,924
Other Fringe Benefits	0.00%	$0	$0	$0	$0	$0	$0
	Health Insurance Annual Increase	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
	Cumultative Increase	103.00%	106.09%	109.27%	112.55%	115.93%	119.41%

Wooddale Middle School
New Charter School Application Budget Template
Year 0-4 Staff Assumptions

Medical Insurance	$10,699	$584,969	$625,218	$667,355	$705,438	$732,802	$767,561
Dental Insurance	$0	$0	$0	$0	$0	$0	$0
Vision Insurance	$0	$0	$0	$0	$0	$0	$0
TCRS Certified Legacy	6.81%	$102,187	$107,601	$112,882	$119,708	$124,501	$130,879
TCRS Certified Hybrid	9.00%	$135,049	$142,204	$149,183	$158,205	$164,538	$172,968
TCRS Classified Legacy	0.00%	$0	$0	$0	$0	$0	$0
TCRS Classified Hybrid	0.00%	$0	$0	$0	$0	$0	$0
Other Classified Retirement	0.00%	$0	$0	$0	$0	$0	$0
Other Retirement	0.00%	$0	$0	$0	$0	$0	$0

Assumption Notes
Principal
Assistant Principals
Curriculum Specialists allocated from Home Office (CS's include ELA, ESL, CTE, Math, Science, History)
0.25 Director of College and Counseling, 0.25 Director of Special Education, 0.25 Special Education Program Administrator, 0.125 Director of Community Engagement (increased allocations since Fairley is not with GSPST starting FY25)

3 Science, 7 Math, 3 History, 7 ELA, 5 ESL, 1 RTI
FS, ELA, Math Special Education Teachers
FS and ISS Educational Assistants
Art, Physical Education, Other Middle Grade Electives

Office Coordinator
1 After School Site Coordinator, 0.27 After School Program Manager
School Operations Manager
1 Counselor, 0.75 Social Workers, 0.5 Student Support Specialist, 0.25 Behavior Specialist (increased allocations since Fairley is not with GSPST starting FY25)
Campus Aide/Security Guards

Includes hiring bonuses, performance bonuses, retention bonuses
Includes stipends for after school, athletics, ESL Lead, SPED Teacher Lead, and Teacher Leader stipends
Period Coverage
Excludes Summer Boost moving forward

Assumption Notes
Standard Social Security rate utilized
Standard Medicare rate utilized
Standard State Unemployment rate utilized
Standard Disability/Life Insurance rate utilized
Utilizing the effective rate in current financials
N/A

Utilizing current average expense with a yearly escalation.
Included with Medical Insurance above
Included with Medical Insurance above

Maintaining current TCRS Legacy Rate for all future periods. Assuming half of certificated FTEs have TCRS Legacy and the other half the Hybrid plan.
Maintaining current TCRS Hybrid Rate for all future periods (includes the 401k component of the TCRS Hybrid plan). Assuming half of certificated FTEs have TCRS Legacy and the other half the Hybrid plan.
N/A
N/A
N/A
N/A

Wooddale Middle School
New Charter School Application Budget Template
Year 0 Budget

Revenue Assumptions

	Year 0
	2024-25
Annual Revenue Increase	3.00%
Cumulative Increase	103.00%

State Revenues	**Rate/Assumption**		**Assumption Notes**
TISA (Steps 1 through 3)	$12,451	$7,181,696	Assuming a 3% increase in Steps 1 through 3 TISA funding
TISA Outcomes	$28	$16,425	Assuming 3% increase in outcomes funding (FY25 rate is based off the actual FY24 TISA Outcomes Bonus recieved divided by FY24 projected enrollment)
0	$0	$0	N/A
0	$0	$0	N/A
0	$0	$0	N/A
0	$0	$0	N/A
Charter School Facilities Grants	$0	$0	Charter School Facilities funds included in TISA moving forward
Public School Security Grant	$38	$21,840	Assuming a 3% increase in Security funding
Federal Revenues			
Title I	$1,199	$691,598	Assuming a 3% increase in Title I
Title II	$81	$46,515	Assuming a 3% increase in Title II
Title IV - 21st Century	$252	$145,506	Assuming a 3% increase in 21st Century
E-Rate	$765	$41,824	Same growth assumptions as related expenses (Rate x Personnel + 3% increase)
Innovative School Model	$350	$187,256	FY25 allocation per GD's ISM grant spending plan
IDEA	$249	$143,878	Assuming a 3% increase in IDEA funding
ESSER 3.0	$869	$0	ESSER funds to be fully exhausted in FY24
Turnaround Action Grant	$340	$0	TAG funds to be fully exhausted in FY24
School Activity Revenues			
School Site Fundraising and Sales	$44	$25,347	School Site Fundraising and Sales. Variable annually.
Other	$0	$0	N/A
Other	$0	$0	N/A
Other	$0	$0	N/A
Other	$0	$0	N/A
Fundraising & Philanthropy			
Bloomberg - Summer Boost	$0	$0	Assuming GDSPT will not receive this grant moving forward, however, it is likely that GDPST could continue to receive this grant
Other	$0	$0	N/A
Other	$0	$0	N/A
Other	$0	$0	N/A
Other	$0	$0	N/A

Total Revenues **8,501,885**

Compensation

	Year 0
	2024-25

Administrative Staff	**FTE Count**		**Assumption Notes**
Principal/School Leader	1.00	111,240	Principal
Assistant Principal	2.00	197,425	Assistant Principals
Special Education Coordinator	2.44	189,021	Curriculum Specialists allocated from Home Office (CS's include ELA, ESL, CTE, Math, Science, History)
Deans, Directors	0.00	-	

Wooddale Middle School
New Charter School Application Budget Template
Year 0 Budget

Other (Specify in Assumptions)	0.88	77,958	0.25 Director of College and Counseling, 0.25 Director of Special Education, 0.25 Special Education Program Administrator, 0.125 Director of Community Engagement (increased allocations since Fairley is not with GSPST starting FY25)
Total Administrative Compensation	**6.32**	575,644	
Instructional Staff			
Teachers	26.00	1,740,957	3 Science, 7 Math, 3 History, 7 ELA, 4 ESL
Special Education Teachers	4.00	260,678	FS, ELA, Math Special Education Teachers
Eduacational Assistants/Aides	3.00	110,341	FS and ISS Educational Assistants
Elective Teachers	5.00	313,463	Art, Physical Education, Other Middle Grade Electives
Other (Specify in Assumptions)	0.00	-	
Total Instructional Compensation	**38.00**	2,425,440	
Non-Instructional Staff			
Clerical Staff	1.00	47,133	Office Coordinator
Custodial Staff	1.27	44,601	1 After School Site Coordinator, 0.27 After School Program Manager
Operations	1.00	57,352	School Operations Manager
Social Workers/Counseling	2.50	174,158	1 Counselor, 0.75 Social Workers, 0.5 Student Support Specialist, 0.25 Behavior Specialist (increased allocations since Fairley is not with GSPST starting FY25)
Other (Specify in Assumptions)	3.00	118,732	Campus Aide/Security Guards
Total Non-Instructional Compensation	**8.77**	441,976	
Other Compensation		123,137	Includes hiring bonuses, performance bonuses, retention bonuses
Other Compensation		89,919	Includes stipends for after school, athletics, ESL Lead, SPED Teacher Lead, and Teacher Leader stipends
Other Compensation		5,109	Period Coverage
Other Compensation		29,098	Excludes Summer Boost moving forward
Total Compensation		**3,690,321**	

Employer Benefits & Taxes

	Year 0	Assumption Notes
	2024-25	
Social Security	228,800	Standard Social Security rate utilized
Medicare	53,510	Standard Medicare rate utilized
State Unemployment	4,058	Standard State Unemployment rate utilized
Disability/Life Insurance	114	Standard Disability/Life Insurance rate utilized
Workers Compensation Insurance	33,213	Utilizing the effective rate in current financials
Other Fringe Benefits	-	N/A
Medical Insurance	584,969	Utilizing current average expense.
Dental Insurance	-	Utilizing current average expense.
Vision Insurance	-	Utilizing current average expense.
TCRS Certified Legacy	102,187	Maintaining current TCRS Legacy Rate for all future periods. Assuming half of certificated FTEs have TCRS Legacy and the other half the Hybrid plan.
TCRS Certified Hybrid	135,049	Maintaining current TCRS Hybrid Rate for all future periods (includes the 401k component of the TCRS Hybrid plan). Assuming half of certificated FTEs have TCRS Legacy and the other half the Hybrid plan.
TCRS Classified Legacy	-	N/A
TCRS Classified Hybrid	-	N/A
Other Classified Retirement	-	N/A
Other Retirement	-	N/A
Total Employer Benefits & Taxes	**1,141,898**	

Operating Expenses

Year 0
2024-25

Wooddale Middle School
New Charter School Application Budget Template
Year 0 Budget

	Rate/Student or Personnel		3%	Assumption Notes
Contracted Services				
Professional Development	$0		$74,322	Professional development and coaching services (decrease due to ESSER grant ending) (i.e. Lavinia, Burn-In Mindset) (3% increase)
Financial Services	$0		$0	Financial Services provided as a centralized service of GDPST Home Office as part of Shared Service Fee
Audit Services	$0		$13,145	Flat annual fee (3% increase)
Legal Fees	$0		$0	Legal Services provided as a centralized service of GDPST Home Office as part of Shared Service Fee
Copier Lease and Usage	$549	P	$30,004	RICOH Copier and Maintenance expenses (Rate x Personnel + 3% increase)
Internet and Phone Service	$853	P	$46,653	Variable annual fee (Rate x Personnel + 3% increase)
Cell Phone Service	$84	P	$4,608	Variable annual fee based on usage (Rate x Personnel + 3% increase)
Payroll Services	$0		$0	Payroll Services provided as a centralized service of GDPST Home Office as part of Shared Service Fee
Health Services	$0		$9,270	Contracted Health Services, including but not limited to, Nursing Services (LifeDoc) (3% increase)
Transportation	$441	S	$254,289	Busing services including drivers, maintenance, and fuel (Rate x Student + 3% increase)
IT Services	$0		$0	IT Services provided as a centralized service of GDPST Home Office as part of Shared Service Fee
Contracted SPED Services	$121	S	$69,802	Contracted Special Education services, including but not limited to, OT, PT, Speech, Physiological, IEP, Hearing, and Behavioral Services (Rate x Student + 3% increase
Insurance	$0		$73,711	Variable annual fee (3% increase)
Postal Charges	$0		$4,204	Postal and Mailings costs (3% increase)
Security Services	$166	S	$95,531	Contracted campus security guards (Rate x Student + 3% increase)
Substitute Services	$189	S	$109,135	Contracted teacher substitutes for teachers on leave or absent. (Rate x Student + 3% increase)
Professional Services	$85	S	$46,489	Professional services (Code Crew, Afterschool program, CTE) (3% increase)
Supplies & Materials				
Textbooks and Instructional Supplies	$18	S	$10,319	Curricular materials including, but not limited to, texts, curriculum, and testing supplies (Rate x Student + 3% increase)
Education Software	$159	S	$91,510	Student utilized education software (e.g. iReady, Kendall Hunt) (Rate x Student + 3% increase)
Student Supplies	$53	S	$30,358	Student and faculty utilized supplies including, but not limited to school supplies and afterschool supplies (Rate x Student + 3% increase)
Faculty Supplies	$0		$0	N/A
Student Activities	$0		$23,124	Field trips, banquets, and other events (3% increase)
Testing & Evaluation	$0		$0	N/A
Student Laptops	$0		$123,355	Student Chromebook replacements (3% increase)
Faculty Laptops	$126	P	$6,898	Staff Laptop replacements (Rate x Personnel + 3% increase)
Office Supplies	$241	P	$13,165	Office Supplies (Rate x Personnel + 3% increase)
Printing Paper	$271	P	$14,810	Printing Paper (Rate x Personnel + 3% increase)
Marketing Materials	$0		$20,124	Promotional products and materials including apparel, banners, pens, backpacks, brochures (3% increase)
Student Uniforms	$6	S	$3,396	Student Uniforms (Rate x Student + 3% increase)
Non-Educational Software	$1,736	P	$94,947	Variable annual fee. Includes, but is not limited to, staff, student, and system software and licenses (Rate x Personnel + 3% increase)
Dues and Fees	$0		$0	N/A
Health Supplies	$0		$0	N/A
Facility Related Expenses				
Rent	$0		$100,000	Placeholder for rental for current Wooddale campus given current capital repairs required and flood zone designation
Utilities	$0		$270,517	Variable annual fee (MLGW) (3% increase)
Custodial	$0		$201,575	Flat annual fee (3% increase)
Waste	$0		$12,877	Variable annual fee (Waste Management) (3% increase)
Faculty Furniture	$0		$0	No need for replacements in FY25
Student Furniture	$0		$0	No need for replacements in FY25 (investment in furniture in FY24)
Internet/Network Equipment	$0		$0	N/A
Other Equipment	$0		$8,706	Variable annual fee (3% increase)
Maintenance/Repairs	$0		$118,445	Variable annual fee. Includes, but is not limited to, electrical, plumbing, HVAC (was partially funded by Charter Facilities grants)
Tenant Improvements	$0		$0	No major tenant improvements (was funded by Charter Facilities grants)
Depreciation	$0		$36,137	Variable annual fee. Includes, but is not limited to, electrical, plumbing, HVAC, groundskeeping, general carpentry, and supplies
Other	$0		$0	N/A
Other	$0		$0	N/A
Other	$0		$0	N/A
Other	$0		$0	N/A
Other Charges				
Staff Recruitment	$0		$10,053	Variable annual fee (3% increase)
Student Recruitment & Community Engagement	$0		$3,373	Variable annual fee (3% increase)
Advertising	$17		$3,699	Variable annual fee (3% increase)
Authorizer Fee	3.0%		$215,944	3% ASD Authorizer Fee
Shared Service Fee	14.5%		$1,171,616	14.5% percent of recurring revenue (TISA, Title 1, Title 2, IDEA); funds Regional Green Dot Services

Wooddale Middle School
New Charter School Application Budget Template
Year 0 Budget

Debt Service			
Debt Service	$0	$5,850	Flat annual fee
Other	$0	$0	N/A
Other	$0	$0	N/A
Other	$0	$0	N/A
Other	$0	$0	N/A
Total Operating Expenses		**$3,421,959**	
Total Expenses		**8,254,179**	

Wooddale Middle School
New Charter School Application Budget Template
Year 1 Through 4 Budget

Revenue Assumptions

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Annual Revenue Increase		3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Cumultative Increase		103.00%	106.09%	109.27%	112.55%	115.93%	119.41%
State Revenues	**Assumption**						
TISA (Steps 1 through 3)	$12,451	7,181,696	$7,661,331	$8,163,280	$8,632,397	$9,122,314	$9,630,882
TISA Outcomes	$28	16,425	$17,522	$18,670	$19,742	$20,863	$22,026
0	$0	-	$0	$0	$0	$0	$0
0	$0	-	$0	$0	$0	$0	$0
0	$0	-	$0	$0	$0	$0	$0
0	$0	-	$0	$0	$0	$0	$0
Charter School Facilities Grants	$0	-	$0	$0	$0	$0	$0
Public School Security Grant	$38	21,840	$23,299	$24,825	$26,252	$27,742	$29,288
Federal Revenues							
Title I	$1,199	691,598	$737,787	$786,125	$831,301	$878,480	$927,455
Title II	$81	46,515	$49,622	$52,873	$55,911	$59,084	$62,378
Title IV - 21st Century	$252	145,506	$155,224	$165,394	$174,898	$184,824	$195,128
E-Rate	$765	41,824	$43,079	$44,371	$45,703	$47,074	$48,486
Innovative School Model	$350	187,256	$112,233	$0	$0	$0	$0
IDEA	$249	143,878	$153,487	$163,543	$172,941	$182,756	$192,945
ESSER 3.0	$0	-	$0	$0	$0	$0	$0
Turnaround Action Grant	$0	-	$0	$0	$0	$0	$0
School Activity Revenues							
School Site Fundraising and Sales	$44	25,347	$27,039	$28,811	$30,467	$32,196	$33,991
Other	$0	-	$0	$0	$0	$0	$0
Other	$0	-	$0	$0	$0	$0	$0
Other	$0	-	$0	$0	$0	$0	$0
Other	$0	-	$0	$0	$0	$0	$0
		-					
Fundraising & Philanthropy		-					
Bloomberg - Summer Boost	$0	-	$0	$0	$0	$0	$0
Other	$0	-	$0	$0	$0	$0	$0
Other	$0	-	$0	$0	$0	$0	$0
Other	$0	-	$0	$0	$0	$0	$0
Other	$0	-	$0	$0	$0	$0	$0
Total Revenues		**8,501,885**	**8,980,623**	**9,447,892**	**9,989,612**	**10,555,332**	**11,142,580**

Wooddale Middle School
New Charter School Application Budget Template
Year 1 Through 4 Budget

Compensation

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Administrative Staff						
Principal/School Leader	111,240	114,577	118,015	121,555	125,202	128,958
Assistant Principal	197,425	203,348	209,448	215,732	222,204	228,870
Curriculum Specialists	189,021	194,692	200,532	206,548	212,745	219,127
Deans, Directors	-	-	-	-	-	-
Other (Specify in Assumptions)	77,958	80,296	82,705	85,186	87,742	90,374
Total Administrative Compensation	**575,644**	**592,913**	**610,701**	**629,022**	**647,892**	**667,329**
	-					
Instructional Staff						
Teachers	1,740,957	1,862,155	1,918,019	2,048,729	2,110,191	2,251,121
Special Education Teachers	260,678	268,499	293,838	320,457	330,070	339,972
Educational Assistants/Aides	110,341	113,651	126,815	140,667	144,888	149,234
Elective Teachers	313,463	322,867	365,809	376,783	423,367	436,068
Other (Specify in Assumptions)	-	-	-	-	-	-
Total Instructional Compensation	**2,425,440**	**2,567,171**	**2,704,482**	**2,886,636**	**3,008,515**	**3,176,396**
Non-Instructional Staff						
Clerical Staff	47,133	48,547	50,003	51,503	53,048	54,640
After School	44,601	45,939	47,317	48,737	50,199	51,705
Operations	57,352	59,073	60,845	62,670	64,550	66,487
Social Workers/Counseling/Specialists	174,158	215,259	258,669	266,430	274,422	282,655
Other (Specify in Assumptions)	118,732	142,676	167,950	172,989	178,178	183,524
Total Non-Instructional Compensation	441,976	511,494	584,785	602,329	620,398	639,010
Bonus	123,137	126,831	130,636	134,555	138,591	142,749
Stipend	89,919	92,617	95,395	98,257	101,205	104,241
Substitute	5,109	5,262	5,420	5,583	5,750	5,922
Summer	29,098	29,971	30,870	31,796	32,750	33,732
0						
Total Compensation	**3,690,321**	**3,926,258**	**4,162,287**	**4,388,176**	**4,555,102**	**4,769,380**

Wooddale Middle School
New Charter School Application Budget Template
Year 1 Through 4 Budget

Employer Benefits & Taxes

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Social Security	228,800	243,428	258,062	272,067	282,416	295,702
Medicare	53,510	56,931	60,353	63,629	66,049	69,156
State Unemployment	4,058	4,317	4,577	4,825	5,009	5,244
Disability/Life Insurance	114	121	129	136	141	147
Workers Compensation Insurance	33,213	35,336	37,461	39,494	40,996	42,924
Other Fringe Benefits	-	-	-	-	-	-
Medical Insurance	584,969	625,218	667,355	705,438	732,802	767,561
Dental Insurance	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-
TCRS Certified Legacy	102,187	107,601	112,882	119,708	124,501	130,879
TCRS Certified Hybrid	135,049	142,204	149,183	158,205	164,538	172,968
TCRS Classified Legacy	-	-	-	-	-	-
TCRS Classified Hybrid	-	-	-	-	-	-
Other Classified Retirement	-	-	-	-	-	-
Other Retirement	-	-	-	-	-	-
Total Employer Benefits & Taxes	**1,141,898**	**1,215,156**	**1,290,001**	**1,363,500**	**1,416,452**	**1,484,581**

Wooddale Middle School
New Charter School Application Budget Template
Year 1 Through 4 Budget

Operating Expenses

			Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
			2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Annual Expense Increase		0.00%	3.00%	3.00%	3.00%	3.00%	3.00%
	Cumultative Increase		100.00%	103.00%	106.09%	109.27%	112.55%	115.93%
Contracted Services								
Professional Development	$0		74,322	$76,551	$78,848	$81,213	$83,650	$86,159
Financial Services	$0		-	$0	$0	$0	$0	$0
Audit Services	$0		13,145	$13,539	$13,945	$14,364	$14,795	$15,238
Legal Fees	$0		-	$0	$0	$0	$0	$0
Copier Lease and Usage	$565		30,004	$30,904	$31,831	$32,786	$33,769	$34,782
Internet and Phone Service	$879		46,653	$48,052	$49,494	$50,978	$52,508	$54,083
Cell Phone Service	$87		4,608	$4,746	$4,888	$5,035	$5,186	$5,342
Payroll Services	$0		-	$0	$0	$0	$0	$0
Health Services	$0		9,270	$9,548	$9,835	$10,130	$10,433	$10,746
Transportation	$454	S	254,289	$271,272	$280,626	$288,110	$295,593	$302,983
IT Services	$0		-	$0	$0	$0	$0	$0
Contracted SPED Services	$125	S	69,802	$74,463	$77,031	$79,085	$81,139	$83,168
Insurance	$0		73,711	$75,922	$78,200	$80,546	$82,962	$85,451
Postal Charges	$0		4,204	$4,331	$4,461	$4,594	$4,732	$4,874
Security Services	$171	S	95,531	$101,911	$105,425	$108,237	$111,048	$113,824
Substitute Services	$195	S	109,135	$116,424	$120,438	$123,650	$126,862	$130,033
Professional Services	$83		46,489	$47,884	$49,320	$50,800	$52,324	$53,894
Supplies & Materials								
Textbooks and Instructional Supplies	$18	S	10,319	$11,008	$11,388	$11,692	$11,995	$12,295
Education Software	$163	S	91,510	$97,621	$100,988	$103,681	$106,374	$109,033
Student Supplies	$54	S	30,358	$32,386	$33,502	$34,396	$35,289	$36,171
Faculty Supplies	$0		-	$0	$0	$0	$0	$0
Student Activities	$0		23,124	$23,817	$24,532	$25,268	$26,026	$26,806
Testing & Evaluation	$0		-	$0	$0	$0	$0	$0
Student Laptops	$0		123,355	$51,866	$53,421	$55,024	$56,675	$58,375
Faculty Laptops	$130	P	6,898	$7,373	$7,641	$7,841	$7,908	$8,042
Office Supplies	$248	P	13,165	$14,071	$14,581	$14,965	$15,092	$15,348
Printing Paper	$279	P	14,810	$15,829	$16,404	$16,835	$16,979	$17,266
Marketing Materials	$36		20,124	$20,728	$11,050	$11,381	$11,723	$12,074
Student Uniforms	$6	S	3,396	$3,622	$3,747	$3,847	$3,947	$4,046
Non-Educational Software	$1,789	P	94,947	$97,796	$59,530	$61,316	$63,155	$65,050
Dues and Fees	$0		-	$0	$0	$0	$0	$0
Health Supplies	$0		-	$0	$0	$0	$0	$0

Wooddale Middle School
New Charter School Application Budget Template
Year 1 Through 4 Budget

Facility Related Expenses							
Rent	$0	100,000	$100,000	$100,000	$100,000	$100,000	$100,000
Utilities	$0	270,517	$278,633	$286,992	$295,601	$304,469	$313,604
Custodial	$0	201,575	$207,622	$213,851	$220,267	$226,875	$233,681
Waste	$0	12,877	$13,263	$13,661	$14,071	$14,493	$14,928
Faculty Furniture	$0	-	$0	$0	$5,000	$5,000	$5,000
Student Furniture	$0	-	$0	$0	$20,000	$20,000	$20,000
Internet/Network Equipment	$0	-	$0	$0	$0	$0	$0
Other Equipment	$0	8,706	$8,967	$9,236	$9,513	$9,798	$10,092
Maintenance/Repairs	$0	118,445	$121,998	$125,658	$129,428	$133,311	$137,310
Tenant Improvements	$0	-	$0	$0	$0	$100,000	$100,000
Depreciation	$0	36,137	$37,221	$38,338	$39,488	$40,673	$41,893
Other	$0	-	$0	$0	$0	$0	$0
Other	$0	-	$0	$0	$0	$0	$0
Other	$0	-	$0	$0	$0	$0	$0
Other	$0	-	$0	$0	$0	$0	$0
Other Charges							
Staff Recruitment	$189	10,053	$10,354	$10,665	$10,985	$11,315	$11,654
Student Recruitment & Community Engagement	$6	3,373	$3,474	$3,579	$3,686	$3,797	$3,911
Advertising	$0	3,699	$3,810	$3,924	$4,042	$4,163	$4,288
Authorizer Fee	$0	215,944	$230,366	$245,458	$259,564	$274,295	$289,587
Shared Service Fee	$0	1,171,616	$1,242,668	$1,324,085	$1,400,175	$1,479,640	$1,562,130
Debt Service							
Debt Service	$0	5,850	-	-	-	-	-
Other	$0	-	-	-	-	-	-
Other	$0	-	-	-	-	-	-
Other	$0	-	-	-	-	-	-
Other	$0	-	-	-	-	-	-
Total Operating Expenses		**3,421,959**	**3,510,041**	**3,616,573**	**3,787,592**	**4,037,992**	**4,193,162**
Total Expenses		**8,254,179**	**8,651,456**	**9,068,862**	**9,539,269**	**10,009,546**	**10,447,123**

Assumption Notes
Assuming a 3% increase in Steps 1 through 3 TISA funding
Assuming 3% increase in outcomes funding
N/A
N/A
N/A
N/A
Charter School Facilities funds included in TISA moving forward
Assuming a 3% increase in Security funding

Assuming 3% and following student growth trend
Assuming 3% and following student growth trend
Assuming a 3% increase in 21st Century
Same growth assumptions as related expenses (3% increase)
Allocation per GD's ISM grant spending plan
Assuming a 3% increase in IDEA funding (maintaining WDL's IDEA assumptions since it has higher SPED population than Bluff City)
ESSER funds to be fully exhausted in FY24
TAG funds to be fully exhausted in FY24

School Site Fundraising and Sales. Variable annually.
N/A
N/A
N/A
N/A

N/A
N/A
N/A
N/A
N/A

Assumption Notes
Principal (3% salary increase each year)
2 Assistant Principals (3% salary increase each year)
Curriculum Specialists Home Office allocations remain consistent throughout the projected years (3% salary increase each year)
Director of College & Counseling, Director of Special Education, Special Education Program Administrator, and Director of Community Engagement Home Office allocations remain consistent throughout the projected years (3% salary increase each year)

Increase in teacher count with student population growth (3% salary increase each year)
Increase in teacher count with student population growth (3% salary increase each year)
Increase in teacher assistant count with student population growth (3% salary increase each year)
Increase in teacher count with student population growth (3% salary increase each year)

Office Coordinator (3% salary increase each year)
After School Staff (3% salary increase each year)
School Operations Manager (3% salary increase each year)
Add 1 FTE Support staff in Year 3/4 (3% salary increase each year)
Add additional Campus Safety Offier in Year3 (3% salary increase each year)

Assumption Notes
Standard Social Security rate utilized
Standard Medicare rate utilized
Standard State Unemployment rate utilized
Standard Disability/Life Insurance rate utilized
Utilizing the effective rate in current financials
N/A
Utilizing current average expense with a yearly escalation.
Included with Medical Insurance above
Included with Medical Insurance above
Maintaining current TCRS Legacy Rate for all future periods. Assuming half of certificated FTEs have TCRS Legacy and the other half the Hybrid plan.
Maintaining current TCRS Hybrid Rate for all future periods (includes the 401k component of the TCRS Hybrid plan). Assuming half of certificated FTEs have TCRS Legacy and the other half the Hybrid plan.
N/A
N/A
N/A
N/A

Assumption Notes
Professional development and coaching services (reduced services due to ESSER grant ending) (i.e. Lavinia, Burn-In Mindset) (3% increase)
Financial Services provided as a centralized service of the GDPST Regional and National Office as part of Shared Service Fee
Flat annual fee (3% increase)
Legal Services provided as a centralized service of the GDPST Regional and National Office as part of Shared Service Fee
RICOH Copier and Maintenance expenses (3% increase)
Variable annual fee (3% increase)
Variable annual fee based on usage (3% increase)
Payroll Services provided as a centralized service of the GDPST Regional and National Office as part of Shared Service Fee
Contracted Health Services, including but not limited to, Nursing Services (LifeDoc) (3% increase)
Busing services including drivers, maintenance, and fuel (Rate x Student + 3% increase)
IT Services provided as a centralized service of the GDPST Regional and National Office as part of Shared Service Fee
Contracted Special Education services, including but not limited to, OT, PT, Speech, Physiological, IEP, Hearing, and Behavioral Services (Rate x Student + 3% increase)
Variable annual fee (3% increase)
Postal and Mailings costs (3% increase)
Contracted campus security guards (Rate x Student + 3% increase)
Contracted teacher substitutes for teachers on leave or absent. (Rate x Student + 3% increase)
Professional services (Code Crew, Afterschool program, CTE) (3% increase)

Curricular materials including, but not limited to, texts, curriculum, and testing supplies (Rate x Student + 3% increase)
Student utilized education software (e.g. iReady, Kendall Hunt) (Rate x Student + 3% increase)
Student and faculty utilized supplies including, but not limited to school supplies and afterschool supplies (Rate x Student + 3% increase)
N/A
Field trips, banquets, and other events (3% increase)
N/A
Student Chromebook replacements (reduced in accordance with ISM budget) (3% increase)
Staff Laptop replacements (Rate x Personnel + 3% increase)
Office Supplies (Rate x Personnel + 3% increase)
Printing Paper (Rate x Personnel + 3% increase)
Promotional products and materials including apparel, banners, pens, backpacks, brochures (reduced in accordance with ISM budget) (3% increase)
Student Uniforms (Rate x Student + 3% increase)
Variable annual fee. Includes, but is not limited to, staff, student, and system software and licenses (reduced in accordance with ISM budget) (3% increase)
N/A
N/A

Placeholder for rental for current Wooddale campus given current capital repairs required and flood zone designation (assuming flat contractual amount
Variable annual fee (MLGW) (3% increase)
Flat annual fee (3% increase)
Variable annual fee (Waste Management) (3% increase)
Assuming som replacement in FY28/FY29
Assuming som replacement in FY28/FY29
N/A
Variable annual fee (3% increase)
Variable annual fee. Includes, but is not limited to, electrical, plumbing, HVAC (was partially funded by Charter Facilities grants)
No major tenant improvements (was funded by Charter Facilities grants), assuming improvements in FY29
Variable annual fee. Includes, but is not limited to, electrical, plumbing, HVAC, groundskeeping, general carpentry, and supplies
N/A
N/A
N/A
N/A

Variable annual fee (3% increase)
Variable annual fee (3% increase)
Variable annual fee (3% increase)
3% ASD Authorizer Fee
14.5% percent of recurring revenue (TISA, Title 1, Title 2, IDEA); funds Regional and National Green Dot Services

Wooddale's loan will be fully repaid by Dec 2025
N/A
N/A
N/A
N/A

Wooddale Middle School
New Charter School Application Budget Template
Year 0 & Years 1 through 5 Summary

Revenue Assumptions

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
State Revenues	7,219,961	7,702,151	8,206,775	8,678,391	9,170,918	9,682,197
Federal Revenues	1,256,577	1,251,432	1,212,306	1,280,754	1,352,218	1,426,392
School Activity Revenues	25,347	27,039	28,811	30,467	32,196	33,991
Fundraising & Philanthropy	-	-	-	-	-	-
Total Revenues	8,501,885	8,980,623	9,447,892	9,989,612	10,555,332	11,142,580
Staffing	3,690,321	3,926,258	4,162,287	4,388,176	4,555,102	4,769,380
Employer Benefits & Taxes	1,141,898	1,215,156	1,290,001	1,363,500	1,416,452	1,484,581
Contracted Services	831,162	875,547	904,342	929,527	955,001	980,578
Supplies & Materials	432,006	376,117	336,784	346,245	355,163	364,507
Facility-Related Expenses	748,257	767,705	787,736	833,368	954,619	976,507
Other Charges	1,404,685	1,490,673	1,587,711	1,678,452	1,773,209	1,871,569
Debt Service	5,850	-	-	-	-	-
Total Expenses	8,254,179	8,651,456	9,068,862	9,539,269	10,009,546	10,447,123
Net Income	247,706	329,167	379,030	450,343	545,786	695,457

Section 3.2 - Budget Narrative

As Attachment Y, present a budget narrative including detailed descriptions of budget assumptions, and revenue and expenditure projections, reflecting proposed growth over time. In this section include:

a. How the budget will effectively ensure the school model can be implemented fully and how it supports your theory of action concerning student achievement;

IOTA Community Schools ("IOTA") and Wooddale Middle School go through an in depth budgeting process in the Spring and then update the budget based on new data (i.e. updated revenue estimates from LEA and state, enrollment at the start of the school year, and updated staffing based on hiring efforts throughout the Spring and Summer) during late Summer/early Fall. This in depth budgeting process involves every Home Office department and school leadership to ensure that all input is received and all student needs and achievement goals for the following fiscal year have been addressed and accounted for in the budget. The school budgets are also refined throughout the academic year as additional resources may be needed to support our students and school goals. This model has proven successful for IOTA throughout the past nine years of operating Wooddale Middle School as the team has helped a school that was in the bottom 5% of all TN schools on state assessments to "priority exit status".

b. An explanation of student enrollment and TISA projections;

Wooddale's yearly ADM has grown at a Compound Annual Growth Rate ("CAGR") of 4.1% between 2019 and 2023 and is expected to grow by over 9% in FY24 to an average Full Year ADM of 530 (CAGR of 5.1% between 2019 and 2024). Current enrollment trends indicate potential upside to the 530 budgeted estimate. IOTA is projecting a Yearly ADM of 560 for FY25 (Year 0), a 5.7% increase. This rate is in line with the CAGR over the past 5 years but more conservative than the growth expectation for FY24. Yearly ADM is expected to increase by an additional 20 students in FY26 (Year 1) and FY27 (Year 2) to reach an ADM of 600 students.

TISA funding for Wooddale has been estimated to grow at 3%, which is conservative compared to the growth between FY23 and FY24. The average funding rate for FY24 for Wooddale for Steps 1 through 3 is expected to be $12,451 based on an enrollment target of 530 students. This funding rate is expected to grow by 3% each year for the projection period and total TISA revenue is expected to grow with ADM growth. In addition, TISA outcomes funding is based on FY24 actual outcomes bonus received divided by FY24 projected enrollment expected to grow by 3% each year.

c. An explanation of any additional funding sources, including grants, state, federal, and local per- pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;

In addition to TISA, Wooddale has the following funding sources:

- Charter School Facilities Grant, Turnaround Action Grant, and ESSER 3.0: These grant awards will be completed by the end of FY24 and therefore not included in the projected years. IOTA will not need to cut staffing or services to students in the absence of these funds that were utilized over the past few years, only some professional development that was provided through ESSER will be renewed as a smaller contract. The only other impact this would have to Wooddale Middle School is a less positive net income though the net income will remain very healthy. The risk associated with this loss of funding is an increased dependence on the enrollment of our schools and the TISA funding formula.

- Bloomberg (Summer Boost): A philanthropic grant provided by Bloomberg for Summer programming may possibly be renewed but has not been included in the projection periods.

- Title 1, Title 2, IDEA, Public School Security Grant, E-Rate, 21st Century, and School Site Fundraising: Assuming a 3% increase in the per student funding rate as well as revenue growth in line with ADM growth.

- Innovative Schools Model: Yearly allocation consistent with IOTA's current spending plan for the grant. The ISM grant is a 4 year grant through FY26.

d. If the budget includes fundraising or philanthropic revenue, provide detailed assumptions for how the revenue amounts were determined, and whether the funds have been awarded or are estimates.

See section 3.2c, fundraising revenues are in line with historical amounts and there is no philanthropic revenue budgeted (received a Bloomberg grant in FY24).

e. Provide an explanation of all anticipated expenditures including those identified in Subpart III.I.d

Staffing is expected to remain stable with some growth in teaching and support staff to keep student to teacher ratios consistent with an expected increase in enrollment over time. Salaries as well as bonuses, stipends and benefits are expected to increase 3% throughout the projection period. The Shared Service fee includes the expected change in staffing from bringing services previously provided through Green Dot Public Schools National in-house. Most other expense categories are expected to increase by 3% along with growth in alignment with student and staffing growth. Additional detail is provided in the financial model for each individual expense type. Some expenses are expected to taper off or drop off completely with the completion of some grant funds including ESSER (expecting reduction in professional services), Charter School Facilities Grant (only budgeting for ongoing maintenance

expectations moving forward), and Innovative Schools Model (costs generally larger during the implementation of the CTE programs and will decrease over time).

f. Describe the systems, processes, and policies the school uses to manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls;

IOTA follows all relevant laws and regulations that govern charter schools within the state of Tennessee. Additionally, U.S. laws and regulations that relate to grant funding will be complied with as grant funding is received. The Office of Management and Budget's ("OMB") Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (commonly called "Uniform Guidance") was officially implemented in December 2014. The Uniform Guidance – a "government-wide framework for grants management" – synthesizes and supersedes guidance from earlier OMB circulars. Sections of the Uniform Guidance will be referenced throughout this policy with citations to the appropriate Code of Federal Regulations ("CFR").

Only specific employees are authorized to encumber financially and make representations on behalf of IOTA. Those employees are responsible for making authorizations in accordance with policies applicable to the specific item being authorized. Categories of financial encumbrances include:
●Purchase Orders/Invoices;
●Expense Reimbursements;
●Credit Card Transactions;
●Service Contracts (require legal and procurement review prior to execution);
●Loans (require Legal and Finance department review prior to execution); and
●Lease Agreements (require Legal and Finance Department review prior to execution).

Other types of documents requiring a signature may indirectly encumber IOTA financially and should be reviewed by IOTA's Legal and Finance Departments if there is any uncertainty.

The limits in the chart below refer to amounts for each encumbrance. For example, if a contract encumbers a IOTA entity over five years for twelve thousand dollars ($12,000) per year, the total amount is above fifty thousand dollars ($50,000), thus requiring a signature from that IOTA's Executive Director ("ED"). The amounts listed below refer to total encumbrance and exclude sales tax:

Position	Limits:
Board of Directors	$250,000 and Above

ED	$50,000 to $250,000**
CFO	$10,000 to $50,000*
Chief of Schools	$5,001 to $10,000
Principal/Cost Center Manager	Less than $5,000

Requires a minimum of two quotes or proposals obtained from qualified sources for goods and services greater than $10,000 and less than $50,000.
****Requires a minimum of three quotes or proposals obtained from qualified sources for goods and services $50,000 and greater, and less than $150,000; $150,000 and above requires comprehensive requests for proposals that include clear, accurate descriptions of goods and/or services solicited, proposals must be publicized, and a formal method for their evaluation and selection must be followed for more than $150,000.***

For the purpose of determining what level of approval is required and how many quotes, bids, or if a Request for Proposal ("RFP") is required, there may be amounts in the contract that are not determinable at the time the contract is signed, for example, taxes or fees based on other factors. For such amounts, management will use its best estimate.

Employees who encumber and make representations on behalf of IOTA without authority to do so may be subject to disciplinary action, up to and including termination.

All grant applications and agreements must be signed by the ED.

IOTA's pay periods run from the 1st to the 15th of each month and the 16th to the end of each month. Paychecks are issued semi-monthly on the 10th and 25th of each month unless those days fall on a weekend or holiday, in which case checks will be distributed on the preceding business day. All employee payroll amounts are calculated based upon approved rates included in the individual's personnel file. Any changes to pay rates or benefits must be properly initiated and authorized using the designated process in IOTA's Human Resources Information System ("HRIS" i.e., ADP Workforce Now). If for any reason, an employee receives the incorrect amount of pay, IOTA will handle each situation as follows:

- If an employee is materially underpaid (i.e., gross adjustment due is in the amount of one hundred dollars ($100) or more) due to erroneous processing by the People Team or due to submission of incorrect information by managers/administrators, then a manual check will be issued as soon as possible.
- If an employee is overpaid due to erroneous processing by the People Team or due to submission of incorrect information by the employee/managers/administrators, then a repayment arrangement will be negotiated with that employee to repay the overpayment to IOTA in accordance with all applicable laws. The employee will agree, in writing (email is acceptable), that deductions from future pay checks meet with his or her approval. Repayments to IOTA should be

completed by the end of the fiscal year. An employee's refusal to comply with this policy may result in disciplinary action up to and including termination. Any employee who believes that he or she has been paid incorrectly must notify the IOTA People Team immediately.

An annual fiscal audit shall be performed by an independent CPA firm, and shall include, but not be limited to:

1. An audit of the accuracy of IOTA's financial statements;
2. An audit of IOTA's attendance accounting and revenue claims practices;
3. An audit of IOTA's internal controls practices; and
4. IOTA is also subject to a single or program specific audit conducted for the fiscal year if federal award expenditures exceed $750,000 in a fiscal year (2 CFR §200.501).

Prior to submission, the completed audit report shall be reviewed by IOTA's Finance Committee and Board of Directors. The approved audit report will be submitted to the charter-granting agencies, the Office of the State Controller, and the Tennessee Department of Education by the reporting deadlines each year.

IOTA will utilize Sage Intacct as the Financial ERP system in order to do all accounting functions and maintain records and transaction level details. In addition, IOTA maintains and regularly updates its Policies and Procedures to align with changing state requirements and best practices. Please see the Green Dot Public Schools Finance and Accounting Policies Manual for additional detail, an IOTA specific Finance and Accounting Policies Manual is scheduled to be adopted by the Board of Directors in June of 2024 . IOTA follows both CFR 200.318 and the internal procurement procedures (see section VI. Procurement for additional information) in order to onboarding and determine which vendors to contract with. All contracts and suppliers are filtered through the Procurement Manager to ensure that the proper process and procedures are followed prior to contracting with any new vendor.

g. Describe how the school provides an independent annual audit of school-level operations and complies with other federal or state accounting and/or reporting requirements;

Each year, IOTA contracts with a third party to perform an annual audit of the region and school financials. IOTA has historically and will continue to work with Eide Bailly LLP to perform its annual audits. Please see the attached last two years of audits for additional detail.

h. Provide the different roles and responsibilities of the school's administration and governing board for school finances;

Many IOTA personnel take ownership in the school budget and financials. At the school level the Principal is responsible for ensuring the proper staffing, services, and materials are provided to their students by ensuring everything is accounted for in their school budget. In addition, the Assistant Principals play a key role in developing school improvement plans and therefore ensuring that grant

funds align to the goals being achieved in the improvement plans. The School Operation Manager also takes ownership in various parts of the budgets/financials including ensuring that school facilities are safe and maintained and that repairs are properly budgeted for and forecasted for since these types of expenses require some of the most oversight given their difficulty in predicting. In addition, School Operation Managers make sure that substitute teachers and security officers' hours follow the respective budgets and that any changes are communicated to the Managing Director of Finance.

At the organizational level, the Managing Director of Finance is responsible for making sure that each department understands their budget and ensures that actuals follow the budget as well as making sure that forecasts are developed to provide leadership and the Board of Directors with the most accurate expectation for year end results. Various other network level employees also take ownership in parts of the financials: The Chief of Academics ensures that the teaching staff, coaching staff, and curricular material align to the goals of the school and are properly budgeted for. The Chief of Schools works with school leaders and the Managing Director of Finance to align enrollment expectations throughout the year by utilizing prior year data as well as qualitative factors in the given year. Enrollment forecasts are a very important part of the financials and therefore closely monitored to ensure the most accurate forecasts throughout the year. The Executive Director oversees the budget and financials along with the Managing Director of Finance to ensure all goals for the region are properly budgeted for and that the region maintains a healthy financial outlook as well as seek opportunities for additional ways to provide students with resources with the help of all stakeholders including Development, Operations, and other network level staff.

The Board of Directors oversees all budgets and forecasts and approves all budgets and forecasts throughout the fiscal year. In addition, one board member is appointed to the Finance Committee.

i. If the school outsources any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include how oversight is provided to those contractors;

Though some IOTA back office functions have traditionally been provided by Green Dot Public Schools National ("GDPSN"), through a decentralization of GDPSN resources to their regional affiliates, IOTA will be bringing in house expertise to these functional areas or working with providers that have experience working with IOTA.

- **Human Resources:** IOTA will continue to have HR services lead by the soon to be former GDPSN Managing Director of People (and former GDPST Director of HR and HC) and the soon to be former GDPSN People Strategy Manager. With their wealth of experience (10 years) in serving GDPST, IOTA will be able to ensure continued robust HR services.
- **Payroll:** Through GDPSN, IOTA has traditionally utilized ADP for payroll processing. Going forward, IOTA will utilize ADP's full service payroll solution and ADP Workforce Now. As an industry leader, there is no expected decrease in payroll

services after the transition. Oversight will be provided through our Human Resources capacity.

- **Benefits:** IOTA has and will continue to work with Mercer to provide robust benefits offerings.Oversight will be provided through our Human Resources capacity.
- **Finance:** The soon to be former GDPSN Director of Finance will be joining IOTA to provide continued oversight and consistency to all finance practice areas. Further, the longstanding Director of Finance and Operations and Chief Business Officer at GDPST has rejoined IOTA to lead these efforts as its CFO.
- **Audits:** IOTA has and will continue to work with Eide Bailly LLP to provide consistency in the audit process.GDPST has received a clean audit every year of operation. Oversight will be provided through our Finance capacity.
- **Fundraising:** IOTA has a Director of Development that has actively worked and trained with the GDPSN organization for over a year. They are intune to the local fundraising landscape and have had success with their efforts in the last year. Further, IOTA has added a dedicated Grant Writer (a resource not available to GDPST) to ensure robust grant fundraising.
- **Accounting:** Upon beginning the transition from GDPSN, IOTA contracted with a non-profit accounting consulting firm to complete a robust analysis of IOTA's accounting needs and structures. The analysis guided IOTA to adopt Sage Intacct as its financial ERP and build a robust internal accounting team consisting of a Controller (a licensed CPA in Tennessee), 3 Accounts (with vast Tennessee non-profit accounting experience) and an AP Clerk.

IOTA feels confident in its ability to maintain robust back office operations in a cost effective and efficient manner.

j. The level of financial expertise of the school's internal and external team members;

Though some IOTA financial functions have traditionally been provided by GDPSN, through a decentralization of GDPSN resources to their regional affiliates, IOTA will be bringing in house expertise to these functional areas, including:

IOTA's Chief Financial Officer: Daniel Penaranda has been with Green Dot and IOTA for 9 years as the Director of Finance and Operations, Chief Business Officer, Managing Director of Operations and Chief Operating Officer. He has built the path to financial sustainability and success for IOTA and is excited about continuing to increase financial outcomes. Further, he brings to the work years of experience in the financial services industry and a JD with a business management focus.

IOTA's Managing Director of Finance: Jovan Orozco has been with GDPSN for nearly 4 years and has focused on IOTA financial matters for the last two years. He brings to the role special expertise in Green Dot and IOTA systems and a track record of financial success with TDOE, Tennessee, and Federal

requirements.

IOTA's Controller: As a Tennessed certified CPA with a Master in Accounting and Financial Management, Toimeka Evans will utilize her nearly decade of experience in accounting to ensure robust financial systems and compliance.

The IOTA CFO and MDF have been with Green Dot for over a decade and been involved in all aspects of Green Dot's financial success (Wooddale meets all covenants through the school performance framework provided by the ASD and the region has a very strong cash position and always has a positive budget).

k. Any contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;

IOTA recognizes the need to implement contingency plans due to factors such as lower than expected enrollment, deferred or delayed cash payments, or unexpected expenses, such as enrollment of one or more high needs students with disabilities. All IOTA schools have in place a contingency budget process so that schools can adjust their budget once enrollment numbers are finalized. Wooddale Middle School expects to be able to operate effectively even if funds are delayed or lower than expected. However, in the event that state and federal funds are severely delayed or much lower than expected or the school has a large shortfall in enrollment, IOTA will use best practices developed through experiences to determine contingency budgets for Wooddale Middle School, including, but not limited to: reducing the amount allocated to classroom materials and supplies, reducing the amount allocated to office materials and supplies, deferring technology upgrades or replacement, and seeking additional philanthropy or local, state or federal funding sources for high needs students. Additionally, IOTA maintains a reserve of at least 30, and strives for 60, days cash on hand at the CMO level to ensure fluidity in operations. Lastly, IOTA has a successful development track record, applying for a variety of state, federal and private foundation grants as well as building relationships with high-net-worth individuals. In the event of a budget shortfall, IOTA's development team would ensure that essential academic programs and key operations would be fundraised for and maintained.

l. An explanation and evidence of sources and financing terms if the contingency plan includes loans, commitments from an outside donor, or alternative funding source; and

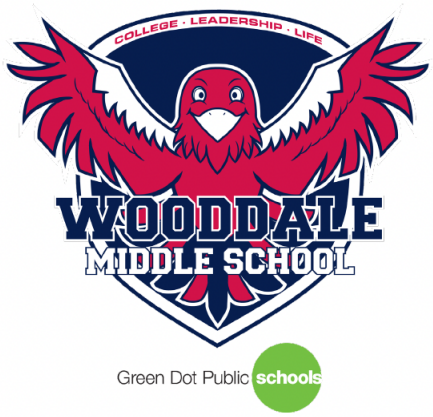
Wooddale Middle School currently has a loan from the Charter School Growth Fund for $585,000 that matures in December 2025. The loan will be fully paid off and not refinanced.

m. How one or more high-needs students with disabilities might affect the

budget and how you intend to meet student needs that might be more than anticipated.

IOTA budgets for enough staffing and resources for high-needs students with disabilities so adding one or a few additional students with disabilities will not impact the budget since the expectation is to be able to accommodate an increase. In some cases, some additional resources not budgeted for may be needed and in those cases, IOTA would need to increase its expenses. Unique Special Education financial resources from the TISA funding format will be utilized to fund these needs. Any remaining cost will be offset in the contingency budgeting process. Further, IOTA ensures it maintains a healthy net income and cash reserves in order to be able to cover unexpected costs.

Green Dot Tennessee								Statewide Designations *(Priority or Reward Designations)* for Last 5 Years					Graduation & Promotion Rates		Demographics and Socioeconomics								School Contact Info				Authorizer Contact Information				
School Name	School Status	Year Opened	Year Closed	City	State / Territory	Grades Served	Total Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23	Graduation Rate	Promotion Rate	% African American	% Asian	% Hispanic	% White	% Other Race/ Ethnicity	% FRPL	% SPED	% ELL	Contact Name	Contact Title	Contact Email	Contact Phone	Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone
Bluff City High School	Currently Operating	2017		Memphis	TN	9-12	475		n/a				83%	99%	78%	0%	19%	2%	1%	76%	6%	9%	Chad Everett	Principal	chad.everett@greendot.org	901-730-8157	Tennessee Public Charter School Commission	Tess Stovall	Executive Director	tess.stovall@tn.gov	615-532-6245
Failey High School	Currently Operating	2014		Memphis	TN	9-12	487	Priority & Comprehensive Support and Improvement	n/a	Priority & Comprehensive Support and Improvement	Priority & Comprehensive Support and Improvement	Priority & Comprehensive Support and Improvement	76%	100%	99%	0%	1%	0%	0%	100%	10%	0%	Julius Blackburn	Principal	julius.blackburn@greendot.org	901-730-8160	Achievement School District	Bren Elliott	State Turnaround Superintendent	bren.elliott@tn.gov	615-741-9837
Hillcrest High School	Currently Operating	2016		Memphis	TN	9-12	444	Priority & Comprehensive Support and Improvement	n/a	Priority & Comprehensive Support and Improvement	Priority & Comprehensive Support and Improvement	Priority & Comprehensive Support and Improvement	64%	98%	95%	0%	4%	0%	1%	100%	8%	6%	Teddrick Estes	Principal	teddrick.estes@greendot.org	901-730-4098	Achievement School District	Bren Elliott	State Turnaround Superintendent	bren.elliott@tn.gov	615-741-9837
Kirby Middle School	Currently Operating	2016		Memphis	TN	6-8	367	Priority & Comprehensive Support and Improvement	n/a	Priority & Comprehensive Support and Improvement	Priority & Comprehensive Support and Improvement	Priority & Comprehensive Support and Improvement	n/a	98%	83%	0%	16%	1%	0%	92%	7%	9%	James Johnson	Principal	james.johnson2@greendot.org	901-730-8169	Achievement School District	Bren Elliott	State Turnaround Superintendent	bren.elliott@tn.gov	615-741-9837
Wooddale Middle School	Currently Operating	2015		Memphis	TN	6-8	558	Priority & Comprehensive Support and Improvement	n/a	Priority & Comprehensive Support and Improvement	Priority & Comprehensive Support and Improvement	Priority & Comprehensive Support and Improvement	n/a	100%	58%	0%	40%	1%	1%	93%	7%	23%	Denai Greene	Principal	denai.greene@greendot.org	901-730-4086	Achievement School District	Bren Elliott	State Turnaround Superintendent	bren.elliott@tn.gov	615-741-9837



Attachment AA: Internal Assessment Data

iReady Math Performance - Wooddale

Year	Window	6th Grade		7th Grade		8th Grade	
		Average Grade Level Placement	Percent on Grade Level	Average Grade Level Placement	Percent on Grade Level	Average Grade Level Placement	Percent on Grade Level
2020-2021	Fall	3.56	12%	4.40	7%	4.92	8%
	Winter	3.79	9%	4.21	12%	5.11	17%
	Spring	3.58	8%	4.39	12%	5.13	24%
2021-2022	Fall	2.95	3%	3.78	3%	4.35	5%
	Winter	3.99	14%	4.83	13%	5.51	17%
	Spring	4.18	21%	4.78	22%	5.62	24%
2022-2023	Fall	3.07	4%	4.17	8%	4.80	8%
	Winter	3.51	8%	4.56	17%	5.59	16%
	Spring	4.02	23%	4.93	22%	6.04	31%
2023-2024	Fall	3.08	5%	3.82	5%	4.99	9%
	Winter	3.29	8%	4.29	12%	5.35	13%

iReady Reading Performance - Wooddale

Year	Window	6th Grade		7th Grade		8th Grade	
		Average Grade Level Placement	Percent on Grade Level	Average Grade Level Placement	Percent on Grade Level	Average Grade Level Placement	Percent on Grade Level
2020-2021	Fall	2.93	7%	4.04	12%	4.69	18%
	Winter	3.17	12%	3.83	14%	4.87	20%
	Spring	3.08	7%	4.24	19%	4.75	23%
2021-2022	Fall	2.76	6%	3.39	7%	3.93	4%
	Winter	3.51	8%	4.14	14%	5.31	19%
	Spring	3.77	18%	4.30	19%	5.32	26%
2022-2023	Fall	3.13	10%	3.93	10%	4.59	17%
	Winter	3.33	14%	4.27	20%	5.18	18%
	Spring	3.43	16%	4.45	23%	5.27	24%
2023-2024	Fall	3.16	10%	3.62	12%	4.89	17%
	Winter	3.13	11%	4.04	16%	5.16	24%

Percent of Students Meeting Typical Goal* - Math

	2020-2021	2021-2022	2022-2023	2023-2024 (YTD)
Bluff City	34.2%	42.5%	46.6%	29.5%
Fairley	29.5%	49.1%	50.8%	36.7%
Hillcrest	36.6%	46.0%	36.4%	35.4%
Kirby	16.9%	53.6%	52.1%	34.4%
Wooddale	35.3%	65.3%	63.1%	32.2%
All Green Dot Schools	**29.9%**	**51.7%**	**50.1%**	**33.6%**

Percent of Students Meeting Typical Goal* - ELA

	2020-2021	2021-2022	2022-2023	2023-2024 (YTD)
Bluff City	37.4%	44.2%	41.1%	25.3%
Fairley	33.6%	66.2%	40.8%	38.7%
Hillcrest	47.0%	47.6%	31.6%	42.4%
Kirby	26.5%	58.9%	58.8%	40.9%
Wooddale	33.3%	66.3%	51.1%	41.9%
All Green Dot Schools	**35.3%**	**56.2%**	**44.6%**	**37.7%**

Average Percent of Typical Goal* Met - Math

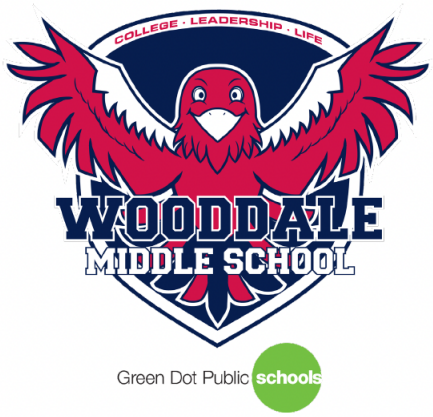
	2020-2021	2021-2022	2022-2023	2023-2024 (YTD)
Bluff City	94.2%	144.1%	137.1%	82.3%
Fairley	102.6%	182.7%	202.3%	124.7%
Hillcrest	113.0%	165.0%	135.4%	111.4%
Kirby	54.5%	152.1%	145.8%	81.2%
Wooddale	96.3%	197.4%	195.5%	87.5%
All Green Dot Schools	**89.8%**	**167.3%**	**163.0%**	**97.9%**

Average Percent of Typical Goal* Met - ELA

	2020-2021	2021-2022	2022-2023	2023-2024 (YTD)
Bluff City	119.1%	144.7%	129.4%	67.4%
Fairley	114.5%	246.2%	122.3%	109.9%
Hillcrest	173.5%	158.7%	97.5%	129.3%
Kirby	83.4%	205.1%	173.1%	127.9%

Wooddale	119.4%	220.8%	162.0%	125.8%
All Green Dot Schools	**120.0%**	**192.3%**	**137.2%**	**111.5%**

**"Typical Goal", assigned by iReady, is the average amount of growth achieved in a year for students with a similar beginning of year performance, i.e. the amount of growth a student needs to maintain their current relative performance.*



Attachment BB: State Assessment Data

TVAAS Literacy Composites

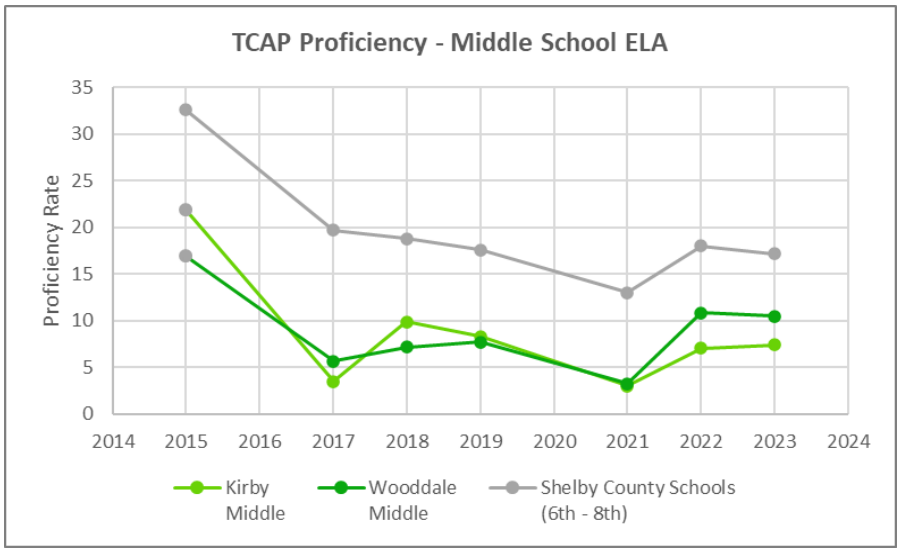
Year	Bluff City	Fairley	Hillcrest	Kirby	Wooddale
2015		1			
2016		1			
2017		1	1	1	1
2018	4	1	2	5	5
2019	5	1	2	2	1
2021	3	2	3	1	1
2022	4	4	4	5	5
2023	4	4	2	2	3

TVAAS Numeracy Composites

Year	Bluff City	Fairley	Hillcrest	Kirby	Wooddale
2015		5			
2016		1			
2017		1	1	1	1
2018	5	1	2	5	5
2019	4	1	3	3	1
2021	1	2	2	1	1
2022	1	1	4	5	5
2023	2	1	1	5	5

TVAAS Literacy & Numeracy Composites

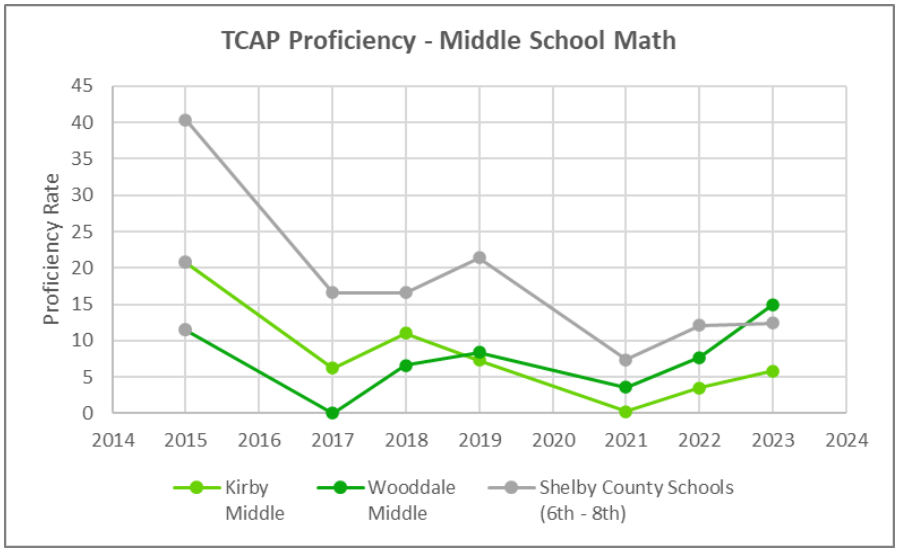
Year	Bluff City	Fairley	Hillcrest	Kirby	Wooddale
2015		5			
2016		1			
2017		1	1	1	1
2018	5	1	1	5	5
2019	5	1	2	3	1
2021	1	2	2	1	1
2022	2	3	5	5	5
2023	3	2	1	3	5



TNReady ELA

Percent of students scoring On Track/Mastered

		2015	2017*	2018	2019	2021	2022	2023
Green Dot	Wooddale Middle	16.9	5.7	7.2	7.7	3.3	11.3	10.5
	Kirby Middle	21.9	3.5	9.9	8.3	3.5	7.3	7.4
Neighborhood Schools	American Way Middle	20.8	7.7	6.6	5.7	<5	7.2	8.3
	Hickory Ridge Middle	19.5	11.4	10.2	8.7	6.2	16.6	16
	Highland Oaks Middle	39.5	15.5	15	12.9	11.1	17.8	16.7
	Ridgeway Middle	35.5	16.7	17.5	13.6	10.8	18.1	16
Shelby County Schools (6th - 8th)		32.6	19.7	18.8	17.6	13	18	17.2



TNReady Math

Percent of students scoring On Track/Mastered

		2015	2017*	2018	2019	2021	2022	2023
Green Dot	Wooddale Middle	11.5	3.2	6.6	8.4	3.5	8	15
	Kirby Middle	20.8	6.2	11	7.3	0.2	3.5	5.8
Neighborhood Schools	American Way Middle	22.8	5.4	<5	<5	<5	5.3	7.2
	Hickory Ridge Middle	27.1	8.3	8.3	11.6	<5	9.1	9.9
	Highland Oaks Middle	48.1	15.1	14.8	16.1	6.1	10.6	10.7
	Ridgeway Middle	39.3	11.3	11	17.4	5.3	6.8	8
Shelby County Schools (6th - 8th)		40.4	16.6	16.6	21.4	7.4	12.1	12.4

**Testing was cancelled for middle schools in 2016. Between the 2015 and 2017 tests, both Kirby and Wooddale became Green Dot schools. Also during this preiod, Tennessee moved from the old TCAP to the new TNReady assessment, causing a statewide decrease in proficiency.*

ASD Quarter 1 SPF Report

CMO: Green Dot

School: Wooddale Middle

Executive Director: Jocquell Rodgers

SY21-22 SPF Progress

Academic Composite Score-Category*			
Metric	**Performance**	**Score**	**Rating**
Mission: Reward School Success Rate (R-SSR) Percentile Rank	R-SSR: **9.4%**	15	Exceeding
School Progress: Progress on Components of R-SSR	Highest Subject TVAAS: **5 (ELA & Math)**	30	Exceeding
Student Progress: Composite TVAAS	TVAAS: **5**	30	Exceeding
Equity: Progress on Components of SSR	Decrease the number of students scoring Below or Approaching by 10%: **24.8**	10	Exceeding
Academic Composite Score		85/85 = 100%	
Overall Category Rating		Exceeding	
***** *is classified as a [K-8/high] school for the purpose of calculating campus academic composite scores.*			

Quarter 1 Academic Progress

Benchmark Data

Awaiting Benchmark Data

Reflections

1. What instructional practices and organizational conditions have helped and/or hindered achievement and desired results for student learning in Quarter 1?

2. What school-wide and grade-level strategies held the highest leverage for academic achievement in Quarter 1? Moving forward, how will you replicate these strategies to increase achievement?

3. After reviewing the current data, what short-term goals will be implemented immediately to course-correct student achievement?

4. What milestones can the CMO/school show as evidence of progress during this quarter?

Academic Composite Rubric

The metrics in this category are measured at the school level and ensure equitable student opportunities and increased performance outcomes.

Category	Description	Exceeding	Meeting	Approaching	Does Not Meet
Mission: Reward School Success Rate (R-SSR) Percentile Rank	R-SSR ≥ 6% OR Annual Measurable Objective (AMO)	SSR of ≥ 7% or exceeded AMO	Met SSR of 6% or met AMO	SSR of 5%-4% or AMO not met	SSR ≤ 3% or AMO not met
		15 points	**10 points**	**5 points**	**0 points**
School Progress: Progress on Components of R-SSR	Progress on Components of Reward School Success Rate (R-SSR/Subject TVAAS)	TVAAS 4 or 5	TVAAS 3	TVAAS 2	TVAAS 1
		30 points (3-8) **20 points (HS)**	**20 points (3-8)** **10 points (HS)**	**10 points (3-8)** **5 points (HS)**	**0 points (3-8)** **0 points (HS)**
Student Progress: Composite TVAAS	• Level 1: Significantly Below Expectations • Level 2: Below Expectations • Level 3: At Expectations • Level 4: Above Expectations • Level 5: Significantly Above Expectations	Level 4 or 5	Level 3	Level 2	Level 1
		30 points (3-8) **20 points (HS)**	**20 points (3-8)** **10 points (HS)**	**10 points (3-8)** **5 points (HS)**	**0 points (3-8)** **0 points (HS)**
Equity: Progress on Components of SSR	Target: Decrease the number of students scoring Below or Approaching by 10% in all applicable subgroups.	≥ 11% decrease	10% decrease	7% - 9% decrease	≤ 6% decrease
		10 points	**7 points**	**3 points**	**0 points**
College & Career	**Graduation Rate Gains** Target: 10 pt gains or Y1:≥5th; Y2≥10th; Y3:≥25th; Y4≥40th; Y5:≥50th	≥ 11 points or Y1: ≥ 10th; Y2: ≥25th; Y3: ≥ 40th; Y4: ≥50th; Y5: ≥60th	10 points or Y1: ≥5th; Y2: ≥10th; Y3: ≥25th; Y4: ≥40th; Y5: ≥50th	5-6 points or Y1: ≥4th; Y02: ≥5th; Y3: ≥10th; Y4: ≥25th; Y5: ≥40th	≤ 4 points or Y1: <4th; Y2: <5th; Y3: <10th; Y4: <25th; Y5: <40th

		10 points	**7 points**	**3 points**	**0 points**
	Avg. ACT Score Target: 14+	≥ 16 avg. score	14-15 avg. score	12-13 avg. score	≤ 11 avg. score
		10 points	**7 points**	**3 points**	**0 points**

Annual Authorizer Report

Achievement School District

January 1, 2024

Updated: February 29, 2024

Updated: April 22, 2024

Contact:

Adrienne Alford

Associate Superintendent of Authorizing and Accountability

Adrienne.Alford@tn.gov

(901) 658-5610

Jessica Lindsay

Authorizing Manager

Jessica.Lindsay@tn.gov

(901) 658-5960

ASD School Performance Framework

Part A: Introduction

As a condition of their formal contracts with the Achievement School District, all participating charter schools agreed to the following requirements related to academic oversight and accountability:

- "During the term of the charter, the ASD shall retain the right to review the academic, operational, and financial performance of the Operator."
- "In the (ASD) School Performance Framework, key criteria have been included to measure performance of a school."
- "The ASD School Performance Framework include a subset of metrics that combine to create a Composite Score to determine if schools are on track to dramatically improve outcomes for students…The ASD will use the Operator's School Composite Score to determine the closure or rate of replication for the Operator's schools in the ASD."[1]
- "An Operator must meet 100% of financial metrics. Failure to do so would result in an automatic "Does Not Meet" for all schools."[2]

This report is provided to each ASD charter school as a reference tool to inform dialogue between the school leadership team, ASD, and the Tennessee Department of Education ("department") regarding future strategy for improvement. Part B outlines the SPF methodology; Part C details performance for your school; and Part D describes next steps.

Part B: Review of SPF Methodology

Each school is assessed based on data metrics in the categories of Finance, Student and Family Rights, and Academic Composite.

Category	Description	Metrics
Finance	The metrics in this category are measured at the operator level and ensure operators are financially responsible and viable.	• Cash on hand • Threshold ratio • Financial audit
Student & Family Rights	The metrics in this category are measured at the school level and ensure school compliance with significant legal obligations.	• Access • Enrollment • Health & safety • Leadership • Voice
Academic Composite Score[3]	Metrics in this category are measured at the school level and ensure operators are on track to move schools out of the bottom 5% in the state and are serving students well.	· Mission · School progress · Student progress · Equity · College & Career

Part C: Performance Summary

In order to support a charter school's efforts in promoting student achievement and fulfill its contractual duty to gauge academic performance using the SPF (Section 3.8 of Charter Agreement), the department and the ASD have calculated each school's current levels of performance based on its 2022-23 academic, financial, and stakeholder data.

Based on data from the 2022-23 academic year, received the following scores:

The school's overall SPF rating is based upon each category rating, which is in turn based upon the specific metrics.



The school's rating for each category as well as the overall rating falls into one of four possible classifications:



The rubric on the next page outlines how a school is rated on each metric and category. A school's overall SPF rating will be based on its lowest-performing category. Below is an example rating. In this example, the school's lowest-performing category is "Academic Composite Score" with an "Approaching" rating; therefore, the school's overall SPF rating is "Approaching."

Example Rating



School Performance Framework Rubrics

Finance Category Rubric				
Metric	Does Not Meet	Approaching	Meeting	Exceeding
Cash on hand	Less than 30 days cash on hand	*N/A – this rating is not available for this metric*	30 days cash on hand	More than 30 days cash on hand
Threshold	Less than a 1:1 ratio	*N/A – this rating is not available for this metric*	Equal to a 1:1 ratio	More than a 1:1 ratio
Financial audit	Issues with audit	*N/A – this rating is not available for this metric*	Clean financial audit	*N/A – this rating is not available for this metric*
Overall Rating: • Failure to receive a rating of "Meeting" for any metric in this category would result in an automatic "Does Not Meet" for this category. • An operator could receive a rating of "Exceeding" for this category if two of three metrics are rated as "Exceeding."				

Student & Family Rights Category Rubric				
Metric	Does Not Meet (0pts)	Approaching (1pt)	Meeting (2pts)	Exceeding
Access: Right to Special Services	Egregious non-compliance	Only one of the following is true: • ASD has verified the appropriate provision of special education services for all qualifying students • ASD has received no complaints or statements of concern indicating any underlying issues in the school's delivery of special services.	ASD has verified the appropriate provision of special education services for all qualifying students, AND ASD has received no complaints or statements of concern indicating any underlying issues in the school's delivery of special services.	*N/A – this rating is not available for this metric*

Enrollment: Right to School Choice & Equitable Environment	Egregious non-compliance	Only one of the following is true: • ASD has verified the school's application processes comply with all state and local requirements • ASD has received no complaints or statements of concern indicating that the school's systems foster inequitable school offerings.	ASD has verified the school's application processes comply with all state and local requirements, AND ASD has received no complaints or statements of concern indicating that the school's systems foster inequitable school offerings.	*N/A – this rating is not available for this metric*
Health & Safety	Egregious non-compliance	Only one or two of the following is true: • The school's facilities have met local and state requirements for fire safety and occupancy. • The school meets district health and safety standards. • ASD has received no complaints or statements of concern indicating that the school presents a risk to the health or safety of students, staff, or families.	The school's facilities have met local and state requirements for fire safety and occupancy, AND ASD has conducted on-site visits to the school and has verified the school meets district health and safety standards, AND ASD has received no complaints or statements of concern indicating that the school presents a risk to health or safety of students, staff, or families.	*N/A – this rating is not available for this metric*

Leadership: Right to Qualified Staff	Egregious non-compliance	Not all school faculty and administrators meet state and district standards for certification, but the school is actively working to ensure standards are met.	All school faculty and administrators meet state and district standards for certification.	*N/A – this rating is not available for this metric*
Voice: Right to be Included/Informed	Egregious non-compliance	ASD has observed practices at the school that demonstrate active engagement with families & community stakeholders.	ASD has observed practices at the school that demonstrate active engagement with families & community stakeholders.	*N/A – this rating is not available for this metric*

Overall Rating:

- Egregious noncompliance in any metric will result in a "Does Not Meet" rating in this category. Egregious noncompliance occurs when a school 1) Fails to receive a rating of "Meeting" in a Student and Family Rights metric over several years, 2) Fails to receive a rating of "Meeting" in at least 75% of Student and Family Rights Accountability items in a single year, or 3) Engages in "grossly negligent act(s) that deny access to education, lead to significant student harm, and/or invalidate accountability results."
- Each category has had a point total applied (DNM=0; Meets=1; Exceeds=2). An average of all scores in this section will be calculated and the final SPR rating will be determine from that score (Does Not Meet ≤ 0; Approaching = 1-1.99; Meeting ≥ 2.0)

Academic Composite Category Rubric					
Metric	Description	Does Not Meet	Approaching	Meeting	Exceeding
Mission: Reward School Success Rate (R-SSR) Percentile Rank	R-SSR ≥ 6% OR Annual Measurable Objective (AMO)	SSR ≤ 3% or AMO not met	SSR of 5%-4% or AMO not met	Met SSR of 6% or met AMO	SSR of ≥ 7% or exceeded AMO
		0 points	5 points	10 points	15 points
School Progress: Progress on Components of R-SSR	Progress on Components of Reward School Success Rate (R-SSR/Subject TVAAS)	TVAAS 1	TVAAS 2	TVAAS 3	TVAAS 4 or 5
		0 points (3-8) 0 points (HS)	10 points (3-8) 5 points (HS)	20 points (3-8) 10 points (HS)	30 points (3-8) 20 points (HS)
Student Progress: Composite TVAAS	• Level 1: Significantly Below Expectations • Level 2: Below Expectations • Level 3: At Expectations • Level 4: Above Expectations • Level 5: Significantly Above • Expectations	Level 1	Level 2	Level 3	Level 4 or 5
		0 points (3-8) 0 points (HS)	10 points (3-8) 5 points (HS)	20 points (3-8) 10 points (HS)	30 points (3-8) 20 points (HS)
Equity: Progress on Components of SSR	Target: Decrease the number of students scoring Below or Approaching by 10% in all applicable subgroups.	≤ 6% decrease	7% - 9% decrease	10% decrease	≥ 11% decrease
		0 points	3 points	7 points	10 points

College & Career	Graduation Rate Gains Target: 10 pt. gains or Y1:≥5th; Y2≥10th; Y3:≥25th; Y4≥40th; Y5:≥50th	≤ 4 points or Y1: <4th; Y2: <5th; Y3: <10th; Y4: <25th; Y5: <40th	5-6 points or Y1: ≥4th; Y02: ≥5th; Y3: ≥10th; Y4: ≥25th; Y5: ≥40th	10 points or Y1: ≥5th; Y2: ≥10th; Y3: ≥25th; Y4: ≥40th; Y5: ≥50th	≥ 11 points or Y1: ≥ 10th; Y2: ≥25th; Y3: ≥ 40th; Y4: ≥50th; Y5: ≥60th
		0 points	3 points	7 points	10 points
	Avg. ACT Score Target: 14+	≤ 11 avg. score	12-13 avg. score	14-15 avg. score	≥ 16 avg. score
		0 points	3 points	7 points	10 points
Overall Rating: • An operator must earn at least 50 points to receive a rating of "Approaching," at least 70 points to receive a rating of "Meeting," and at least 90 points to receive a rating of "Exceeding."					

Section II Authorized School Data

Green Dot Public Schools TN

Green Dot Public Schools Tennessee ("GDPST", "Green Dot TN", or "Green Dot") is a small local public school district working to improve public education in Memphis for students in high poverty communities, and to ensure that all students graduate high school with the skills necessary to succeed in college, leadership, and life. The school's academic model prioritizes strong and empowered leadership, highly effective teaching, a college preparatory curriculum, meaningful community engagement, and the provision of comprehensive wraparound services to reduce non- academic barriers to learning.

The strength of this proven model, which has been adapted to meet the unique needs of students, families, and communities in Memphis, has allowed Green Dot to exemplify the power of a public school to transform student behavior and academic outcomes. Green Dot is focused on building high-quality schools that graduate all students with the academic and practical skills essential for success.

Fairley High School serves students from the Whitehaven and Westwood communities. Fairley High was chosen as the flagship school of the Green Dot Public Schools TN family and has worked strategically to change the trajectory for students attending by raising the academic expectations, lowering suspensions and in turn, steadily raising ACT scores and graduation rates for students.

Hillcrest High School is the home of the Vikings. Hillcrest High is in the heart of the Whitehaven community, serving students throughout. Hillcrest High seeks to be a safe haven for students, holding fast to the mission to prepare all students for college, leadership and life. Hillcrest High serves families from a cross-section of racial, cultural, and socioeconomic spectrums.

Wooddale Middle School creates a space where all students engage in a safe and inclusive school community that fosters healthy, fulfilled, inquisitive, collaborative, and caring learners. Our highly qualified and diverse staff are excited to work together with parents and students to ensure that all of our students are prepared for High School, College, Leadership, and Life.

Kirby Middle School hosts students from the Hickory Hill and Tchulahoma areas. Kirby Middle serves a diverse population of students and provides services to meet the varied needs of its population, from EL and special education services to homeless and gifted students. Kirby Middle has made a tremendous impact on the community, partnering with all stakeholders to build a great neighborhood school.

School Name	Fairley High School
Address	4950 Fairley Rd. Memphis, TN 38116
Phone	(901) 730-8060
Website	https://tn.greendot.org/fairley/
School Leader	Julius Blackburn
School Mission	Green Dot Public Schools Tennessee's mission is to transform public education so all students graduate prepared for college, leadership and life.
Operating Status	OPEN
Year Opened	2014-2015
Grades Served in 2022-23	9-12
Enrollment in 2021-22	413
Contracted Services	n/a
Approved Waivers	n/a

School Name	Hillcrest High School
Address	4184 Graceland Drive Memphis, TN 38116
Phone	(901) 730-4098
Website	https://tn.greendot.org/hillcrest/
School Leader	Teddrick Estes
School Mission	Green Dot Public Schools Tennessee's mission is to transform public education so all students graduate prepared for college, leadership and life.
Operating Status	OPEN
Year Opened	2016-2017
Grades Served in 2022-23	9-12
Enrollment in 2022-23	398
Contracted Services	n/a
Approved Waivers	n/a

School Name	Kirby Middle School
Address	6670 E. Raines Rd. Memphis, TN 38115
Phone	(901) 730-8169
Website	https://tn.greendot.org/kirby/
School Leader	Marian Williams
School Mission	Green Dot Public Schools Tennessee's mission is to transform public education so all students graduate prepared for college, leadership and life.
Operating Status	OPEN
Year Opened	2016-2017
Grades Served in 2022-23	6-8
Enrollment in 2022-23	390
Contracted Services	n/a
Approved Waivers	n/a

School Name	Wooddale Middle School
Address	3467 Castleman St. Memphis, TN 38118
Phone	(901) 730-4086
Website	https://tn.greendot.org/wooddale/
School Leader	Denai Greene
School Mission	Green Dot Public Schools Tennessee's mission is to transform public education so all students graduate prepared for college, leadership and life.
Operating Status	OPEN
Year Opened	2015-2016
Grades Served in 2022-23	6-8
Enrollment in 2022-23	507
Contracted Services	n/a
Approved Waivers	n/a

Section IV Portfolio Performance

Fairley High School

2022-2023 School Performance Framework Evaluation

Academic Composite			
Metric	**Performance**	**Score**	**Rating**
Mission: Reward School Success Rate (R-SSR) Percentile Rank	R-SSR: 5.3% AMO: 10.5%	**15 points**	**Exceeding**
School Progress: Progress on Components of R-SSR	Highest Subject TVAAS: Literacy 4	**10 points**	**Meeting**
Student Progress: Composite TVAAS	TVAAS: Composite 2	**0 points**	**Does Not Meet**
Equity: Progress on Components of SSR	Decrease the number of students scoring Below or Approaching by 10%: Average decrease = 1.0%	**0 points**	**Does Not Meet**
College & Career	Graduation Rate Gains: 22-23: 70.4% 21-22: 75.5% Gain: -5.1	**0 points**	**Does Not Meet**
	Average ACT Score: 14.1	**10 points**	**Exceeding**
Composite Score		**35/85 = 41.2%**	
Overall Category Rating		**Does Not Meet**	

** is classified as a [K-8/high] school for the purpose of calculating campus academic composite scores.*

Student & Family Rights		
Metric	**Performance**	**Metric Rating**
Access: Right to Special Services	Fairley High School did not experience challenges with the identification, enrollment, or servicing of students in special populations (ESL, Homeless, Foster Care, Migrant).	**Meeting**

Enrollment: Right to School Choice & Equitable Environment	ASD has verified the school's application processes comply with all state and local requirements, AND ASD has received no complaints or statements of concern indicating that the school's systems foster inequitable school offerings.	**Meeting**
Health/Safety	ASD has received no complaints or statements of concern indicating that the school presents a risk to the health or safety of students, staff, or families.	**Meeting**
Leadership: Right to Qualified Staff	Not all school faculty and administrators meet state and district requirements for certification.	**Does Not Meet**
Voice: Right to be Included/Informed	ASD has observed practices at the school that demonstrate active engagement with families and community stakeholders.	**Meeting**
	Overall Category Rating	**Does Not Meet**

Finance		
Metric	**Performance**	**Metric Rating**
30 Days Cash on Hand	Operator has more than 30 days cash on hand.	**Exceeding**
Threshold Ratio	Operator has more than a 1:1 threshold ratio.	**Exceeding**
Financial Audit	There were no major findings. The audit did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses.	**Meeting**
	Overall Category Rating	**Exceeding**

Hillcrest High School

2022-2023 School Performance Framework Evaluation

Academic Composite			
Metric	**Performance**	**Score**	**Rating**
Mission: Reward School Success Rate (R-SSR) Percentile Rank	R-SSR: 6.9% AMO: 14.1%	**15 points**	**Exceeding**
School Progress: Progress on Components of R-SSR	Highest Subject TVAAS: Literacy 2	**0 points**	**Does Not Meet**
Student Progress: Composite TVAAS	TVAAS: Composite 1	**0 points**	**Does Not Meet**
Equity: Progress on Components of SSR	Decrease the number of students scoring Below or Approaching by 10%: Average decrease = 5.1%	**3 points**	**Approaching**
College & Career	Graduation Rate Gains: 22-23: 60.7 21-22: 62.8% Gain: -3	**0 points**	**Does Not Meet**
	Average ACT Score: 13.8	**10 points**	**Exceeding**
Composite Score		**28/85 = 32.9%**	
Overall Category Rating		**Does Not Meet**	
***** *is classified as a [K-8/high] school for the purpose of calculating campus academic composite scores.*			

Student & Family Rights		
Metric	**Performance**	**Metric Rating**
Access: Right to Special Services	Hillcrest High School did experience challenges with adequately servicing special education students during SY 22-23.	**Does Not Meet**

Enrollment: Right to School Choice & Equitable Environment	ASD has received complaints or statements of concern indicating that the school's systems foster inequitable school offerings.	**Approaching**
Health/Safety	ASD has received no complaints or statements of concern indicating that the school presents a risk to the health or safety of students, staff, or families.	**Meeting**
Leadership: Right to Qualified Staff	All school faculty and administrators meet state and district standards for certification.	**Meeting**
Voice: Right to be Included/Informed	ASD has observed practices at the school that demonstrate active engagement with families and community stakeholders.	**Meeting**
	Overall Category Rating	**Does Not Meet**

Finance		
Metric	**Performance**	**Metric Rating**
30 Days Cash on Hand	Operator has more than 30 days cash on hand.	**Exceeding**
Threshold Ratio	Operator has more than a 1:1 threshold ratio.	**Exceeding**
Financial Audit	There were no major findings. The audit did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses.	**Meeting**
	Overall Category Rating	**Exceeding**

Kirby Middle School

2022-2023 School Performance Framework Evaluation

Academic Composite			
Metric	**Performance**	**Score**	**Rating**
Mission: Reward School Success Rate (R-SSR)	R-SSR: 6.3% AMO: 11.4%	**15 points**	**Exceeding**
School Progress: Progress on Components of R-SSR	Highest Subject TVAAS: Numeracy 5	**30 points**	**Exceeding**
Student Progress: Composite TVAAS	TVAAS: Literacy and Numeracy 3	**10 points**	**Approaching**
Equity: Progress on Components of SSR	Decrease the number of students scoring Below or Approaching by 10%: Average change = 0.1%	**0 points**	**Does Not Meet**
Composite Score		**55/85 = 64.7%**	
Overall Category Rating		**Approaching**	

** is classified as a [K-8/high] school for the purpose of calculating campus academic composite scores.*

Student & Family Rights		
Metric	**Performance**	**Metric Rating**
Access: Right to Special Services	Kirby Middle School did experience challenges with adequately servicing special education students during SY 22-23.	**Does Not Meet**
Enrollment: Right to School Choice & Equitable Environment	ASD has received complaints or statements of concern indicating that the school's systems foster inequitable school offerings.	**Approaching**

Health/Safety	ASD has received no complaints or statements of concern indicating that the school presents a risk to the health or safety of students, staff, or families.	**Meeting**
Leadership: Right to Qualified Staff	All school faculty and administrators meet state and district standards for certification.	**Meeting**
Voice: Right to be Included/Informed	ASD has observed practices at the school that demonstrate active engagement with families and community stakeholders.	**Meeting**
	Overall Category Rating	**Does Not Meet**

Finance		
Metric	**Performance**	**Metric Rating**
30 Days Cash on Hand	Operator has more than 30 days cash on hand.	**Exceeding**
Threshold Ratio	Operator has more than a 1:1 threshold ratio.	**Exceeding**
Financial Audit	There were no major findings. The audit did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses.	**Meeting**
	Overall Category Rating	**Exceeding**

Wooddale Middle School

2022-2023 School Performance Framework Evaluation

Academic Composite			
Metric	**Performance**	**Score**	**Rating**
Mission: Reward School Success Rate (R-SSR)	R-SSR: 13.3% AMO: 16.2%	**15 points**	**Exceeding**
School Progress: Progress on Components of R-SSR	Highest Subject TVAAS: Numeracy 5	**30 points**	**Exceeding**
Student Progress: Composite TVAAS	TVAAS: Composite 5	**30 points**	**Exceeding**
Equity: Progress on Components of SSR	Decrease the number of students scoring Below or Approaching by 10%: Average change = *increase* 0.6%	**0 points**	**Does Not Meet**
Composite Score		**75/85 = 88.2%**	
Overall Category Rating		**Meeting**	

***** *is classified as a [K-8/high] school for the purpose of calculating campus academic composite scores.*

Student & Family Rights		
Metric	**Performance**	**Metric Rating**
Access: Right to Special Services	Wooddale Middle School did not experience challenges with the identification, enrollment, or servicing of students in special populations (ESL, Homeless, Foster Care, Migrant).	**Meeting**
Enrollment: Right to School Choice & Equitable Environment	ASD has verified the school's application processes comply with all state and local requirements, AND ASD has received no complaints or statements of concern indicating that the school's systems foster inequitable school offerings.	**Meeting**
Health/Safety	ASD has received no complaints or statements of concern indicating that the school presents a risk to the health or safety of students, staff, or families.	**Meeting**
Leadership: Right to Qualified Staff	All school faculty and administrators meet state and district standards for certification.	**Meeting**
Voice: Right to be Included/Informed	ASD has observed practices at the school that demonstrate active engagement with families and community stakeholders.	**Meeting**
	Overall Category Rating	**Meeting**

Finance		
Metric	**Performance**	**Metric Rating**
30 Days Cash on Hand	Operator has more than 30 days cash on hand.	**Exceeding**
Threshold Ratio	Operator has more than a 1:1 threshold ratio.	**Exceeding**
Financial Audit	There were no major findings. The audit did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses.	**Meeting**
	Overall Category Rating	**Exceeding**



Overall Performance Ratings

Operator	School	Academic Outcomes	Financial Outcomes	Organizational Outcomes
LEAD Public Schools	Brick Church	**Approaching**	**Exceeding**	**Meeting**
LEAD Public Schools	Neely's Bend	**Meeting**	**Exceeding**	**Meeting**
Capstone Education Group	Lester Campus	**Meeting**	**Exceeding**	**Meeting**
Green Dot Public Schools	Fairley High School	**Does Not Meet**	**Exceeding**	**Does Not Meet**
Green Dot Public Schools	Hillcrest High School	**Does Not Meet**	**Exceeding**	**Does Not Meet**
Green Dot Public Schools	Kirby Middle School	**Approaching**	**Exceeding**	**Does Not Meet**
Green Dot Public Schools	Wooddale Middle	**Meeting**	**Exceeding**	**Meeting**
Journey Community Schools	Journey Coleman	**Meeting**	**Does Not Meet**	**Does Not Meet**
Journey Community Schools	Journey Hanley	**Approaching**	**Does Not Meet**	**Does Not Meet**
Memphis Scholars	Memphis Scholars Caldwell-Guthrie	**Meeting**	**Pending**	**Does Not Meet**
Memphis Scholars	Memphis Scholars Florida-Kansas	**Does Not Meet**	**Pending**	**Does Not Meet**
Memphis Scholars	Memphis Scholars Raleigh-Egypt	**Approaching**	**Pending**	**Does Not Meet**
Promise Academy Schools	Promise Academy Spring-Hill	**Approaching**	**Pending**	**Meeting**
Frayser Community Schools	Humes Middle	**Does Not Meet**	**Exceeding**	**Meeting**
Frayser Community Schools	Martin Luther King, Jr. Prep High School	**Does Not Meet**	**Exceeding**	**Does Not Meet**
Frayser Community Schools	Westside Middle	**Does Not Meet**	**Exceeding**	**Does Not Meet**

Reflection

This annual report is intended to serve as a resource for continued transparency for all ASD stakeholders. The purpose of the School Performance Framework (SPF) is to provide schools, Charter Management Organizations (CMOs), parents, and community stakeholders with a transparent tool to measure the effectiveness and health of the schools in the Achievement School District (ASD) by monitoring and reporting on the academic performance and school culture, financial performance, and organizational performance of each school in the ASD. An annual report for each school in the ASD will be generated that will answer the following questions:

- Is the charter school's academic program successful?
- Is the charter school financially viable?
- Is the charter school operating and governed effectively?

This School Performance Framework fulfills Tennessee Code Annotated T.C.A. 49-13-102 which requires that "performance-related provisions within a charter agreement shall be based on a performance framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluation of each public charter school." In alignment with national best practices and the Tennessee Public Charter School Commission, the Achievement School District's School Performance Framework provides a detailed tool for yearly monitoring and interventions as necessary. CMOs are encouraged to use the SPF throughout the year to inform planning and to self-assess the overall performance of the organization.

While data points and information are collected on a rolling basis, CMOs will receive quarterly progress reports from the ASD. The quarterly snapshots allow for reflective conversation about the effectiveness of current practices and provide the CMO with opportunities for real-time adjustments as needed.

Key Considerations

• As the state's most rigorous intervention, the ASD provides the conditions in which schools should dramatically improve student outcomes. Ultimately, the ASD is a short term intervention where successful schools exit.

• All decisions should be based on what is in the best interest of students.

• Meaningful engagement with communities is critical to ensure partnership and shared ownership.

• The responsibility to ensure the successful operation of the charter school rests first with the governing board of the charter school.

Attachment EE: Renewal Reports

N/A. Wooddale Middle School has not gone through a renewal at the time of submission.

School Information

Address: Wooddale Middle School
Phone: (901) 730-4086
Fax: (901) 708-8878
Website: https://tn.greendot.org/wooddale/
Email: tn.info@greendot.org
Principal: Denai Greene

Report Preparer Information

Name: Jocquell Rodgers
Title: Executive Director
Phone: (901) 730-4086
Email: tn.info@greendot.org

Date of Report: September 29, 2023

SECTION II: INTRODUCTION TO THE SCHOOL

Name of School	Wooddale Middle School		
Authorizer	Achievement School District	**School Hours**	8:00 a.m. – 3:15 p.m. (breakfast offered at 7:20 a.m.)
Year Opened	2015-2016	**Next Renewal Year**	2025 - 2026
Current Enrollment	553	**Max Enrollment per Charter Agreement**	N/A
Current Grade Span Served	6-8	**Grade Span Approved in Charter**	6-8
# Instructional Days per School Year	180	**Current # of Students on Waitlist**	N/A
Mission Statement	Green Dot Public Schools Tennessee's mission is to transform public education so all students graduate prepared for college, leadership and life.		

SECTION III: SCHOOL PROGRESS REPORT: ACADEMIC PERFORMANCE

Overview

Green Dot Public Schools Tennessee ("GDPST", "Green Dot TN", or "Green Dot") is a small local public school district working to improve public education in Memphis for students in high poverty communities, and to ensure that all students graduate high school with the skills necessary to succeed in college, leadership, and life.

Wooddale Middle School ("Wooddale")—opened fall 2015 as a conversion independent charter middle school authorized by the Achievement School District. This school opened to further one of Green Dot's core strategies: to give all parents the option of sending their children to a high-quality local school.

In the 2022-23 school year, the school served 6th - 8th graders with 23.0% classified as English Language Learners. In addition, the school served 4.75% Students with Disabilities.

The school's academic model prioritizes strong and empowered leadership, highly effective teaching, a college preparatory curriculum, meaningful community engagement, and the provision of comprehensive wraparound services to reduce non-academic barriers to learning. The strength of this proven model, which has been adapted to meet the unique needs of students, families, and communities in Memphis, has allowed Green Dot to exemplify the power of a public school to transform student behavior and academic outcomes.

We are focused on building a high-quality school that graduates all students with the academic and practical skills essential for success, and measures progress towards this goal with the following annually measured objectives:

Progress Made During The Prior School Year Toward the Academic Goals

Green Dot believes growth is the best indicator of the progress of our students, given incoming student performance levels. Although we constantly strive to achieve college-readiness for all of our students, GDPST's results must be viewed in the context of our early signs of rapid academic growth. We examine

academic achievement and college readiness through three pathways: 1) Percent of students performing "on track" or "mastered" on state assessments and 2) Academic growth on internal assessment data (iReady reading and math scores).

Student Achievement on State Assessments
The school uses the Tennessee Comprehensive Assessment Program (TCAP) and TN Ready to measure students' progress towards proficiency. Additionally, the school tracks towards state- determined AMO targets, which expect schools to decrease by half the percent of students not meeting the standard over the course of eight years. The school took the TN Ready in the Spring of 2022 and exceeded the 80% participation rate, earning 'hold harmless' status for the year.

Academic Growth on internal assessment data
The school established a goal to increase the percentage of students performing on or above grade level (Tier I) by 15%, according to internal iReady reading and math assessments. This goal is to ensure that the school is dramatically growing students in their skills, specifically focusing on math and literacy. The school has made significant progress in moving students into Tier I, taking students who were multiple grade levels behind and accelerating them towards reaching proficiency levels aligned with being on or above grade level. The school was able to continue assessing student growth in the 2022-2023 school year in order to provide swift interventions and determine areas for reteaching. For students that tested in both fall and spring windows, every grade level increased the size of Tier I. In addition, the school strives to have 50% of students meet their iReady stretch goal.

Despite the challenges of the pandemic impacting our students and families, student attendance and school climate remained positive. The average daily attendance rate of 87.7% demonstrated gains, indicating the school's academic model effectiveness as the school transitioned to in-person instruction while still addressing the ongoing challenges of operating during a pandemic. We will continue to support our students to ensure attendance rates keep rising as we continue adjusting our families to the shift of in-person instruction.

The school anticipates continued academic growth with further use of its rigorous, standards-aligned curriculum and its implementation of instruction anchored in the Tennessee Academic Standards. English instruction is driven by an externally-developed curriculum (CommonLit 360) that utilizes grade-level text-based instruction coupled with research-driven strategies to support all learners in developing the skills and content knowledge required to demonstrate success on TN Academic Standards for English.

For the 2022-2023 school year, we used Illustrative Mathematics to provide quality curriculum and instruction to students. Teachers provide students with ample opportunities to practice and grapple with grade-level problems. In addition, they support learners who come with large gaps in skill and content knowledge and adjust their instruction based on student data.

ACT and College Readiness
Given our mission, we believe that ACT composite scores and acceptance rates are important indicators of college readiness. The school has set a goal that the ACT Composite scores would increase by 0.5 each year. Students were able to take the ACT in Spring of 2023. As a state, Tennessee experienced an historic drop in ACT composite scores due to the pandemic.

GDPST believes that consistent, rigorous, grade-level instruction has led to historic success in these areas, and will do so again in the future. By making the shift to an externally-developed curriculum that is aligned to the demands of the TN Academic Standards, students are able to gain high-quality instruction that better prepares them for the demands of rigor on the ACT exam. Additionally, the school has been able to secure resources for explicit instruction in ACT preparation to help students familiarize themselves and engage in repeated practice of common question types. Part of our senior Advisory program focuses on ensuring that students apply to either 2- or 4-year colleges. Teachers and guidance counselors support students in the application process. The school also extends opportunities for all students to experience college field trips to increase their exposure to higher education.

Academic Areas of Concern

GDPST acknowledges areas of concern at the school. The lack of students performing "on-track" or "mastered" on assessments is a primary concern. Despite our adoption and implementation of a rigorous curriculum, our students face numerous challenges in their lives outside of school which impact their academic achievement. As a result, incoming students enter our school multiple years behind grade level. The school has closely monitored student academic progress since opening, and we continue to build effective systems to address student gaps in skill or content. The governing board is addressing these deficiencies by:

Providing additional school administrator support and skill building. Leveraging monthly administrator collaboration and training will be critical to see that investment translate into effective instruction and student growth. Practical tools (targeted teacher coaching, intentional and frequent assessment analysis, and close monitoring of student growth) will help administrators focus on improving student proficiency rates.

Enrolling students in the appropriate intervention classes and focusing on developing critical foundational skills in literacy and math. The school will use diagnostic data from Fall 2022 to place and enroll students in the correct pathways to ensure they receive access to fill critical gaps in literacy content and skill. This will help bring students closer to receiving access to grade level instruction.

Continuing to implement a high-quality, standards-aligned curriculum in English Language Arts, Math, and Social Studies. Math is now using Illustrative Mathematics, which is a research-based curriculum that is more aligned to TN Academic Standards. It is also more accessible for SPED, EL and students with severe gaps in skills. In Algebra I, all students will be double-blocked into a Math support class, using Illustrative Mathematics intervention curriculum, closely aligned to concurrent instruction in their core Algebra I course (pacing, content, etc.). English Language Arts classes use the Guidebooks curriculum via CommonLit 360. Social Studies classes (US History) will be using Active Classroom to support more intentional connections between rigorous primary texts and grade-level writing and analysis. This will support student learning in both content and access to responding to Document Based Questions (DBQs).

High Priority Action Steps

A continued focus on the following four areas will ensure that our school can achieve its mission to prepare all students for success in college, leadership and life.

FOCUS 1: Growing the number of students performing in Tier 1 (at or above grade level) and reducing the number of students performing in Tier 3 (more than 2 years below grade level) in iReady Reading and Math. The school will continue to refine its intervention program during the school day (literacy intervention, math intervention and advisory) as well as grow the number of after school offerings to support student learning.

FOCUS 2: Improve attendance by focusing on reducing chronic absenteeism rates and improving overall attendance rates. The school understands that students need to be in school every day to learn the skills necessary for success in college. The school will provide positive incentives to encourage students to attend daily and arrive on time to school. Additionally, the school will close monitor individual student attendance and provide support where needed to reduce chronic absenteeism.

FOCUS 3: Increase enrollment at the school. The school will continue to tailor its student recruitment efforts and student enrollment processes to attract all students. Specific outreach activities will include: extensive grassroots marketing; simple and easy to understand forms and brochures, and removal of any language/messaging that may traditionally deter underserved student populations.

FOCUS 4: Increase college readiness and improve college readiness. The school Offers a four-year advisory program focused on college and career readiness. It is also critical that students participate in ACT preparatory coursework so they are prepared for the test junior year.

Academic Instruction

Similar to schools across the nation and world, Wooddale Middle School was required to significantly adjust instruction during 2020-21 due to the COVID-19 pandemic. For the fall semester, the Green Dot curriculum team adjusted curriculum maps and trained teachers to facilitate curriculum live via Zoom. This synchronous instruction was a critical decision which supported students and increased student engagement during distance learning. The school also adopted the NearPod platform, which was instrumental in ensuring teachers were able to actively engage all students in their classrooms. The school was also able to quickly pivot and provide technology to students to ensure connectivity. In the spring semester, some students were able to return to in-person schooling. Because the school was already utilizing our regular curriculum, it was not a huge shift to have some students in the classroom and others on Zoom. The students on Zoom were projected on the wall so in-person students could see their classmates, which we found to be a highly effective method for building classroom culture and engagement. NearPod continued to be a crucial element in allowing both in-person and distance learning students to interact with both the curriculum and their peers. The ability to make these shifts during the 2021-22 school year, allowed a manageable and successful transition into in-person instruction for the 2022-23 school year.

SECTION IV: SCHOOL PROGRESS REPORT: OPERATIONS PERFORMANCE

Operational Goals

The main focus of the 2022-23 school year was to provide quality instruction while maintaining the health and safety of our school community.

Leadership Changes

Governing Board: In the 2022-23 school year, there were a couple of changes to the Governing Board.

1. Lary Neal, Chilton Simmons, and Omar Aquil completed their term and did not renew their position.

School Leadership: In the 2022-23 school year, the school had the following change to leadership: Marysa Utley transitioned out of their role of Principal at the end of the school year and took a Home Office position within Green Dot Public Schools Tennessee. Deani Greene, formerly an Assistant Principal, transitioned into the Principal role.

Charter Authorizer Operational Concerns

There were no Notices of Concern issued to the school in 2022-2023. There were also no noted operational deficiencies in FY20.

Student Attrition

As of Census Day,the enrollment at the school for the 2022-23 school year was 505 students. The school tracks student entry and exit data via PowerSchool. The school leadership team regularly reviews this data to develop strategies to improve student retention rates. Additionally, the school has a robust parent and student engagement strategy that helps to address student attrition. This strategy is outlined in detail below.

Parent & Community Engagement

It is extremely important to school leadership that we have the support of our parents. The school provides a range of free adult education workshops on issues that parents have identified as important to them. Courses center around career guidance, financial literacy, and health and wellness. Once a year, Green Dot holds a two-day job preparedness training. On day one, participants attend workshops on how to formulate and update their resumes and how to prepare for a job interview. Parents also learn best practices for professionally handling the interview process. On day two, the school hosts a job fair that brings together

a number of Memphis's largest employers for interview and informational sessions. The school also offers a comprehensive annual financial literacy course to help parents effectively manage their finances and learn money-saving strategies. The school supports parents in completing their own income tax returns via online sites that offer free tax prep instead of paying costly filing fees to an outside agency. Parents also learn how to open free checking and savings accounts so that they can start saving for their child's college expenses.

To build Green Dot's schools as community hubs—centers where parents and students can organize around issues important to them—Green Dot is working in conjunction with United Parents and Students to build a culture of civic organizing. Throughout the year, Community Engagement works closely with parents and students from across the Green Dot TN network, meeting with them monthly to train them as advocates of Green Dot's work to transform public education in Memphis, as well as address issues that need attention in the communities. These parents serve as community liaisons, championing the transformative work of GDPST, while bringing much-needed resources to their neighborhoods.

Finally, the school provides access to health and wellness services to students and their families. Green Dot's official healthcare partners in Memphis—Well Child, LeBonheur Hospital, Life Doc, and Youth Villages—provide extensive services at the school, including nursing services and an annual health fair. For the health fair, representatives will spend the day on campus providing students and parents with immunizations, mental health services, physical fitness classes, blood pressure monitoring, cholesterol checks, and diabetes education classes. Throughout the year, the school offers free dental services on campus provided by Bellevue Baptist Church's mobile dental clinic.

Partner Organizations
Education is a powerful lever for student success in college, leadership and life, yet the communities served by our schools have a pivotal role to play in providing safe neighborhoods where talent and aspiration can blossom. Green Dot collaborates with a wide range of community partners to deeply invest in the organizations within our local communities and to ensure that our students and families have access to essential services.

Social-Emotional Support
Green Dot has full time social workers on staff and partners with non-profit organizations that directly respond to pertinent student needs. For example, Green Dot partners with Youth Villages to offer mental health services at no cost to students or their families; the only public school operator in Memphis to do so. Youth Villages counselors run weekly groups at each of our schools and provide students with intensive outpatient support. Given the depth of our students' socioemotional and mental health needs, Green Dot believes this collaboration is essential to students' long-term success.

Green Dot is also partnering with Life Doc to address the rising chronic illness epidemic that has become pervasive in African American and Latinx populations between the ages of 8 years to 24 years old. Through this partnership families will receive support from the Memphis Food Bank to make sure they are able to have nutritious and consistent nutritional opportunities. Schools have an ambitious goal of serving and improving the health and well-being of at least 100 families each year.

Student Leadership
Green Dot partners with various charitable organizations that help students develop leadership skills. The United Parents and Students runs a weekly leadership course for students to learn and practice effective advocacy for school- and community-wide issues, meeting with Memphis leaders, local civic groups, touring the state legislature, and building their own campaign platform. Leadership Memphis pairs students with mentors, targeting students experiencing marginalization to empower them, strengthen their voice, and develop actionable professional goals. ALSAC/St. Jude also pairs students with professional mentors, who focus their support on guiding students on a path to college.

Academic Enrichment
Some local non-profit partners bring enrichment programs to Green Dot students and parents. Code Crew runs a robotics/coding course after school, Ballet on Wheels brings art and dance to Green Dot's afterschool programs, and Uplift Motion! holds free yoga courses for students. For its second year of operation, the school earned a 21st Century Community Learning Center Grant that will support the expansion of after school programming.

As part of Green Dot's parent education programming, Green Dot partners with Milestones to offer resume-writing workshops, and UCAN of Memphis to help parents role-play job interviews.

Community Development
Green Dot partners with charitable organizations that have a broader focus—helping Green Dot become a communal hub that provides families with regular opportunities to meet, share ideas, and collaborate on actions that create tangible positive change in their communities. Green Dot is building relationships with alumni at each school to serve as a basis for continual development and engagement to benefit students and their pathways to success.

Public School Operators
Green Dot engages collaboratively with other charter operators in both the ASD and the TPCSC. Teams meet bi-monthly with LEA leaders to discuss best practices in each region, as well as challenges. Green Dot also seeks opportunities outside of these collaborations to partner with other CMO's on community initiatives. GDPST, Promise Academy and Libertas Schools of Memphis recently worked together to write a federal community schools grant. If funded, the grant will bring an additional $15 million to all three operators for supports with onsite health clinics, childcare, leadership professional development and nutritional insecurities.

SECTION V: SCHOOL PROGRESS REPORT: FINANCIAL PERFORMANCE

Accounting
Please see Table 1 at the end of this document.

Financial Deficiencies
The Achievement School District did not have an operating Annual Performance Framework and did not issue any notices of concern last year.

The school did not receive any Notices of Concern from the State Board of Education regarding finance at the school and GDPST.

Annual Budget Expenditures
In the 2022-23 school year, the school spent $$448,533 on facilities, including repairs, maintenance, lease agreements, and other related expenditures. This amounted to 6.8% of the school's total annual budget. None of these facilities expenditures were directly due to COVID-19 prevention, preparation, or response, as the school recently underwent a series of building improvements and these upgraded facilities updates did not require additional updates to address COVID-19.

Most Recent Annual Audit
Please see the appendix for the most recent financial audit. The annual audit did not identify any internal control deficiencies or material weakness.

Findings from Annual Audit
In the school's annual audit, there were no findings to report.

Table 1: Wooddale Middle School Unaudited Statement of Activities

RPT001 Income Statement - Internal (by Company)

Repeat By Period

	Year-to-Date			
Ledger Account	YTD Actual	YTD Budget	Var B/(W)	Var %
REVENUE				
State Apportionment	5,215,622	5,162,482	53,140	(1%)
Federal revenue	1,938,773	1,961,925	(23,151)	1%
Other state revenue	197,927	72,970	124,957	(63%)
Contributions and grants	0	0	0	0%
Local revenue	108,523	17,290	91,233	(84%)
Rental income	0	0	0	0%
Interest income	0	0	0	0%
Net assets released from restrictions	0	0	0	0%
Total Revenue	**7,460,845**	**7,214,666**	**246,179**	**(3%)**
EXPENSE				
Salaries and benefits	3,995,985	4,180,657	184,672	5%
Student services	1,583,739	1,461,228	(122,511)	(8%)
Materials and supplies	263,877	134,384	(129,493)	(49%)
Student nutrition	0	0	0	0%
Other expenses	0	0	0	0%
Depreciation amortization	58,568	57,024	(1,544)	(3%)
Occupancy	707,347	591,626	(115,722)	(16%)
Proposition construction expense	0	0	0	0%
Interest	5,850	5,850	0	0%
Operating expenses	0	0	0	0%
Total Expenses	**6,615,367**	**6,430,769**	**(184,598)**	**(3%)**
Increase (Decrease) in Net Assets	**$845,478**	**$783,897**	**$61,581**	**(7%)**

SUBSECTION I: GOVERNING BODY LEADERSHIP

Complete the table below for each member of the governing board during the prior school year. Add additional rows if necessary. “Position on the board” should indicate if the individual is a board chair, other board officer, parent representative, or ex officio member.

BOARD MEMBERS FOR THE 2022-23 SCHOOL YEAR			
Name	**Position on the Board**	**Email Address**	**Length of term** (start and end date)
Pam Egwuekwe	Vice Board Chair	pam.egwuekwe@greendot.org	12/31/2021-12/31/2024
Larry Neal	Retired	Larry.Neal@greendot.org	12/31/2021-12/31/2022
Amertice Allen	Chair	Amertice.Allen@greendot.org	12/31/2021-12/31/2024
Matt Thiry	Board Member	Matt.Thiry@greendot.org	12/31/2021-12/31/2023
Chilton Simmons	Retired	Chilton.Simmons@greendot.org	12/31/2021-12/31/2024
Omar Aquil	Retired	Omar.Aquil@greendot.org	12/03/2021-12/31/2023
Pedro Velasquez	Board Member	Pedro.Velasquez@greendot.org	04/13/2023-12/31/2024
Tamika Young	Board Member	Tamika.Young@greendot.org	04/13/2023-12/31/2024

Terrell Monger	Board Member	Terrell.Monger@greendot.org	04/13/2023-12/31/2024

SUBSECTION I: SCHOOL LEADERSHIP

Complete the table below for each member of the school's leadership team. Add additional rows if necessary.

SCHOOL LEADERSHIP ROSTER FOR THE 2022-23 SCHOOL YEAR			
Name	**Title**	**Email Address**	**Start Date**
Denai Greene	Principal	denai.greene@greendot.org	July 2015
Adreanna Williams	Assistant Principal	adreanna.williams@greendot.org	September 2022
Angela Bates	Assistant Principal	angela.bates@greendot.org	July 2017

SUBSECTION III: NETWORK LEADERSHIP

Complete the table below for each member of the school's leadership team. Add additional rows if necessary.

NETWORK LEADERSHIP ROSTER FOR THE 2022-232021-22 SCHOOL YEAR			
Name	**Title**	**Email Address**	**Start Date**
Jocquell Rodgers	Executive Director	jocquell.rodgers@greendot.org	July 2023
Marysa Utley	Chief of Schools	marysa.utley@greendot.org	July 2023
Christina Austin	Chief Academic Officer	christinat.austin@greendot.org	July 2023

APPENDIX B: STUDENT ATTRITION INFORMATION

Complete the table below identifying the reasons that students withdrew from the school during the prior school year. The total number of students should match the number of students withdrawn in state and district reporting systems. **Do not include student names or initials**. Authorizers may request further information regarding individual student withdrawals.

Reason	# of Students
Moved out of district or state	14
Transportation	0
Concerned with academic expectations	0
Concerned with discipline practices	0
Expelled	3
Withdrawn due to breach of behavior management (but not expelled)	0
Unknown	1
Other (please specify)	
Transfer to MSCS school due to relocation	6
Transfer to MSCS school; no reason recorded	20
Transfer to other Green Dot school; no reason recorded	7
Transfer to diploma recovery program	0
Transfer to alternative school	0
Transfer to virtual school	0
Transfer to home school	1
Incarcerated	0
Dropout	0
Dropped to due 10+ consecutive absences	15
Deceased	1
Total # of Students Withdrawn	68
Student Attrition Rate (%)	11.9%



Green Dot Public schools

4100 Ross Rd
Memphis TN 38115
Phone: (901)730-8157
Fax: (901) 708-8878
Website: https://tn.greendot.org/bchs/
Email: tn.info@greendot.org
Principal: Lameika Pegues

INTRODUCTION TO THE SCHOOL

Name of School	Bluff City High School		
Authorizer	Tennessee State Board of Education	**School Hours**	8:15 a.m. – 3:30 p.m. (breakfast offered at 7:45 a.m.)
Year Opened	2017-2018	**Next Renewal Year**	2027 - 2028
Current Enrollment	524	**Max Enrollment per Charter Agreement**	N/A
Current Grade Span Served	9/12/2022	**Grade Span Approved in Charter**	9/12/2022
# Instructional Days per School Year	180	**Current # of Students on Waitlist**	N/A
Mission Statement	Green Dot Public Schools Tennessee's mission is to transform public education so all students graduate prepared for college, leadership and life.		

SECTION I: SCHOOL ACADEMIC PERFORMANCE

Overview

Green Dot Public Schools Tennessee ("GDPST", "Green Dot TN", or "Green Dot") is a small local public school district working to improve public education in Memphis for students in high poverty communities, and to ensure that all students graduate high school with the skills necessary to succeed in college, leadership, and life.

Bluff City High School ("Bluff City")—opened in fall 2017 as a new, start-up charter high school authorized by the Tennessee State Commission for Education. This school opened to further one of Green Dot's core strategies: to give all parents the option of sending their children to a high-quality local school. Green Dot strategically opened Bluff City near our two middle schools to ensure that the significant academic progress students are achieving in middle school can continue through high school. Providing a consistent, seven-year pathway to success is vital for students already several grade levels behind when they enter the sixth grade.

In the 2021-22 school year, the school served 9th -12th graders with 8.4% classified as English Language Learners, 1.90% Transitional English Learners in 1-2 and 1.50%Transitional English Learners in 3-4. In addition, the school served 6.68% Students with Disabilities.

The school's academic model prioritizes strong and empowered leadership, highly effective teaching, a college preparatory curriculum, meaningful community engagement, and the provision of comprehensive wraparound services to reduce non-academic barriers to learning. The strength of this proven model, which has been adapted to meet the unique needs of students, families, and communities in Memphis, has allowed Green Dot to exemplify the power of a public school to transform student behavior and academic outcomes.

We are focused on building a high-quality school that graduates all students with the academic and practical skills essential for success, and measures progress towards this goal with the following annually measured objectives:

Progress Made During The Prior School Year Toward the Academic Goals

Green Dot believes growth is the best indicator of the progress of our students, given incoming student performance levels. Although we constantly strive to achieve college-readiness for all of our students, GDPST's results must be viewed in the context of our early signs of rapid academic growth. We examine academic achievement and college readiness through three pathways: 1) Percent of students performing "on track" or "mastered" on state assessments and 2) Academic growth on internal assessment data (iReady reading and math scores).

Student Achievement on State Assessments

The school uses the Tennessee Comprehensive Assessment Program (TCAP) and TN Ready to measure students' progress towards proficiency. Additionally, the school tracks towards state- determined AMO targets, which expect schools to decrease by half the percent of students not meeting the standard over the course of eight years. The school took the TN Ready in the Spring of 2022 and met the 95% participation rate.

Academic Growth on internal assessment data

The school established a goal to increase the percent of students performing on or above grade level (Tier I) by 15% and reduce the percent of students performing more than 2 grades below their grade level (Tier III) by 25%, according to internal iReady reading and math assessments. This goal is to ensure that the school is dramatically growing students in their skills, specifically focusing on math and literacy. The school has made significant progress in moving students out of Tier III and into Tier II and Tier I, taking students who were multiple grade levels behind and accelerating them towards reaching proficiency levels aligned with being on or above grade level. The school was able to continue assessing student growth in the 2021-2022 school year in order to provide swift interventions and determine areas for reteaching. For students that tested in both fall and spring windows, every grade level increased the size of Tier I and decreased the size of Tier III for both subject areas.

Despite the challenges of the pandemic impacting our students and families, student attendance and school climate remained positive. The average daily attendance rate of 82.3% demonstrated gains, indicating the school's academic model effectiveness as the school transitioned to in-person instruction while still addressing the ongoing challenges of operating during a pandemic. We will continue to support our students to ensure attendance rates keep rising as we continue adjusting our families to the shift of in-person instruction.

The school anticipates continued academic growth with further use of its rigorous, standards-aligned curriculum and its implementation of instruction anchored in the Tennessee Academic Standards. English instruction is driven by an externally-developed curriculum (Fish Tank Learning) that utilizes grade-level text-based instruction coupled with research-driven strategies to support all learners in developing the skills and content knowledge required to demonstrate success on TN Academic Standards for English.

For the 2021-2022 school year, we used Illustrative Mathematics to provide quality curriculum and instruction to students. Teachers provide students with ample opportunities to practice and grapple with grade-level problems. In addition, they support learners who come with large gaps in skill and content knowledge and adjust their instruction based on student data.

ACT and College Readiness

Given our mission, we believe that ACT composite scores and acceptance rates are important indicators of college readiness. The school has set a goal that the ACT Composite scores would increase by 0.5 each year. Students were able to take the ACT in Spring of 2022. As a state, Tennessee experienced an historic drop in ACT composite scores due to the pandemic.

GDPST believes that consistent, rigorous, grade-level instruction has led to historic success in these areas, and will do so again in the future. By making the shift to an externally-developed curriculum that is aligned to the demands of the TN Academic Standards, students are able to gain high-quality instruction that better prepares them for the demands of rigor on the ACT exam. Additionally, the school has been able to secure

resources for explicit instruction in ACT preparation to help students familiarize themselves and engage in repeated practice of common question types. Part of our senior Advisory program focuses on ensuring that students apply to either 2- or 4-year colleges. Teachers and guidance counselors support students in the application process. The school also extends opportunities for all students to experience college field trips to increase their exposure to higher education.

Academic Areas of Concern

GDPST acknowledges areas of concern at the school. The lack of students performing "on-track" or "mastered" on assessments is a primary concern. Despite our adoption and implementation of a rigorous curriculum, our students face numerous challenges in their lives outside of school which impact their academic achievement. As a result, incoming students enter our school multiple years behind grade level. The school has closely monitored student academic progress since opening, and we continue to build effective systems to address student gaps in skill or content. The governing board is addressing these deficiencies by:

Providing additional school administrator support and skill building. Leveraging monthly administrator collaboration and training will be critical to see that investment translate into effective instruction and student growth. Practical tools (targeted teacher coaching, intentional and frequent assessment analysis, and close monitoring of student growth) will help administrators focus on improving student proficiency rates.

Enrolling students in the appropriate intervention classes and focusing on developing critical foundational skills in literacy and math. The school will use diagnostic data from Fall 2021 to place and enroll students in the correct pathways to ensure they receive access to fill critical gaps in literacy content and skill. This will help bring students closer to receiving access to grade level instruction.

Continuing to implement a high-quality, standards-aligned curriculum in English Language Arts, Math, and Social Studies. Math is now using Illustrative Mathematics, which is a research-based curriculum that is more aligned to TN Academic Standards. It is also more accessible for SPED, EL and students with severe gaps in skills. In Algebra I, all students will be double-blocked into a Math support class, using Illustrative Mathematics intervention curriculum, closely aligned to concurrent instruction in their core Algebra I course (pacing, content, etc.). English Language Arts classes use the Guidebooks curriculum via Fish Tank. Social Studies classes (US History) will be using Active Classroom to support more intentional connections between rigorous primary texts and grade-level writing and analysis. This will support student learning in both content and access to responding to Document Based Questions (DBQs).

High Priority Action Steps

A continued focus on the following four areas will ensure that our school can achieve its mission to prepare all students for success in college, leadership and life.

FOCUS 1: Growing the number of students performing in Tier 1 (at or above grade level) and reducing the number of students performing in Tier 3 (more than 2 years below grade level) in iReady Reading and Math. The school will continue to refine its intervention program during the school day (literacy intervention, math intervention and advisory) as well as grow the number of after school offerings to support student learning.

FOCUS 2: Improve attendance by focusing on reducing chronic absenteeism rates and improving overall attendance rates. The school understands that students need to be in school every day to learn the skills necessary for success in college. The school will provide positive incentives to encourage students to attend daily and arrive on time to school. Additionally, the school will close monitor individual student attendance and provide support where needed to reduce chronic absenteeism.

FOCUS 3: Increase enrollment at the school. The school will continue to tailor its student recruitment efforts and student enrollment processes to attract all students. Specific outreach activities will include:

extensive grassroots marketing; simple and easy to understand forms and brochures, and removal of any language/messaging that may traditionally deter underserved student populations.

FOCUS 4: Increase college readiness and improve college readiness. The school Offers a four-year advisory program focused on college and career readiness. It is also critical that students participate in ACT preparatory coursework so they are prepared for the test junior year.

Academic Instruction

Similar to schools across the nation and world, Bluff City High School was required to significantly adjust instruction during 2020-21 due to the COVID-19 pandemic. For the fall semester, the Green Dot curriculum team adjusted curriculum maps and trained teachers to facilitate curriculum live via Zoom. This synchronous instruction was a critical decision which supported students and increased student engagement during distance learning. The school also adopted the NearPod platform, which was instrumental in ensuring teachers were able to actively engage all students in their classrooms. The school was also able to quickly pivot and provide technology to students to ensure connectivity. In the spring semester, some students were able to return to in-person schooling. Because the school was already utilizing our regular curriculum, it was not a huge shift to have some students in the classroom and others on Zoom. The students on Zoom were projected on the wall so in-person students could see their classmates, which we found to be a highly effective method for building classroom culture and engagement. NearPod continued to be a crucial element in allowing both in-person and distance learning students to interact with both the curriculum and their peers. The ability to make these shifts during the 2021-21 school year, allowed a manageable and successful transition into in-person instruction for the 2021-22 school year.

SECTION II: SCHOOL OPERATIONS

Operational Goals

The main focus of the 2021-22 school year was to provide quality instruction while maintaining the health and safety of our school community.

Leadership Changes

Governing Board: In the 2021-22 school year, there were a couple of changes to the Governing Board.

1. Corey Porta completed their term and did not renew their position.

School Leadership: In the 2021-22 school year, the school had the following change to school leadership:
Tamisha Estes transitioned out of their role of Assistant Principal at the end of the school year.
Britney Baston was added as an Assistant Principal in July 2021.

Charter Authorizer Operational Concerns

There were no Notices of Concern issued to the school in 2021-2022. There were also no noted operational deficiencies in FY20.

Student Attrition

The enrollment at the school for the 2021-22 school year was 509 students. The school tracks student entry and exit data via PowerSchool. The school leadership team regularly reviews this data to develop strategies to improve student retention rates. Additionally, the school has a robust parent and student engagement strategy that helps to address student attrition. This strategy is outlined in detail below.

Parent & Community Engagement

It is extremely important to school leadership that we have the support of our parents. The school provides a range of free adult education workshops on issues that parents have identified as important to them. Courses center around career guidance, financial literacy, and health and wellness. Once a year, Green Dot holds a two-day job preparedness training. On day one, participants attend workshops on how to

formulate and update their resumes and how to prepare for a job interview. Parents also learn best practices for professionally handling the interview process. On day two, the school hosts a job fair that brings together a number of Memphis's largest employers for interview and informational sessions. The school also offers a comprehensive annual financial literacy course to help parents effectively manage their finances and learn money-saving strategies. The school supports parents in completing their own income tax returns via online sites that offer free tax prep instead of paying costly filing fees to an outside agency. Parents also learn how to open free checking and savings accounts so that they can start saving for their child's college expenses.

To build Green Dot's schools as community hubs—centers where parents and students can organize around issues important to them—Green Dot is working in conjunction with United Parents and Students to build a culture of civic organizing. Throughout the year, Community Engagement works closely with parents and students from across the Green Dot TN network, meeting with them monthly to train them as advocates of Green Dot's work to transform public education in Memphis, as well as address issues that need attention in the communities. These parents serve as community liaisons, championing the transformative work of GDPST, while bringing much-needed resources to their neighborhoods.

Finally, the school provides access to health and wellness services to students and their families. Green Dot's official healthcare partners in Memphis—Well Child, LeBonheur Hospital, Dar Salud's Wave of Health and Youth Villages—provide extensive services at the school, including nursing services and an annual health fair. For the health fair, representatives will spend the day on campus providing students and parents with immunizations, mental health services, physical fitness classes, blood pressure monitoring, cholesterol checks, and diabetes education classes. Throughout the year, the school offers free dental services on campus provided by Bellevue Baptist Church's mobile dental clinic.

Partner Organizations
Education is a powerful lever for student success in college, leadership and life, yet the communities served by our schools have a pivotal role to play in providing safe neighborhoods where talent and aspiration can blossom. Green Dot collaborates with a wide range of community partners to deeply invest in the organizations within our local communities and to ensure that our students and families have access to essential services.

Social-Emotional Support
Green Dot partners with non-profit organizations that directly respond to pertinent student needs. For example, Green Dot partners with Youth Villages to offer mental health services at no cost to students or their families; the only public school operator in Memphis to do so. Youth Villages counselors run weekly groups at each of our schools and provide students with intensive outpatient support. Given the depth of our students' socioemotional and mental health needs, Green Dot believes this collaboration is essential to students' long-term success.

Green Dot is also partnering with Dar Salud's Wave of Health to address the rising chronic illness epidemic that has become pervasive in African American and Latinx populations between the ages of 8 years to 24 years old. Through the Wave of Health, families will receive support from the Memphis Food Bank to make sure they are able to have nutritious and consistent nutritional opportunities. Schools have an ambitious goal of serving and improving the health and well-being of at least 100 families each year.

Green Dot partners with Communities in Schools to support chronically absent students and provide direct relief to homeless students, students who are grieving the loss of a family member or friend, those who must stay home from school to take care of a sibling, or those who are experiencing other critical life events. They do this by connecting students and their families with otherwise unknown or inaccessible community resources that range from clothing drives to medical clinics.

Student Leadership
Green Dot partners with various charitable organizations that help students develop leadership skills. The United Parents and Students runs a weekly leadership course for students to learn and practice effective advocacy for school- and community-wide issues, meeting with Memphis leaders, local civic groups, touring

the state legislature, and building their own campaign platform. Leadership Memphis pairs students with mentors, targeting students experiencing marginalization to empower them, strengthen their voice, and develop actionable professional goals. ALSAC/St. Jude also pairs students with professional mentors, who focus their support on guiding students on a path to college.

Academic Enrichment
Some local non-profit partners bring enrichment programs to Green Dot students and parents. Code Crew runs a robotics/coding course after school, Ballet on Wheels brings art and dance to Green Dot's afterschool programs, and Uplift Motion! holds free yoga courses for students. For its second year of operation, the school earned a 21st Century Community Learning Center Grant that will support the expansion of after school programming.

As part of Green Dot's parent education programming, Green Dot partners with Milestones to offer resume-writing workshops, and UCAN of Memphis to help parents role-play job interviews.

Community Development
Green Dot partners with charitable organizations that have a broader focus—helping Green Dot become a communal hub that provides families with regular opportunities to meet, share ideas, and collaborate on actions that create tangible positive change in their communities. Green Dot is building relationships with alumni at each school to serve as a basis for continual development and engagement to benefit students and their pathways to success.

Public School Operators
Finally, Green Dot engages in deep, long-term collaboration with other local charter school operators through Instruction Partners. The group convenes a cohort of local operators to work collaboratively: observing best practices within each CMO's schools, sharing their experiences, and supporting each other in their implementation efforts. Instruction Partners works with each CMO to test and codify best practices, sharing these practices with the entire cohort through eight annual convenings and monthly emails.

SECTION III: School Finance

Accounting
Please see Table 1 at the end of this document.

Financial Deficiencies
The Achievement School District did not have an operating Annual Performance Framework and did not issue any notices of concern last year.

The school did not receive any Notices of Concern from the State Board of Education regarding finance at the school and GDPST.

Annual Budget Expenditures
In the 2021-22 school year, the school spent $1,496,999.00 on facilities, including repairs, maintenance, lease agreements, and other related expenditures. This amounted to 22.0% of the school's total annual budget. None of these facilities expenditures were directly due to COVID-19 prevention, preparation, or response, as the school recently underwent a series of building improvements and these upgraded facilities updates did not require additional updates to address COVID-19.

Most Recent Annual Audit
Please see the appendix for the most recent financial audit. The annual audit did not identify any internal control deficiencies or material weakness.

Findings from Annual Audit
In the school's annual audit, there were no findings to report.

Table 1: Bluff City High School Unaudited Statement of Activities

RPT001 Income Statement - Internal (by Organization)

Cost Center: 324 TN - Bluff City HS
For the Period FY 2022 - 12 June

	Year-to-Date			
	Actual	Budget	Var B/(W)	Var %
REVENUE				
State Apportionment	$4,937,292	$5,034,699	($97,407)	2%
Federal revenue	1,833,310	2,250,525	(417,215)	23%
Other state revenue	0	0	0	0%
Contributions and grants	7,030	0	7,030	(100%)
Local revenue	23,180	17,980	5,200	(22%)
Rental income	0	0	0	0%
Interest income	0	0	0	0%
Net assets released from restrictions	0	0	0	0%
Total Revenue	**6,800,812**	**7,303,204**	**(502,392)**	**7%**
EXPENSE				
Salaries and benefits	3,460,308	3,801,740	341,431	10%
Student services	1,630,125	1,590,795	(39,330)	(2%)
Materials and supplies	299,303	202,060	(97,243)	(32%)
Student nutrition	0	0	0	0%
Other expenses	57,983	44,222	(13,760)	(24%)
Depreciation amortization	217,859	214,244	(3,614)	(2%)
Occupancy	807,465	931,555	124,089	15%
Proposition construction expense	0	0	0	0%
Interest	326,878	371,819	44,941	14%
Operating expenses	0	0	0	0%
Total Expenses	**6,799,921**	**7,156,435**	**356,514**	**5%**
Change in Net Assets	**$891**	**$146,769**	**($145,878)**	**16,380%**

APPENDIX A: LEADERSHIP ROSTER

Complete the table below for each member of the governing board during the prior school year. Add additional rows if necessary. “Position on the board” should indicate if the individual is a board chair, other board officer, parent representative, or ex officio member.

BOARD MEMBERS FOR THE 2021-22 SCHOOL YEAR			
Name	**Position on the Board**	**Email Address**	**Length of term** (start and end date)
Pam Egwuekwe	Board Chair	pam.egwuekwe@greendot.org	12/31/2021-12/31/2024
Larry Neal	Vice Board Chair	Larry.Neal@greendot.org	12/31/2021-12/31/2022
Amertice Allen	Board Secretary	Amertice.Allen@greendot.org	12/31/2021-12/31/2024
Matt Thiry	Board Member	Matt.Thiry@greendot.org	12/31/2021-12/31/2023
Chilton Simmons	Board Member	Chilton.Simmons@greendot.org	12/31/2021-12/31/2024
Omar Aquil	Board Member	Omar.Aquil@greendot.org	12/03/2021-12/31/2024

Complete the table below for each member of the school’s leadership team. Add additional rows if necessary.

SCHOOL LEADERSHIP ROSTER FOR THE 2021-22 SCHOOL YEAR			
Name	**Title**	**Email Address**	**Start Date**
Lameika Pegues	Principal	Lameika.Pegues@greendot.org	December 2019
James Johnson	Assistant Principal	james.johnson@greendot.org	July 2020
Britney Batson	Assistant Principal	britney.batson@greendot.org	July 2021

APPENDIX B: STUDENT ATTRITION INFORMATION

Complete the table below identifying the reasons that students withdrew from the school during the prior school year. The total number of students should match the number of students withdrawn in state and district reporting systems. **Do not include student names or initials**. Authorizers may request further information regarding individual student withdrawals.

Reason	# of Students
Moved out of district or state	13
Transportation	0
Concerned with academic expectations	0
Concerned with discipline practices	0
Expelled	1
Withdrawn due to breach of behavior management (but not expelled)	0
Unknown	15
Other (please specify)	
Transfer to MSCS school due to relocation	0
Transfer to MSCS school; no reason recorded	30
Transfer to other Green Dot school; no reason recorded	3
Transfer to diploma recovery program	3
Transfer to Job Corp	1
Transfer to alternative school	1
Transfer to virtual school	4
Transfer to private school	1
Transfer to home school	2
Incarcerated	0
Dropout	0
Dropped to due 10+ consecutive absences	26
Concerns about covid safety	0
Enrolled but never attended	2

Total # of Students Withdrawn	102
Student Attrition Rate (%)	18.7%



Green Dot Public schools

School Information

Address: Bluff City High School
Phone: (901)730-8157
Fax: (901) 708-8878
Website: https://tn.greendot.org/bchs/
Email: tn.info@greendot.org
Principal: Chad Everett

Report Preparer Information

Name: Jocquell Rodgers
Title: Executive Director
Phone: (901)730-8157
Email: tn.info@greendot.org

Date of Report: September 29, 2023

SECTION II: INTRODUCTION TO THE SCHOOL

Name of School	Bluff City High School		
Authorizer	Tennessee State Board of Education	**School Hours**	8:15 a.m. - 3:30 p.m. (breakfast offered at 7:40 a.m.)
Year Opened	2017-2018	**Next Renewal Year**	2027 - 2028
Current Enrollment	528	**Max Enrollment per Charter Agreement**	N/A
Current Grade Span Served	9-12	**Grade Span Approved in Charter**	9-12
# Instructional Days per School Year	180	**Current # of Students on Waitlist**	N/A
Mission Statement	Green Dot Public Schools Tennessee's mission is to transform public education so all students graduate prepared for college, leadership and life.		

SECTION III: SCHOOL PROGRESS REPORT: ACADEMIC PERFORMANCE

Overview

Green Dot Public Schools Tennessee ("GDPST", "Green Dot TN", or "Green Dot") is a small local public school district working to improve public education in Memphis for students in high poverty communities, and to ensure that all students graduate high school with the skills necessary to succeed in college, leadership, and life.

Bluff City High School ("Bluff City")—opened in fall 2017 as a new, start-up charter high school authorized by the Tennessee State Commission for Education. This school opened to further one of Green Dot's core strategies: to give all parents the option of sending their children to a high-quality local school. Green Dot strategically opened Bluff City near our two middle schools to ensure that the significant academic progress students are achieving in middle school can continue through high school. Providing a consistent, seven-year pathway to success is vital for students already several grade levels behind when they enter the sixth grade.

In the 2022-23 school year, the school served 9th -12th graders with 7.7% classified as English Language Learners. In addition, the school served 6.65% Students with Disabilities.

The school's academic model prioritizes strong and empowered leadership, highly effective teaching, a college preparatory curriculum, meaningful community engagement, and the provision of comprehensive wraparound services to reduce non-academic barriers to learning. The strength of this proven model, which has been adapted to meet the unique needs of students, families, and communities in Memphis, has allowed Green Dot to exemplify the power of a public school to transform student behavior and academic outcomes.

We are focused on building a high-quality school that graduates all students with the academic and practical skills essential for success, and measures progress towards this goal with the following annually measured objectives:

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Green Dot believes growth is the best indicator of the progress of our students, given incoming student performance levels. Although we constantly strive to achieve college-readiness for all of our students, GDPST's results must be viewed in the context of our early signs of rapid academic growth. We examine academic achievement and college readiness through three pathways: 1) Percent of students performing "on track" or "mastered" on state assessments and 2) Academic growth on internal assessment data (iReady reading and math scores).

Student Achievement on State Assessments

The school uses the Tennessee Comprehensive Assessment Program (TCAP) and TN Ready to measure students' progress towards proficiency. Additionally, the school tracks towards state- determined AMO targets, which expect schools to decrease by half the percent of students not meeting the standard over the course of eight years. The school took the TN Ready in the Spring of 2022 and exceeded the 80% participation rate, earning 'hold harmless' status for the year.

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The school established a goal to increase the percentage of students performing on or above grade level (Tier I) by 15%, according to internal iReady reading and math assessments. This goal is to ensure that the school is dramatically growing students in their skills, specifically focusing on math and literacy. The school has made significant progress in moving students into Tier I, taking students who were multiple grade levels behind and accelerating them towards reaching proficiency levels aligned with being on or above grade level. The school was able to continue assessing student growth in the 2022-2023 school year in order to provide swift interventions and determine areas for reteaching. For students that tested in both fall and spring windows, every grade level increased the size of Tier I. In addition, the school strives to have 50% of students meet their iReady stretch goal.

Despite the challenges of the pandemic impacting our students and families, student attendance and school climate remained positive. The average daily attendance rate of 84.5% demonstrated gains, indicating the school's academic model effectiveness as the school transitioned to in-person instruction while still addressing the ongoing challenges of operating during a pandemic. We will continue to support our students to ensure attendance rates keep rising as we continue adjusting our families to the shift of in-person instruction.

The school anticipates continued academic growth with further use of its rigorous, standards-aligned curriculum and its implementation of instruction anchored in the Tennessee Academic Standards. English instruction is driven by an externally-developed curriculum (CommonLit 360) that utilizes grade-level text-based instruction coupled with research-driven strategies to support all learners in developing the skills and content knowledge required to demonstrate success on TN Academic Standards for English.

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students apply to either 2- or 4-year colleges. Teachers and guidance counselors support students in the application process. The school also extends opportunities for all students to experience college field trips to increase their exposure to higher education.

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Providing additional school administrator support and skill building. Leveraging monthly administrator collaboration and training will be critical to see that investment translate into effective instruction and student growth. Practical tools (targeted teacher coaching, intentional and frequent assessment analysis, and close monitoring of student growth) will help administrators focus on improving student proficiency rates.

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FOCUS 4: Increase college readiness and improve college readiness. The school Offers a four-year advisory program focused on college and career readiness. It is also critical that students participate in ACT preparatory coursework so they are prepared for the test junior year.

Academic Instruction

Similar to schools across the nation and world, Bluff City High School was required to significantly adjust instruction during 2020-21 due to the COVID-19 pandemic. For the fall semester, the Green Dot curriculum team adjusted curriculum maps and trained teachers to facilitate curriculum live via Zoom. This synchronous instruction was a critical decision which supported students and increased student engagement during distance learning. The school also adopted the NearPod platform, which was instrumental in ensuring teachers were able to actively engage all students in their classrooms. The school was also able to quickly pivot and provide technology to students to ensure connectivity. In the spring semester, some students were able to return to in-person schooling. Because the school was already utilizing our regular curriculum, it was not a huge shift to have some students in the classroom and others on Zoom. The students on Zoom were projected on the wall so in-person students could see their classmates, which we found to be a highly effective method for building classroom culture and engagement. NearPod continued to be a crucial element in allowing both in-person and distance learning students to interact with both the curriculum and their peers. The ability to make these shifts during the 2021-22 school year, allowed a manageable and successful transition into in-person instruction for the 2022-23 school year.

SECTION IV: SCHOOL PROGRESS REPORT: OPERATIONS PERFORMANCE

Operational Goals

The main focus of the 2022-23 school year was to provide quality instruction while maintaining the health and safety of our school community.

Leadership Changes

Governing Board: In the 2022-23 school year, there were a couple of changes to the Governing Board.

1. Lary Neal, Chilton Simmons, and Omar Aquil completed their term and did not renew their position.

School Leadership: In the 2022-23 school year, the school had the following change to school leadership: Lameika Pegues and Britney Batson transitioned out of their leadership roles. Chad Everett transitioned into the Principal role and Malica Johnson transitioned into the Assistant Principal role.

Charter Authorizer Operational Concerns

There were no Notices of Concern issued to the school in 2022-2023. There were also no noted operational deficiencies in FY20.

Student Attrition

As of Census Day,the enrollment at the school for the 2022-23 school year was 496 students. The school tracks student entry and exit data via PowerSchool. The school leadership team regularly reviews this data to develop strategies to improve student retention rates. Additionally, the school has a robust parent and student engagement strategy that helps to address student attrition. This strategy is outlined in detail below.

Parent & Community Engagement

It is extremely important to school leadership that we have the support of our parents. The school provides a range of free adult education workshops on issues that parents have identified as important to them. Courses center around career guidance, financial literacy, and health and wellness. Once a year, Green Dot holds a two-day job preparedness training. On day one, participants attend workshops on how to formulate and update their resumes and how to prepare for a job interview. Parents also learn best practices for professionally handling the interview process. On day two, the school hosts a job fair that brings together

a number of Memphis's largest employers for interview and informational sessions. The school also offers a comprehensive annual financial literacy course to help parents effectively manage their finances and learn money-saving strategies. The school supports parents in completing their own income tax returns via online sites that offer free tax prep instead of paying costly filing fees to an outside agency. Parents also learn how to open free checking and savings accounts so that they can start saving for their child's college expenses.

To build Green Dot's schools as community hubs—centers where parents and students can organize around issues important to them—Green Dot is working in conjunction with United Parents and Students to build a culture of civic organizing. Throughout the year, Community Engagement works closely with parents and students from across the Green Dot TN network, meeting with them monthly to train them as advocates of Green Dot's work to transform public education in Memphis, as well as address issues that need attention in the communities. These parents serve as community liaisons, championing the transformative work of GDPST, while bringing much-needed resources to their neighborhoods.

Finally, the school provides access to health and wellness services to students and their families. Green Dot's official healthcare partners in Memphis—Well Child, LeBonheur Hospital, Life Doc, and Youth Villages—provide extensive services at the school, including nursing services and an annual health fair. For the health fair, representatives will spend the day on campus providing students and parents with immunizations, mental health services, physical fitness classes, blood pressure monitoring, cholesterol checks, and diabetes education classes. Throughout the year, the school offers free dental services on campus provided by Bellevue Baptist Church's mobile dental clinic.

Partner Organizations
Education is a powerful lever for student success in college, leadership and life, yet the communities served by our schools have a pivotal role to play in providing safe neighborhoods where talent and aspiration can blossom. Green Dot collaborates with a wide range of community partners to deeply invest in the organizations within our local communities and to ensure that our students and families have access to essential services.

Social-Emotional Support
Green Dot has full time social workers on staff and partners with non-profit organizations that directly respond to pertinent student needs. For example, Green Dot partners with Youth Villages to offer mental health services at no cost to students or their families; the only public school operator in Memphis to do so. Youth Villages counselors run weekly groups at each of our schools and provide students with intensive outpatient support. Given the depth of our students' socioemotional and mental health needs, Green Dot believes this collaboration is essential to students' long-term success.

Green Dot is also partnering with Life Doc to address the rising chronic illness epidemic that has become pervasive in African American and Latinx populations between the ages of 8 years to 24 years old. Through this partnership families will receive support from the Memphis Food Bank to make sure they are able to have nutritious and consistent nutritional opportunities. Schools have an ambitious goal of serving and improving the health and well-being of at least 100 families each year.

Student Leadership
Green Dot partners with various charitable organizations that help students develop leadership skills. The United Parents and Students runs a weekly leadership course for students to learn and practice effective advocacy for school- and community-wide issues, meeting with Memphis leaders, local civic groups, touring the state legislature, and building their own campaign platform. Leadership Memphis pairs students with mentors, targeting students experiencing marginalization to empower them, strengthen their voice, and develop actionable professional goals. ALSAC/St. Jude also pairs students with professional mentors, who focus their support on guiding students on a path to college.

Academic Enrichment
Some local non-profit partners bring enrichment programs to Green Dot students and parents. Code Crew runs a robotics/coding course after school, Ballet on Wheels brings art and dance to Green Dot's afterschool programs, and Uplift Motion! holds free yoga courses for students. For its second year of operation, the school earned a 21st Century Community Learning Center Grant that will support the expansion of after school programming.

As part of Green Dot's parent education programming, Green Dot partners with Milestones to offer resume-writing workshops, and UCAN of Memphis to help parents role-play job interviews.

Community Development
Green Dot partners with charitable organizations that have a broader focus—helping Green Dot become a communal hub that provides families with regular opportunities to meet, share ideas, and collaborate on actions that create tangible positive change in their communities. Green Dot is building relationships with alumni at each school to serve as a basis for continual development and engagement to benefit students and their pathways to success.

Public School Operators
Green Dot engages collaboratively with other charter operators in both the ASD and the TPCSC. Teams meet bi-monthly with LEA leaders to discuss best practices in each region, as well as challenges. Green Dot also seeks opportunities outside of these collaborations to partner with other CMO's on community initiatives. GDPST, Promise Academy and Libertas Schools of Memphis recently worked together to write a federal community schools grant. If funded, the grant will bring an additional $15 million to all three operators for supports with onsite health clinics, childcare, leadership professional development and nutritional insecurities.

SECTION V: SCHOOL PROGRESS REPORT: FINANCIAL PERFORMANCE

Accounting
Please see Table 1 at the end of this document.

Financial Deficiencies
The Achievement School District did not have an operating Annual Performance Framework and did not issue any notices of concern last year.

The school did not receive any Notices of Concern from the State Board of Education regarding finance at the school and GDPST.

Annual Budget Expenditures
In the 2022-23 school year, the school spent $$592,019 on facilities, including repairs, maintenance, lease agreements, and other related expenditures. This amounted to 8.3% of the school's total annual budget. None of these facilities expenditures were directly due to COVID-19 prevention, preparation, or response, as the school recently underwent a series of building improvements and these upgraded facilities updates did not require additional updates to address COVID-19.

Most Recent Annual Audit
Please see the appendix for the most recent financial audit. The annual audit did not identify any internal control deficiencies or material weakness.

Findings from Annual Audit
In the school's annual audit, there were no findings to report.

Table 1: Bluff City High School Unaudited Statement of Activities

RPT001 Income Statement - Internal (by Company)

Repeat By Period

	Year-to-Date			
Ledger Account	YTD Actual	YTD Budget	Var B/(W)	Var %
REVENUE				
State Apportionment	5,250,207	5,172,849	77,359	(1%)
Federal revenue	1,716,533	1,670,996	45,537	(3%)
Other state revenue	118,772	68,710	50,063	(42%)
Contributions and grants	0	0	0	0%
Local revenue	120,141	42,980	77,161	(64%)
Rental income	0	0	0	0%
Interest income	0	0	0	0%
Net assets released from restrictions	0	0	0	0%
Total Revenue	**7,205,654**	**6,955,535**	**250,119**	**(3%)**
EXPENSE				
Salaries and benefits	3,649,067	3,865,039	215,972	6%
Student services	1,818,093	1,520,208	(297,885)	(16%)
Materials and supplies	333,966	167,053	(166,913)	(50%)
Student nutrition	0	0	0	0%
Other expenses	0	0	0	0%
Depreciation amortization	228,936	247,766	18,830	8%
Occupancy	715,155	622,811	(92,344)	(13%)
Proposition construction expense	0	0	0	0%
Interest	355,970	356,452	482	0%
Operating expenses	0	0	0	0%
Total Expenses	**7,101,187**	**6,779,328**	**(321,859)**	**(5%)**
Increase (Decrease) in Net Assets	**$104,467**	**$176,207**	**($71,740)**	**69%**

SUBSECTION I: GOVERNING BODY LEADERSHIP

Complete the table below for each member of the governing board during the prior school year. Add additional rows if necessary. “Position on the board” should indicate if the individual is a board chair, other board officer, parent representative, or ex officio member.

BOARD MEMBERS FOR THE 2022-23 SCHOOL YEAR			
Name	**Position on the Board**	**Email Address**	**Length of term** (start and end date)
Pam Egwuekwe	Vice Board Chair	pam.egwuekwe@greendot.org	12/31/2021-12/31/2024
Larry Neal	Retired	Larry.Neal@greendot.org	12/31/2021-12/31/2022
Amertice Allen	Chair	Amertice.Allen@greendot.org	12/31/2021-12/31/2024
Matt Thiry	Board Member	Matt.Thiry@greendot.org	12/31/2021-12/31/2023
Chilton Simmons	Retired	Chilton.Simmons@greendot.org	12/31/2021-12/31/2024
Omar Aquil	Retired	Omar.Aquil@greendot.org	12/03/2021-12/31/2023
Pedro Velasquez	Board Member	Pedro.Velasquez@greendot.org	04/13/2023-12/31/2024
Tamika Young	Board Member	Tamika.Young@greendot.org	04/13/2023-12/31/2024

Terrell Monger	Board Member	Terrell.Monger@greendot.org	04/13/2023-12/31/2024

SUBSECTION I: SCHOOL LEADERSHIP

Complete the table below for each member of the school's leadership team. Add additional rows if necessary.

SCHOOL LEADERSHIP ROSTER FOR THE 2022-23 SCHOOL YEAR			
Name	**Title**	**Email Address**	**Start Date**
Chad Everett	Principal	chad.everett@greendot.org	July 2022
James Johnson	Assistant Principal	james.johnson@greendot.org	July 2020
Malica Johnson	Assistant Principal	malica.johnson@greendot.org	July 2023

SUBSECTION III: NETWORK LEADERSHIP

Complete the table below for each member of the school's leadership team. Add additional rows if necessary.

NETWORK LEADERSHIP ROSTER FOR THE 2022-232021-22 SCHOOL YEAR			
Name	**Title**	**Email Address**	**Start Date**
Jocquell Rodgers	Executive Director	jocquell.rodgers@greendot.org	July 2023
Marysa Utley	Chief of Schools	marysa.utley@greendot.org	July 2023
Christina Austin	Chief Academic Officer	christinat.austin@greendot.org	July 2023

APPENDIX B: STUDENT ATTRITION INFORMATION

Complete the table below identifying the reasons that students withdrew from the school during the prior school year. The total number of students should match the number of students withdrawn in state and district reporting systems. **Do not include student names or initials**. Authorizers may request further information regarding individual student withdrawals.

Reason	# of Students
Moved out of district or state	30
Transportation	4
Concerned with academic expectations	0
Concerned with discipline practices	0
Expelled	2
Withdrawn due to breach of behavior management (but not expelled)	0
Unknown	1
Other (please specify)	
Transfer to MSCS school due to relocation	8
Transfer to MSCS school; no reason recorded	53
Transfer to other Green Dot school; no reason recorded	4
Transfer to diploma recovery program	2
Transfer to alternative school	3
Transfer to virtual school	1
Transfer to home school	1
Incarcerated	1
Dropout	6
Dropped to due 10+ consecutive absences	9
Deceased	1
Total # of Students Withdrawn	126
Student Attrition Rate (%)	22.00%



Green Dot Public schools

4184 Graceland Dr,
Memphis, TN 38116
Phone: (901)730-4098
Fax: (901) 708-8878
Website: https://tn.greendot.org/hillcrest/
Email: tn.info@greendot.org
Principal: Teddrick Estes

INTRODUCTION TO THE SCHOOL

Name of School	Hillcrest High School		
Authorizer	Achievement School District	**School Hours**	8:15 a.m. – 3:30 p.m. (breakfast offered at 7:45 a.m.)
Year Opened	2016-2017	**Next Renewal Year**	2026 - 2027
Current Enrollment	426	**Max Enrollment per Charter Agreement**	N/A
Current Grade Span Served	9/12/2022	**Grade Span Approved in Charter**	9/12/2022
# Instructional Days per School Year	180	**Current # of Students on Waitlist**	N/A
Mission Statement	Green Dot Public Schools Tennessee's mission is to transform public education so all students graduate prepared for college, leadership and life.		

SECTION I: SCHOOL ACADEMIC PERFORMANCE

Overview

Green Dot Public Schools Tennessee ("GDPST", "Green Dot TN", or "Green Dot") is a small local public school district working to improve public education in Memphis for students in high poverty communities, and to ensure that all students graduate high school with the skills necessary to succeed in college, leadership, and life.

Hillcrest High School ("Hilcrest")—opened fall 2016 as a conversion independent charter middle school authorized by the Achievement School District. This school opened to further one of Green Dot's core strategies: to give all parents the option of sending their children to a high-quality local school.

In the 2021-22 school year, the school served 9th -12th graders with 5.6% classified as English Language Learners, 0.20% Transitional English Learners in 1-2 and 0.20%Transitional English Learners in 3-4. In addition, the school served 12.65% Students with Disabilities.

The school's academic model prioritizes strong and empowered leadership, highly effective teaching, a college preparatory curriculum, meaningful community engagement, and the provision of comprehensive wraparound services to reduce non-academic barriers to learning. The strength of this proven model, which has been adapted to meet the unique needs of students, families, and communities in Memphis, has allowed Green Dot to exemplify the power of a public school to transform student behavior and academic outcomes.

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FOCUS 4: Increase college readiness and improve college readiness. The school Offers a four-year advisory program focused on college and career readiness. It is also critical that students participate in ACT preparatory coursework so they are prepared for the test junior year.

Academic Instruction
Similar to schools across the nation and world, Hillcrest High School was required to significantly adjust instruction during 2020-21 due to the COVID-19 pandemic. For the fall semester, the Green Dot curriculum team adjusted curriculum maps and trained teachers to facilitate curriculum live via Zoom. This synchronous instruction was a critical decision which supported students and increased student engagement during distance learning. The school also adopted the NearPod platform, which was instrumental in ensuring teachers were able to actively engage all students in their classrooms. The school was also able to quickly pivot and provide technology to students to ensure connectivity. In the spring semester, some students were able to return to in-person schooling. Because the school was already utilizing our regular curriculum, it was not a huge shift to have some students in the classroom and others on Zoom. The students on Zoom were projected on the wall so in-person students could see their classmates, which we found to be a highly effective method for building classroom culture and engagement. NearPod continued to be a crucial element in allowing both in-person and distance learning students to interact with both the curriculum and their peers. The ability to make these shifts during the 2021-21 school year, allowed a manageable and successful transition into in-person instruction for the 2021-22 school year.

SECTION II: SCHOOL OPERATIONS

Operational Goals
The main focus of the 2021-22 school year was to provide quality instruction while maintaining the health and safety of our school community.

Leadership Changes
Governing Board: In the 2021-22 school year, there were a couple of changes to the Governing Board.

1. Corey Porta completed their term and did not renew their position.

School Leadership: In the 2021-22 school year, the school had the following change to school leadership:

Tracey Johnsontransitioned out of their role of Assistant Principal at the end of the school year.

Charter Authorizer Operational Concerns
There were no Notices of Concern issued to the school in 2021-2022. There were also no noted operational deficiencies in FY20.

Student Attrition
The enrollment at the school for the 2021-22 school year was 427 students. The school tracks student entry and exit data via PowerSchool. The school leadership team regularly reviews this data to develop strategies to improve student retention rates. Additionally, the school has a robust parent and student engagement strategy that helps to address student attrition. This strategy is outlined in detail below.

Parent & Community Engagement
It is extremely important to school leadership that we have the support of our parents. The school provides a range of free adult education workshops on issues that parents have identified as important to them. Courses center around career guidance, financial literacy, and health and wellness. Once a year, Green Dot holds a two-day job preparedness training. On day one, participants attend workshops on how to formulate and update their resumes and how to prepare for a job interview. Parents also learn best practices for professionally handling the interview process. On day two, the school hosts a job fair that brings together a number of Memphis's largest employers for interview and informational sessions. The school also offers

a comprehensive annual financial literacy course to help parents effectively manage their finances and learn money-saving strategies. The school supports parents in completing their own income tax returns via online sites that offer free tax prep instead of paying costly filing fees to an outside agency. Parents also learn how to open free checking and savings accounts so that they can start saving for their child's college expenses.

To build Green Dot's schools as community hubs—centers where parents and students can organize around issues important to them—Green Dot is working in conjunction with United Parents and Students to build a culture of civic organizing. Throughout the year, Community Engagement works closely with parents and students from across the Green Dot TN network, meeting with them monthly to train them as advocates of Green Dot's work to transform public education in Memphis, as well as address issues that need attention in the communities. These parents serve as community liaisons, championing the transformative work of GDPST, while bringing much-needed resources to their neighborhoods.

Finally, the school provides access to health and wellness services to students and their families. Green Dot's official healthcare partners in Memphis—Well Child, LeBonheur Hospital, Dar Salud's Wave of Health and Youth Villages—provide extensive services at the school, including nursing services and an annual health fair. For the health fair, representatives will spend the day on campus providing students and parents with immunizations, mental health services, physical fitness classes, blood pressure monitoring, cholesterol checks, and diabetes education classes. Throughout the year, the school offers free dental services on campus provided by Bellevue Baptist Church's mobile dental clinic.

Partner Organizations
Education is a powerful lever for student success in college, leadership and life, yet the communities served by our schools have a pivotal role to play in providing safe neighborhoods where talent and aspiration can blossom. Green Dot collaborates with a wide range of community partners to deeply invest in the organizations within our local communities and to ensure that our students and families have access to essential services.

Social-Emotional Support
Green Dot partners with non-profit organizations that directly respond to pertinent student needs. For example, Green Dot partners with Youth Villages to offer mental health services at no cost to students or their families; the only public school operator in Memphis to do so. Youth Villages counselors run weekly groups at each of our schools and provide students with intensive outpatient support. Given the depth of our students' socioemotional and mental health needs, Green Dot believes this collaboration is essential to students' long-term success.

Green Dot is also partnering with Dar Salud's Wave of Health to address the rising chronic illness epidemic that has become pervasive in African American and Latinx populations between the ages of 8 years to 24 years old. Through the Wave of Health, families will receive support from the Memphis Food Bank to make sure they are able to have nutritious and consistent nutritional opportunities. Schools have an ambitious goal of serving and improving the health and well-being of at least 100 families each year.

Green Dot partners with Communities in Schools to support chronically absent students and provide direct relief to homeless students, students who are grieving the loss of a family member or friend, those who must stay home from school to take care of a sibling, or those who are experiencing other critical life events. They do this by connecting students and their families with otherwise unknown or inaccessible community resources that range from clothing drives to medical clinics.

Student Leadership
Green Dot partners with various charitable organizations that help students develop leadership skills. The United Parents and Students runs a weekly leadership course for students to learn and practice effective advocacy for school- and community-wide issues, meeting with Memphis leaders, local civic groups, touring the state legislature, and building their own campaign platform. Leadership Memphis pairs students with mentors, targeting students experiencing marginalization to empower them, strengthen their voice, and

develop actionable professional goals. ALSAC/St. Jude also pairs students with professional mentors, who focus their support on guiding students on a path to college.

Academic Enrichment
Some local non-profit partners bring enrichment programs to Green Dot students and parents. Code Crew runs a robotics/coding course after school, Ballet on Wheels brings art and dance to Green Dot's afterschool programs, and Uplift Motion! holds free yoga courses for students. For its second year of operation, the school earned a 21st Century Community Learning Center Grant that will support the expansion of after school programming.

As part of Green Dot's parent education programming, Green Dot partners with Milestones to offer resume-writing workshops, and UCAN of Memphis to help parents role-play job interviews.

Community Development
Green Dot partners with charitable organizations that have a broader focus—helping Green Dot become a communal hub that provides families with regular opportunities to meet, share ideas, and collaborate on actions that create tangible positive change in their communities. Green Dot is building relationships with alumni at each school to serve as a basis for continual development and engagement to benefit students and their pathways to success.

Public School Operators
Finally, Green Dot engages in deep, long-term collaboration with other local charter school operators through Instruction Partners. The group convenes a cohort of local operators to work collaboratively: observing best practices within each CMO's schools, sharing their experiences, and supporting each other in their implementation efforts. Instruction Partners works with each CMO to test and codify best practices, sharing these practices with the entire cohort through eight annual convenings and monthly emails.

SECTION III: School Finance

Accounting
Please see Table 1 at the end of this document.

Financial Deficiencies
The Achievement School District did not have an operating Annual Performance Framework and did not issue any notices of concern last year.

The school did not receive any Notices of Concern from the State Board of Education regarding finance at the school and GDPST.

Annual Budget Expenditures
In the 2021-22 school year, the school spent $1,194,266.00 on facilities, including repairs, maintenance, lease agreements, and other related expenditures. This amounted to 20.4% of the school's total annual budget. None of these facilities expenditures were directly due to COVID-19 prevention, preparation, or response, as the school recently underwent a series of building improvements and these upgraded facilities updates did not require additional updates to address COVID-19.

Most Recent Annual Audit
Please see the appendix for the most recent financial audit. The annual audit did not identify any internal control deficiencies or material weakness.

Findings from Annual Audit
In the school's annual audit, there were no findings to report.

Table 1: Hillcrest High School Unaudited Statement of Activities

RPT001 Income Statement - Internal (by Organization)

Cost Center: 322 TN - Hillcrest HS
For the Period FY 2022 - 12 June

	Year-to-Date			
	Actual	Budget	Var B/(W)	Var %
REVENUE				
State Apportionment	$4,210,907	$4,302,561	($91,654)	2%
Federal revenue	2,117,965	2,438,452	(320,487)	15%
Other state revenue	0	0	0	0%
Contributions and grants	2,850	0	2,850	(100%)
Local revenue	75,483	41,600	33,883	(45%)
Rental income	0	0	0	0%
Interest income	0	0	0	0%
Net assets released from restrictions	0	0	0	0%
Total Revenue	**6,407,205**	**6,782,614**	**(375,408)**	**6%**
EXPENSE				
Salaries and benefits	3,282,362	3,626,290	343,927	10%
Student services	1,505,269	1,411,413	(93,857)	(6%)
Materials and supplies	227,632	185,933	(41,699)	(18%)
Student nutrition	0	0	0	0%
Other expenses	96,535	40,422	(56,113)	(58%)
Depreciation amortization	33,943	34,189	246	1%
Occupancy	692,653	891,294	198,642	29%
Proposition construction expense	0	0	0	0%
Interest	3,180	3,180	0	0%
Operating expenses	0	0	0	0%
Total Expenses	**5,841,575**	**6,192,721**	**351,147**	**6%**
Change in Net Assets	**$565,631**	**$589,892**	**($24,262)**	**4%**

APPENDIX A: LEADERSHIP ROSTER

Complete the table below for each member of the governing board during the prior school year. Add additional rows if necessary. “Position on the board” should indicate if the individual is a board chair, other board officer, parent representative, or ex officio member.

BOARD MEMBERS FOR THE 2021-22 SCHOOL YEAR			
Name	**Position on the Board**	**Email Address**	**Length of term** (start and end date)
Pam Egwuekwe	Board Chair	pam.egwuekwe@greendot.org	12/31/2021-12/31/2024
Larry Neal	Vice Board Chair	Larry.Neal@greendot.org	12/31/2021-12/31/2022
Amertice Allen	Board Secretary	Amertice.Allen@greendot.org	12/31/2021-12/31/2024
Matt Thiry	Board Member	Matt.Thiry@greendot.org	12/31/2021-12/31/2023
Chilton Simmons	Board Member	Chilton.Simmons@greendot.org	12/31/2021-12/31/2024
Omar Aquil	Board Member	Omar.Aquil@greendot.org	12/03/2021-12/31/2024

Complete the table below for each member of the school’s leadership team. Add additional rows if necessary.

SCHOOL LEADERSHIP ROSTER FOR THE 2021-22 SCHOOL YEAR			
Name	**Title**	**Email Address**	**Start Date**
Teddrick Estes	Principal	teddrick.estes@greendot.org	July 2016
Damika Pichon	Assistant Principal	dpichon@greendot.org	July 2014

APPENDIX B: STUDENT ATTRITION INFORMATION

Complete the table below identifying the reasons that students withdrew from the school during the prior school year. The total number of students should match the number of students withdrawn in state and district reporting systems. **Do not include student names or initials**. Authorizers may request further information regarding individual student withdrawals.

Reason	# of Students
Moved out of district or state	20
Transportation	0
Concerned with academic expectations	0
Concerned with discipline practices	0
Expelled	1
Withdrawn due to breach of behavior management (but not expelled)	0
Unknown	4
Other (please specify)	
Transfer to MSCS school due to relocation	0
Transfer to MSCS school; no reason recorded	31
Transfer to other Green Dot school; no reason recorded	5
Transfer to diploma recovery program	38
Transfer to Job Corp	0
Transfer to alternative school	2
Transfer to virtual school	3
Transfer to private school	0
Transfer to home school	1
Incarcerated	3
Dropout	1
Dropped to due 10+ consecutive absences	7
Concerns about covid safety	0
Enrolled but never attended	5

Total # of Students Withdrawn	121
Student Attrition Rate (%)	24.4%



Green Dot Public schools

School Information

Address: Fairley High School
Phone: (901) 730-8160
Fax: (901) 708-8878
Website: https://tn.greendot.org/fairley/
Email: tn.info@greendot.org
Principal: Julius Blackburn

Report Preparer Information

Name: Jocquell Rodgers
Title: Executive Director
Phone: (901) 730-8160
Email: tn.info@greendot.org

Date of Report: September 29, 2023

SECTION II: INTRODUCTION TO THE SCHOOL

Name of School	Fairley High School		
Authorizer	Achievement School District	**School Hours**	8:15 a.m. - 3:30 p.m. (breakfast offered at 7:40 a.m.)
Year Opened	2014-2015	**Next Renewal Year**	2024 - 2025
Current Enrollment	512	**Max Enrollment per Charter Agreement**	N/A
Current Grade Span Served	9-12	**Grade Span Approved in Charter**	9-12
# Instructional Days per School Year	180	**Current # of Students on Waitlist**	N/A
Mission Statement	Green Dot Public Schools Tennessee's mission is to transform public education so all students graduate prepared for college, leadership and life.		

SECTION III: SCHOOL PROGRESS REPORT: ACADEMIC PERFORMANCE

Overview

Green Dot Public Schools Tennessee ("GDPST", "Green Dot TN", or "Green Dot") is a small local public school district working to improve public education in Memphis for students in high poverty communities, and to ensure that all students graduate high school with the skills necessary to succeed in college, leadership, and life.

Fairly High School ("Fairley")—opened fall 2014 as a conversion independent charter middle school authorized by the Achievement School District. This school opened to further one of Green Dot's core strategies: to give all parents the option of sending their children to a high-quality local school.

In the 2022-23 school year, the school served 9th -12th graders with 0.3% classified as English Language Learners. In addition, the school served 6.25% Students with Disabilities.

The school's academic model prioritizes strong and empowered leadership, highly effective teaching, a college preparatory curriculum, meaningful community engagement, and the provision of comprehensive wraparound services to reduce non-academic barriers to learning. The strength of this proven model, which has been adapted to meet the unique needs of students, families, and communities in Memphis, has allowed Green Dot to exemplify the power of a public school to transform student behavior and academic outcomes.

We are focused on building a high-quality school that graduates all students with the academic and practical skills essential for success, and measures progress towards this goal with the following annually measured objectives:

Progress Made During The Prior School Year Toward the Academic Goals

Green Dot believes growth is the best indicator of the progress of our students, given incoming student performance levels. Although we constantly strive to achieve college-readiness for all of our students, GDPST's results must be viewed in the context of our early signs of rapid academic growth. We examine

academic achievement and college readiness through three pathways: 1) Percent of students performing "on track" or "mastered" on state assessments and 2) Academic growth on internal assessment data (iReady reading and math scores).

Student Achievement on State Assessments
The school uses the Tennessee Comprehensive Assessment Program (TCAP) and TN Ready to measure students' progress towards proficiency. Additionally, the school tracks towards state- determined AMO targets, which expect schools to decrease by half the percent of students not meeting the standard over the course of eight years. The school took the TN Ready in the Spring of 2022 and exceeded the 80% participation rate, earning 'hold harmless' status for the year.

Academic Growth on internal assessment data
The school established a goal to increase the percentage of students performing on or above grade level (Tier I) by 15%, according to internal iReady reading and math assessments. This goal is to ensure that the school is dramatically growing students in their skills, specifically focusing on math and literacy. The school has made significant progress in moving students into Tier I, taking students who were multiple grade levels behind and accelerating them towards reaching proficiency levels aligned with being on or above grade level. The school was able to continue assessing student growth in the 2022-2023 school year in order to provide swift interventions and determine areas for reteaching. For students that tested in both fall and spring windows, every grade level increased the size of Tier I. In addition, the school strives to have 50% of students meet their iReady stretch goal.

Despite the challenges of the pandemic impacting our students and families, student attendance and school climate remained positive. The average daily attendance rate of 82% demonstrated gains, indicating the schools' academic model effectiveness as the school transitioned to in-person instruction while still addressing the ongoing challenges of operating during a pandemic. We will continue to support our students to ensure attendance rates keep rising as we continue adjusting our families to the shift of in-person instruction.

The school anticipates continued academic growth with further use of its rigorous, standards-aligned curriculum and its implementation of instruction anchored in the Tennessee Academic Standards. English instruction is driven by an externally-developed curriculum (CommonLit 360) that utilizes grade-level text-based instruction coupled with research-driven strategies to support all learners in developing the skills and content knowledge required to demonstrate success on TN Academic Standards for English.

For the 2022-2023 school year, we used Illustrative Mathematics to provide quality curriculum and instruction to students. Teachers provide students with ample opportunities to practice and grapple with grade-level problems. In addition, they support learners who come with large gaps in skill and content knowledge and adjust their instruction based on student data.

ACT and College Readiness
Given our mission, we believe that ACT composite scores and acceptance rates are important indicators of college readiness. The school has set a goal that the ACT Composite scores would increase by 0.5 each year. Students were able to take the ACT in Spring of 2023. As a state, Tennessee experienced an historic drop in ACT composite scores due to the pandemic.

GDPST believes that consistent, rigorous, grade-level instruction has led to historic success in these areas, and will do so again in the future. By making the shift to an externally-developed curriculum that is aligned to the demands of the TN Academic Standards, students are able to gain high-quality instruction that better prepares them for the demands of rigor on the ACT exam. Additionally, the school has been able to secure resources for explicit instruction in ACT preparation to help students familiarize themselves and engage in repeated practice of common question types. Part of our senior Advisory program focuses on ensuring that students apply to either 2- or 4-year colleges. Teachers and guidance counselors support students in the application process. The school also extends opportunities for all students to experience college field trips to increase their exposure to higher education.

Academic Areas of Concern

GDPST acknowledges areas of concern at the school. The lack of students performing “on-track” or “mastered” on assessments is a primary concern. Despite our adoption and implementation of a rigorous curriculum, our students face numerous challenges in their lives outside of school which impact their academic achievement. As a result, incoming students enter our school multiple years behind grade level. The school has closely monitored student academic progress since opening, and we continue to build effective systems to address student gaps in skill or content. The governing board is addressing these deficiencies by:

Providing additional school administrator support and skill building. Leveraging monthly administrator collaboration and training will be critical to see that investment translate into effective instruction and student growth. Practical tools (targeted teacher coaching, intentional and frequent assessment analysis, and close monitoring of student growth) will help administrators focus on improving student proficiency rates.

Enrolling students in the appropriate intervention classes and focusing on developing critical foundational skills in literacy and math. The school will use diagnostic data from Fall 2022 to place and enroll students in the correct pathways to ensure they receive access to fill critical gaps in literacy content and skill. This will help bring students closer to receiving access to grade level instruction.

Continuing to implement a high-quality, standards-aligned curriculum in English Language Arts, Math, and Social Studies. Math is now using Illustrative Mathematics, which is a research-based curriculum that is more aligned to TN Academic Standards. It is also more accessible for SPED, EL and students with severe gaps in skills. In Algebra I, all students will be double-blocked into a Math support class, using Illustrative Mathematics intervention curriculum, closely aligned to concurrent instruction in their core Algebra I course (pacing, content, etc.). English Language Arts classes use the Guidebooks curriculum via CommonLit 360. Social Studies classes (US History) will be using Active Classroom to support more intentional connections between rigorous primary texts and grade-level writing and analysis. This will support student learning in both content and access to responding to Document Based Questions (DBQs).

High Priority Action Steps

A continued focus on the following four areas will ensure that our school can achieve its mission to prepare all students for success in college, leadership and life.

FOCUS 1: Growing the number of students performing in Tier 1 (at or above grade level) and reducing the number of students performing in Tier 3 (more than 2 years below grade level) in iReady Reading and Math. The school will continue to refine its intervention program during the school day (literacy intervention, math intervention and advisory) as well as grow the number of after school offerings to support student learning.

FOCUS 2: Improve attendance by focusing on reducing chronic absenteeism rates and improving overall attendance rates. The school understands that students need to be in school every day to learn the skills necessary for success in college. The school will provide positive incentives to encourage students to attend daily and arrive on time to school. Additionally, the school will close monitor individual student attendance and provide support where needed to reduce chronic absenteeism.

FOCUS 3: Increase enrollment at the school. The school will continue to tailor its student recruitment efforts and student enrollment processes to attract all students. Specific outreach activities will include: extensive grassroots marketing; simple and easy to understand forms and brochures, and removal of any language/messaging that may traditionally deter underserved student populations.

FOCUS 4: Increase college readiness and improve college readiness. The school Offers a four-year advisory program focused on college and career readiness. It is also critical that students participate in ACT preparatory coursework so they are prepared for the test junior year.

Academic Instruction

Similar to schools across the nation and world, Fairley High School was required to significantly adjust instruction during 2020-21 due to the COVID-19 pandemic. For the fall semester, the Green Dot curriculum team adjusted curriculum maps and trained teachers to facilitate curriculum live via Zoom. This synchronous instruction was a critical decision which supported students and increased student engagement during distance learning. The school also adopted the NearPod platform, which was instrumental in ensuring teachers were able to actively engage all students in their classrooms. The school was also able to quickly pivot and provide technology to students to ensure connectivity. In the spring semester, some students were able to return to in-person schooling. Because the school was already utilizing our regular curriculum, it was not a huge shift to have some students in the classroom and others on Zoom. The students on Zoom were projected on the wall so in-person students could see their classmates, which we found to be a highly effective method for building classroom culture and engagement. NearPod continued to be a crucial element in allowing both in-person and distance learning students to interact with both the curriculum and their peers. The ability to make these shifts during the 2021-22 school year, allowed a manageable and successful transition into in-person instruction for the 2022-23 school year.

SECTION IV: SCHOOL PROGRESS REPORT: OPERATIONS PERFORMANCE

Operational Goals

The main focus of the 2022-23 school year was to provide quality instruction while maintaining the health and safety of our school community.

Leadership Changes

Governing Board: In the 2022-23 school year, there were a couple of changes to the Governing Board.

1. Lary Neal, Chilton Simmons, and Omar Aquil completed their term and did not renew their position.

School Leadership: In the 2022-23 school year, there were no changes to school leadership.

Charter Authorizer Operational Concerns

There were no Notices of Concern issued to the school in 2022-2023. There were also no noted operational deficiencies in FY20.

Student Attrition

As of Census Day,the enrollment at the school for the 2022-23 school year was 400 students. The school tracks student entry and exit data via PowerSchool. The school leadership team regularly reviews this data to develop strategies to improve student retention rates. Additionally, the school has a robust parent and student engagement strategy that helps to address student attrition. This strategy is outlined in detail below.

Parent & Community Engagement

It is extremely important to school leadership that we have the support of our parents. The school provides a range of free adult education workshops on issues that parents have identified as important to them. Courses center around career guidance, financial literacy, and health and wellness. Once a year, Green Dot holds a two-day job preparedness training. On day one, participants attend workshops on how to formulate and update their resumes and how to prepare for a job interview. Parents also learn best practices for professionally handling the interview process. On day two, the school hosts a job fair that brings together a number of Memphis's largest employers for interview and informational sessions. The school also offers a comprehensive annual financial literacy course to help parents effectively manage their finances and learn money-saving strategies. The school supports parents in completing their own income tax returns via online sites that offer free tax prep instead of paying costly filing fees to an outside agency. Parents also learn how to open free checking and savings accounts so that they can start saving for their child's college expenses.

To build Green Dot's schools as community hubs—centers where parents and students can organize around issues important to them—Green Dot is working in conjunction with United Parents and Students to build a culture of civic organizing. Throughout the year, Community Engagement works closely with parents and students from across the Green Dot TN network, meeting with them monthly to train them as advocates of Green Dot's work to transform public education in Memphis, as well as address issues that need attention in the communities. These parents serve as community liaisons, championing the transformative work of GDPST, while bringing much-needed resources to their neighborhoods.

Finally, the school provides access to health and wellness services to students and their families. Green Dot's official healthcare partners in Memphis—Well Child, LeBonheur Hospital, Life Doc, and Youth Villages—provide extensive services at the school, including nursing services and an annual health fair. For the health fair, representatives will spend the day on campus providing students and parents with immunizations, mental health services, physical fitness classes, blood pressure monitoring, cholesterol checks, and diabetes education classes. Throughout the year, the school offers free dental services on campus provided by Bellevue Baptist Church's mobile dental clinic.

Partner Organizations
Education is a powerful lever for student success in college, leadership and life, yet the communities served by our schools have a pivotal role to play in providing safe neighborhoods where talent and aspiration can blossom. Green Dot collaborates with a wide range of community partners to deeply invest in the organizations within our local communities and to ensure that our students and families have access to essential services.

Social-Emotional Support
Green Dot has full time social workers on staff and partners with non-profit organizations that directly respond to pertinent student needs. For example, Green Dot partners with Youth Villages to offer mental health services at no cost to students or their families; the only public school operator in Memphis to do so. Youth Villages counselors run weekly groups at each of our schools and provide students with intensive outpatient support. Given the depth of our students' socioemotional and mental health needs, Green Dot believes this collaboration is essential to students' long-term success.

Green Dot is also partnering with Life Doc to address the rising chronic illness epidemic that has become pervasive in African American and Latinx populations between the ages of 8 years to 24 years old. Through this partnership families will receive support from the Memphis Food Bank to make sure they are able to have nutritious and consistent nutritional opportunities. Schools have an ambitious goal of serving and improving the health and well-being of at least 100 families each year.

Student Leadership
Green Dot partners with various charitable organizations that help students develop leadership skills. The United Parents and Students runs a weekly leadership course for students to learn and practice effective advocacy for school- and community-wide issues, meeting with Memphis leaders, local civic groups, touring the state legislature, and building their own campaign platform. Leadership Memphis pairs students with mentors, targeting students experiencing marginalization to empower them, strengthen their voice, and develop actionable professional goals. ALSAC/St. Jude also pairs students with professional mentors, who focus their support on guiding students on a path to college.

Academic Enrichment
Some local non-profit partners bring enrichment programs to Green Dot students and parents. Code Crew runs a robotics/coding course after school, Ballet on Wheels brings art and dance to Green Dot's afterschool programs, and Uplift Motion! holds free yoga courses for students. For its second year of operation, the school earned a 21st Century Community Learning Center Grant that will support the expansion of after school programming.

As part of Green Dot's parent education programming, Green Dot partners with Milestones to offer resume-writing workshops, and UCAN of Memphis to help parents role-play job interviews.

Community Development
Green Dot partners with charitable organizations that have a broader focus—helping Green Dot become a communal hub that provides families with regular opportunities to meet, share ideas, and collaborate on actions that create tangible positive change in their communities. Green Dot is building relationships with alumni at each school to serve as a basis for continual development and engagement to benefit students and their pathways to success.

Public School Operators
Green Dot engages collaboratively with other charter operators in both the ASD and the TPCSC. Teams meet bi-monthly with LEA leaders to discuss best practices in each region, as well as challenges. Green Dot also seeks opportunities outside of these collaborations to partner with other CMO's on community initiatives. GDPST, Promise Academy and Libertas Schools of Memphis recently worked together to write a federal community schools grant. If funded, the grant will bring an additional $15 million to all three operators for supports with onsite health clinics, childcare, leadership professional development and nutritional insecurities.

SECTION V: SCHOOL PROGRESS REPORT: FINANCIAL PERFORMANCE

Accounting
Please see Table 1 at the end of this document.

Financial Deficiencies
The Achievement School District did not have an operating Annual Performance Framework and did not issue any notices of concern last year.

The school did not receive any Notices of Concern from the State Board of Education regarding finance at the school and GDPST.

Annual Budget Expenditures
In the 2022-23 school year, the school spent $$503,861 on facilities, including repairs, maintenance, lease agreements, and other related expenditures. This amounted to 9.0% of the school's total annual budget. None of these facilities expenditures were directly due to COVID-19 prevention, preparation, or response, as the school recently underwent a series of building improvements and these upgraded facilities updates did not require additional updates to address COVID-19.

Most Recent Annual Audit
Please see the appendix for the most recent financial audit. The annual audit did not identify any internal control deficiencies or material weakness.

Findings from Annual Audit
In the school's annual audit, there were no findings to report.

Table 1: Fairley High School Unaudited Statement of Activities

RPT001 Income Statement - Internal (by Company)

Repeat By Period

Ledger Account	Year-to-Date YTD Actual	YTD Budget	Var B/(W)	Var %
REVENUE				
State Apportionment	4,282,106	4,042,908	239,198	(6%)
Federal revenue	1,710,501	1,582,676	127,826	(7%)
Other state revenue	668,369	547,959	120,410	(18%)
Contributions and grants	0	0	0	0%
Local revenue	91,661	40,400	51,261	(56%)
Rental income	0	0	0	0%
Interest income	0	0	0	0%
Net assets released from restrictions	0	0	0	0%
Total Revenue	**6,752,637**	**6,213,943**	**538,695**	**(8%)**
EXPENSE				
Salaries and benefits	2,968,219	3,059,767	91,547	3%
Student services	1,495,770	1,321,943	(173,828)	(12%)
Materials and supplies	313,967	164,714	(149,253)	(48%)
Student nutrition	0	0	0	0%
Other expenses	0	0	0	0%
Depreciation amortization	12,119	23,256	11,136	92%
Occupancy	801,049	1,136,277	335,228	42%
Proposition construction expense	0	0	0	0%
Interest	0	0	0	0%
Operating expenses	0	0	0	0%
Total Expenses	**5,591,124**	**5,705,955**	**114,831**	**2%**
Increase (Decrease) in Net Assets	**$1,161,513**	**$507,988**	**$653,525**	**(56%)**

SUBSECTION I: GOVERNING BODY LEADERSHIP

Complete the table below for each member of the governing board during the prior school year. Add additional rows if necessary. “Position on the board” should indicate if the individual is a board chair, other board officer, parent representative, or ex officio member.

BOARD MEMBERS FOR THE 2022-23 SCHOOL YEAR			
Name	**Position on the Board**	**Email Address**	**Length of term** (start and end date)
Pam Egwuekwe	Vice Board Chair	pam.egwuekwe@greendot.org	12/31/2021-12/31/2024
Larry Neal	Retired	Larry.Neal@greendot.org	12/31/2021-12/31/2022
Amertice Allen	Chair	Amertice.Allen@greendot.org	12/31/2021-12/31/2024
Matt Thiry	Board Member	Matt.Thiry@greendot.org	12/31/2021-12/31/2023
Chilton Simmons	Retired	Chilton.Simmons@greendot.org	12/31/2021-12/31/2024
Omar Aquil	Retired	Omar.Aquil@greendot.org	12/03/2021-12/31/2023
Pedro Velasquez	Board Member	Pedro.Velasquez@greendot.org	04/13/2023-12/31/2024
Tamika Young	Board Member	Tamika.Young@greendot.org	04/13/2023-12/31/2024

Terrell Monger	Board Member	Terrell.Monger@greendot.org	04/13/2023-12/31/2024

SUBSECTION I: SCHOOL LEADERSHIP

Complete the table below for each member of the school's leadership team. Add additional rows if necessary.

SCHOOL LEADERSHIP ROSTER FOR THE 2022-23 SCHOOL YEAR			
Name	**Title**	**Email Address**	**Start Date**
Julius Blackburn	Principal	julius.blackburn@greendot.org	July 2015
Jessica Hubbard	Assistant Principal	jessica.hubbard@greendot.org	July 2014

SUBSECTION III: NETWORK LEADERSHIP

Complete the table below for each member of the school's leadership team. Add additional rows if necessary.

NETWORK LEADERSHIP ROSTER FOR THE 2022-232021-22 SCHOOL YEAR			
Name	**Title**	**Email Address**	**Start Date**
Jocquell Rodgers	Executive Director	jocquell.rodgers@greendot.org	July 2023
Marysa Utley	Chief of Schools	marysa.utley@greendot.org	July 2023
Christina Austin	Chief Academic Officer	christinat.austin@greendot.org	July 2023

APPENDIX B: STUDENT ATTRITION INFORMATION

Complete the table below identifying the reasons that students withdrew from the school during the prior school year. The total number of students should match the number of students withdrawn in state and district reporting systems. **Do not include student names or initials**. Authorizers may request further information regarding individual student withdrawals.

Reason	# of Students
Moved out of district or state	9
Transportation	0
Concerned with academic expectations	0
Concerned with discipline practices	0
Expelled	0
Withdrawn due to breach of behavior management (but not expelled)	0
Unknown	2
Other (please specify)	
Transfer to MSCS school due to relocation	0
Transfer to MSCS school; no reason recorded	28
Transfer to other Green Dot school; no reason recorded	6
Transfer to diploma recovery program	2
Transfer to alternative school	2
Transfer to virtual school	2
Transfer to home school	0
Incarcerated	0
Dropout	0
Dropped to due 10+ consecutive absences	16
Deceased	0
Total # of Students Withdrawn	67
Student Attrition Rate (%)	14.0%



Green Dot Public schools

School Information

Address: Hillcrest High School
Phone: (901)730-4098
Fax: (901) 708-8878
Website: https://tn.greendot.org/hillcrest/
Email: tn.info@greendot.org
Principal: Teddrick Estes

Report Preparer Information

Name: Jocquell Rodgers
Title: Executive Director
Phone: (901)730-4098
Email: tn.info@greendot.org

Date of Report: September 29, 2023

SECTION II: INTRODUCTION TO THE SCHOOL

Name of School	Hillcrest High School		
Authorizer	Achievement School District	**School Hours**	8:15 a.m. - 3:30 p.m. (breakfast offered at 7:40 a.m.)
Year Opened	2016-2017	**Next Renewal Year**	2026 - 2027
Current Enrollment	431	**Max Enrollment per Charter Agreement**	N/A
Current Grade Span Served	9-12	**Grade Span Approved in Charter**	9-12
# Instructional Days per School Year	180	**Current # of Students on Waitlist**	N/A
Mission Statement	Green Dot Public Schools Tennessee's mission is to transform public education so all students graduate prepared for college, leadership and life.		

SECTION III: SCHOOL PROGRESS REPORT: ACADEMIC PERFORMANCE

Overview

Green Dot Public Schools Tennessee ("GDPST", "Green Dot TN", or "Green Dot") is a small local public school district working to improve public education in Memphis for students in high poverty communities, and to ensure that all students graduate high school with the skills necessary to succeed in college, leadership, and life.

Hillcrest High School ("Hilcrest")—opened fall 2016 as a conversion independent charter middle school authorized by the Achievement School District. This school opened to further one of Green Dot's core strategies: to give all parents the option of sending their children to a high-quality local school.

In the 2022-23 school year, the school served 9th -12th graders with 4.6% classified as English Language Learners. In addition, the school served 9.38% Students with Disabilities.

The school's academic model prioritizes strong and empowered leadership, highly effective teaching, a college preparatory curriculum, meaningful community engagement, and the provision of comprehensive wraparound services to reduce non-academic barriers to learning. The strength of this proven model, which has been adapted to meet the unique needs of students, families, and communities in Memphis, has allowed Green Dot to exemplify the power of a public school to transform student behavior and academic outcomes.

We are focused on building a high-quality school that graduates all students with the academic and practical skills essential for success, and measures progress towards this goal with the following annually measured objectives:

Progress Made During The Prior School Year Toward the Academic Goals

Green Dot believes growth is the best indicator of the progress of our students, given incoming student performance levels. Although we constantly strive to achieve college-readiness for all of our students, GDPST's results must be viewed in the context of our early signs of rapid academic growth. We examine

academic achievement and college readiness through three pathways: 1) Percent of students performing "on track" or "mastered" on state assessments and 2) Academic growth on internal assessment data (iReady reading and math scores).

Student Achievement on State Assessments
The school uses the Tennessee Comprehensive Assessment Program (TCAP) and TN Ready to measure students' progress towards proficiency. Additionally, the school tracks towards state- determined AMO targets, which expect schools to decrease by half the percent of students not meeting the standard over the course of eight years. The school took the TN Ready in the Spring of 2022 and exceeded the 80% participation rate, earning 'hold harmless' status for the year.

Academic Growth on internal assessment data
The school established a goal to increase the percentage of students performing on or above grade level (Tier I) by 15%, according to internal iReady reading and math assessments. This goal is to ensure that the school is dramatically growing students in their skills, specifically focusing on math and literacy. The school has made significant progress in moving students into Tier I, taking students who were multiple grade levels behind and accelerating them towards reaching proficiency levels aligned with being on or above grade level. The school was able to continue assessing student growth in the 2022-2023 school year in order to provide swift interventions and determine areas for reteaching. For students that tested in both fall and spring windows, every grade level increased the size of Tier I. In addition, the school strives to have 50% of students meet their iReady stretch goal.

Despite the challenges of the pandemic impacting our students and families, student attendance and school climate remained positive. The average daily attendance rate of 80.9% demonstrated gains, indicating the school's academic model effectiveness as the school transitioned to in-person instruction while still addressing the ongoing challenges of operating during a pandemic. We will continue to support our students to ensure attendance rates keep rising as we continue adjusting our families to the shift of in-person instruction.

The school anticipates continued academic growth with further use of its rigorous, standards-aligned curriculum and its implementation of instruction anchored in the Tennessee Academic Standards. English instruction is driven by an externally-developed curriculum (CommonLit 360) that utilizes grade-level text-based instruction coupled with research-driven strategies to support all learners in developing the skills and content knowledge required to demonstrate success on TN Academic Standards for English.

For the 2022-2023 school year, we used Illustrative Mathematics to provide quality curriculum and instruction to students. Teachers provide students with ample opportunities to practice and grapple with grade-level problems. In addition, they support learners who come with large gaps in skill and content knowledge and adjust their instruction based on student data.

ACT and College Readiness
Given our mission, we believe that ACT composite scores and acceptance rates are important indicators of college readiness. The school has set a goal that the ACT Composite scores would increase by 0.5 each year. Students were able to take the ACT in Spring of 2023. As a state, Tennessee experienced an historic drop in ACT composite scores due to the pandemic.

GDPST believes that consistent, rigorous, grade-level instruction has led to historic success in these areas, and will do so again in the future. By making the shift to an externally-developed curriculum that is aligned to the demands of the TN Academic Standards, students are able to gain high-quality instruction that better prepares them for the demands of rigor on the ACT exam. Additionally, the school has been able to secure resources for explicit instruction in ACT preparation to help students familiarize themselves and engage in repeated practice of common question types. Part of our senior Advisory program focuses on ensuring that students apply to either 2- or 4-year colleges. Teachers and guidance counselors support students in the application process. The school also extends opportunities for all students to experience college field trips to increase their exposure to higher education.

Academic Areas of Concern

GDPST acknowledges areas of concern at the school. The lack of students performing "on-track" or "mastered" on assessments is a primary concern. Despite our adoption and implementation of a rigorous curriculum, our students face numerous challenges in their lives outside of school which impact their academic achievement. As a result, incoming students enter our school multiple years behind grade level. The school has closely monitored student academic progress since opening, and we continue to build effective systems to address student gaps in skill or content. The governing board is addressing these deficiencies by:

Providing additional school administrator support and skill building. Leveraging monthly administrator collaboration and training will be critical to see that investment translate into effective instruction and student growth. Practical tools (targeted teacher coaching, intentional and frequent assessment analysis, and close monitoring of student growth) will help administrators focus on improving student proficiency rates.

Enrolling students in the appropriate intervention classes and focusing on developing critical foundational skills in literacy and math. The school will use diagnostic data from Fall 2022 to place and enroll students in the correct pathways to ensure they receive access to fill critical gaps in literacy content and skill. This will help bring students closer to receiving access to grade level instruction.

Continuing to implement a high-quality, standards-aligned curriculum in English Language Arts, Math, and Social Studies. Math is now using Illustrative Mathematics, which is a research-based curriculum that is more aligned to TN Academic Standards. It is also more accessible for SPED, EL and students with severe gaps in skills. In Algebra I, all students will be double-blocked into a Math support class, using Illustrative Mathematics intervention curriculum, closely aligned to concurrent instruction in their core Algebra I course (pacing, content, etc.). English Language Arts classes use the Guidebooks curriculum via CommonLit 360. Social Studies classes (US History) will be using Active Classroom to support more intentional connections between rigorous primary texts and grade-level writing and analysis. This will support student learning in both content and access to responding to Document Based Questions (DBQs).

High Priority Action Steps

A continued focus on the following four areas will ensure that our school can achieve its mission to prepare all students for success in college, leadership and life.

FOCUS 1: Growing the number of students performing in Tier 1 (at or above grade level) and reducing the number of students performing in Tier 3 (more than 2 years below grade level) in iReady Reading and Math. The school will continue to refine its intervention program during the school day (literacy intervention, math intervention and advisory) as well as grow the number of after school offerings to support student learning.

FOCUS 2: Improve attendance by focusing on reducing chronic absenteeism rates and improving overall attendance rates. The school understands that students need to be in school every day to learn the skills necessary for success in college. The school will provide positive incentives to encourage students to attend daily and arrive on time to school. Additionally, the school will close monitor individual student attendance and provide support where needed to reduce chronic absenteeism.

FOCUS 3: Increase enrollment at the school. The school will continue to tailor its student recruitment efforts and student enrollment processes to attract all students. Specific outreach activities will include: extensive grassroots marketing; simple and easy to understand forms and brochures, and removal of any language/messaging that may traditionally deter underserved student populations.

FOCUS 4: Increase college readiness and improve college readiness. The school Offers a four-year advisory program focused on college and career readiness. It is also critical that students participate in ACT preparatory coursework so they are prepared for the test junior year.

Academic Instruction

Similar to schools across the nation and world, Hillcrest High School was required to significantly adjust instruction during 2020-21 due to the COVID-19 pandemic. For the fall semester, the Green Dot curriculum team adjusted curriculum maps and trained teachers to facilitate curriculum live via Zoom. This synchronous instruction was a critical decision which supported students and increased student engagement during distance learning. The school also adopted the NearPod platform, which was instrumental in ensuring teachers were able to actively engage all students in their classrooms. The school was also able to quickly pivot and provide technology to students to ensure connectivity. In the spring semester, some students were able to return to in-person schooling. Because the school was already utilizing our regular curriculum, it was not a huge shift to have some students in the classroom and others on Zoom. The students on Zoom were projected on the wall so in-person students could see their classmates, which we found to be a highly effective method for building classroom culture and engagement. NearPod continued to be a crucial element in allowing both in-person and distance learning students to interact with both the curriculum and their peers. The ability to make these shifts during the 2021-22 school year, allowed a manageable and successful transition into in-person instruction for the 2022-23 school year.

SECTION IV: SCHOOL PROGRESS REPORT: OPERATIONS PERFORMANCE

Operational Goals

The main focus of the 2022-23 school year was to provide quality instruction while maintaining the health and safety of our school community.

Leadership Changes

Governing Board: In the 2022-23 school year, there were a couple of changes to the Governing Board.

1. Lary Neal, Chilton Simmons, and Omar Aquil completed their term and did not renew their position.

School Leadership: In the 2022-23 school year, there were no changes to school leadership.

Charter Authorizer Operational Concerns

There were no Notices of Concern issued to the school in 2022-2023. There were also no noted operational deficiencies in FY20.

Student Attrition

As of Census Day,the enrollment at the school for the 2022-23 school year was 437 students. The school tracks student entry and exit data via PowerSchool. The school leadership team regularly reviews this data to develop strategies to improve student retention rates. Additionally, the school has a robust parent and student engagement strategy that helps to address student attrition. This strategy is outlined in detail below.

Parent & Community Engagement

It is extremely important to school leadership that we have the support of our parents. The school provides a range of free adult education workshops on issues that parents have identified as important to them. Courses center around career guidance, financial literacy, and health and wellness. Once a year, Green Dot holds a two-day job preparedness training. On day one, participants attend workshops on how to formulate and update their resumes and how to prepare for a job interview. Parents also learn best practices for professionally handling the interview process. On day two, the school hosts a job fair that brings together a number of Memphis's largest employers for interview and informational sessions. The school also offers a comprehensive annual financial literacy course to help parents effectively manage their finances and learn money-saving strategies. The school supports parents in completing their own income tax returns via online sites that offer free tax prep instead of paying costly filing fees to an outside agency. Parents also learn how to open free checking and savings accounts so that they can start saving for their child's college expenses.

To build Green Dot's schools as community hubs—centers where parents and students can organize around issues important to them—Green Dot is working in conjunction with United Parents and Students to build a culture of civic organizing. Throughout the year, Community Engagement works closely with parents and students from across the Green Dot TN network, meeting with them monthly to train them as advocates of Green Dot's work to transform public education in Memphis, as well as address issues that need attention in the communities. These parents serve as community liaisons, championing the transformative work of GDPST, while bringing much-needed resources to their neighborhoods.

Finally, the school provides access to health and wellness services to students and their families. Green Dot's official healthcare partners in Memphis—Well Child, LeBonheur Hospital, Life Doc, and Youth Villages—provide extensive services at the school, including nursing services and an annual health fair. For the health fair, representatives will spend the day on campus providing students and parents with immunizations, mental health services, physical fitness classes, blood pressure monitoring, cholesterol checks, and diabetes education classes. Throughout the year, the school offers free dental services on campus provided by Bellevue Baptist Church's mobile dental clinic.

Partner Organizations
Education is a powerful lever for student success in college, leadership and life, yet the communities served by our schools have a pivotal role to play in providing safe neighborhoods where talent and aspiration can blossom. Green Dot collaborates with a wide range of community partners to deeply invest in the organizations within our local communities and to ensure that our students and families have access to essential services.

Social-Emotional Support
Green Dot has full time social workers on staff and partners with non-profit organizations that directly respond to pertinent student needs. For example, Green Dot partners with Youth Villages to offer mental health services at no cost to students or their families; the only public school operator in Memphis to do so. Youth Villages counselors run weekly groups at each of our schools and provide students with intensive outpatient support. Given the depth of our students' socioemotional and mental health needs, Green Dot believes this collaboration is essential to students' long-term success.

Green Dot is also partnering with Life Doc to address the rising chronic illness epidemic that has become pervasive in African American and Latinx populations between the ages of 8 years to 24 years old. Through this partnership families will receive support from the Memphis Food Bank to make sure they are able to have nutritious and consistent nutritional opportunities. Schools have an ambitious goal of serving and improving the health and well-being of at least 100 families each year.

Student Leadership
Green Dot partners with various charitable organizations that help students develop leadership skills. The United Parents and Students runs a weekly leadership course for students to learn and practice effective advocacy for school- and community-wide issues, meeting with Memphis leaders, local civic groups, touring the state legislature, and building their own campaign platform. Leadership Memphis pairs students with mentors, targeting students experiencing marginalization to empower them, strengthen their voice, and develop actionable professional goals. ALSAC/St. Jude also pairs students with professional mentors, who focus their support on guiding students on a path to college.

Academic Enrichment
Some local non-profit partners bring enrichment programs to Green Dot students and parents. Code Crew runs a robotics/coding course after school, Ballet on Wheels brings art and dance to Green Dot's afterschool programs, and Uplift Motion! holds free yoga courses for students. For its second year of operation, the school earned a 21st Century Community Learning Center Grant that will support the expansion of after school programming.

As part of Green Dot's parent education programming, Green Dot partners with Milestones to offer resume-writing workshops, and UCAN of Memphis to help parents role-play job interviews.

Community Development
Green Dot partners with charitable organizations that have a broader focus—helping Green Dot become a communal hub that provides families with regular opportunities to meet, share ideas, and collaborate on actions that create tangible positive change in their communities. Green Dot is building relationships with alumni at each school to serve as a basis for continual development and engagement to benefit students and their pathways to success.

Public School Operators
Green Dot engages collaboratively with other charter operators in both the ASD and the TPCSC. Teams meet bi-monthly with LEA leaders to discuss best practices in each region, as well as challenges. Green Dot also seeks opportunities outside of these collaborations to partner with other CMO's on community initiatives. GDPST, Promise Academy and Libertas Schools of Memphis recently worked together to write a federal community schools grant. If funded, the grant will bring an additional $15 million to all three operators for supports with onsite health clinics, childcare, leadership professional development and nutritional insecurities.

SECTION V: SCHOOL PROGRESS REPORT: FINANCIAL PERFORMANCE

Accounting
Please see Table 1 at the end of this document.

Financial Deficiencies
The Achievement School District did not have an operating Annual Performance Framework and did not issue any notices of concern last year.

The school did not receive any Notices of Concern from the State Board of Education regarding finance at the school and GDPST.

Annual Budget Expenditures
In the 2022-23 school year, the school spent $$515,763 on facilities, including repairs, maintenance, lease agreements, and other related expenditures. This amounted to 8.2% of the school's total annual budget. None of these facilities expenditures were directly due to COVID-19 prevention, preparation, or response, as the school recently underwent a series of building improvements and these upgraded facilities updates did not require additional updates to address COVID-19.

Most Recent Annual Audit
Please see the appendix for the most recent financial audit. The annual audit did not identify any internal control deficiencies or material weakness.

Findings from Annual Audit
In the school's annual audit, there were no findings to report.

Table 1: Hillcrest High School Unaudited Statement of Activities

RPT001 Income Statement - Internal (by Company)

Repeat By Period

	Year-to-Date			
Ledger Account	YTD Actual	YTD Budget	Var B/(W)	Var %
REVENUE				
State Apportionment	4,491,615	4,353,901	137,714	(3%)
Federal revenue	1,983,879	1,865,383	118,496	(6%)
Other state revenue	634,001	491,002	142,999	(23%)
Contributions and grants	0	0	0	0%
Local revenue	129,044	41,600	87,444	(68%)
Rental income	0	0	0	0%
Interest income	0	0	0	0%
Net assets released from restrictions	0	0	0	0%
Total Revenue	**7,238,538**	**6,751,886**	**486,653**	**(7%)**
EXPENSE				
Salaries and benefits	3,700,661	3,698,119	(2,543)	(0%)
Student services	1,526,790	1,482,123	(44,667)	(3%)
Materials and supplies	322,034	176,341	(145,693)	(45%)
Student nutrition	0	0	0	0%
Other expenses	0	0	0	0%
Depreciation amortization	48,443	34,189	(14,254)	(29%)
Occupancy	681,016	957,079	276,064	41%
Proposition construction expense	0	0	0	0%
Interest	(1,087)	2,417	3,504	(322%)
Operating expenses	0	0	0	0%
Total Expenses	**6,277,857**	**6,350,268**	**72,411**	**1%**
Increase (Decrease) in Net Assets	**$960,682**	**$401,618**	**$559,063**	**(58%)**

SUBSECTION I: GOVERNING BODY LEADERSHIP

Complete the table below for each member of the governing board during the prior school year. Add additional rows if necessary. “Position on the board” should indicate if the individual is a board chair, other board officer, parent representative, or ex officio member.

BOARD MEMBERS FOR THE 2022-23 SCHOOL YEAR			
Name	**Position on the Board**	**Email Address**	**Length of term** (start and end date)
Pam Egwuekwe	Vice Board Chair	pam.egwuekwe@greendot.org	12/31/2021-12/31/2024
Larry Neal	Retired	Larry.Neal@greendot.org	12/31/2021-12/31/2022
Amertice Allen	Chair	Amertice.Allen@greendot.org	12/31/2021-12/31/2024
Matt Thiry	Board Member	Matt.Thiry@greendot.org	12/31/2021-12/31/2023
Chilton Simmons	Retired	Chilton.Simmons@greendot.org	12/31/2021-12/31/2024
Omar Aquil	Retired	Omar.Aquil@greendot.org	12/03/2021-12/31/2023
Pedro Velasquez	Board Member	Pedro.Velasquez@greendot.org	04/13/2023-12/31/2024
Tamika Young	Board Member	Tamika.Young@greendot.org	04/13/2023-12/31/2024

Terrell Monger	Board Member	Terrell.Monger@greendot.org	04/13/2023-12/31/2024

SUBSECTION I: SCHOOL LEADERSHIP

Complete the table below for each member of the school's leadership team. Add additional rows if necessary.

SCHOOL LEADERSHIP ROSTER FOR THE 2022-23 SCHOOL YEAR			
Name	**Title**	**Email Address**	**Start Date**
Teddrick Estes	Principal	teddrick.estes@greendot.org	July 2016
Damika Pichon	Assistant Principal	dpichon@greendot.org	July 2014

SUBSECTION III: NETWORK LEADERSHIP

Complete the table below for each member of the school's leadership team. Add additional rows if necessary.

NETWORK LEADERSHIP ROSTER FOR THE 2022-232021-22 SCHOOL YEAR			
Name	**Title**	**Email Address**	**Start Date**
Jocquell Rodgers	Executive Director	jocquell.rodgers@greendot.org	July 2023
Marysa Utley	Chief of Schools	marysa.utley@greendot.org	July 2023
Christina Austin	Chief Academic Officer	christinat.austin@greendot.org	July 2023

APPENDIX B: STUDENT ATTRITION INFORMATION

Complete the table below identifying the reasons that students withdrew from the school during the prior school year. The total number of students should match the number of students withdrawn in state and district reporting systems. **Do not include student names or initials**. Authorizers may request further information regarding individual student withdrawals.

Reason	# of Students
Moved out of district or state	19
Transportation	0
Concerned with academic expectations	0
Concerned with discipline practices	0
Expelled	1
Withdrawn due to breach of behavior management (but not expelled)	0
Unknown	4
Other (please specify)	
Transfer to MSCS school due to relocation	0
Transfer to MSCS school; no reason recorded	50
Transfer to other Green Dot school; no reason recorded	10
Transfer to diploma recovery program	3
Transfer to alternative school	1
Transfer to virtual school	0
Transfer to home school	0
Incarcerated	0
Dropout	3
Dropped to due 10+ consecutive absences	17
Deceased	0
Total # of Students Withdrawn	108
Student Attrition Rate (%)	21.3%



Green Dot Public schools

School Information

Address: Kirby Middle School
Phone: (901) 730-8169
Fax: (901) 708-8878
Website: https://tn.greendot.org/kirby/
Email: tn.info@greendot.org
Principal: James Johnson

Report Preparer Information

Name: Jocquell Rodgers
Title: Executive Director
Phone: (901) 730-8169
Email: tn.info@greendot.org

Date of Report: September 29, 2023

SECTION II: INTRODUCTION TO THE SCHOOL

Name of School	Kirby Middle School		
Authorizer	Achievement School District	**School Hours**	8:00 a.m. – 3:15 p.m. (breakfast offered at 7:20 a.m.)
Year Opened	2016-2017	**Next Renewal Year**	2026 - 2027
Current Enrollment	416	**Max Enrollment per Charter Agreement**	N/A
Current Grade Span Served	6-8	**Grade Span Approved in Charter**	6-8
# Instructional Days per School Year	180	**Current # of Students on Waitlist**	N/A
Mission Statement	Green Dot Public Schools Tennessee's mission is to transform public education so all students graduate prepared for college, leadership and life.		

SECTION III: SCHOOL PROGRESS REPORT: ACADEMIC PERFORMANCE

Overview

Green Dot Public Schools Tennessee ("GDPST", "Green Dot TN", or "Green Dot") is a small local public school district working to improve public education in Memphis for students in high poverty communities, and to ensure that all students graduate high school with the skills necessary to succeed in college, leadership, and life.

Kirby Middle School ("Kirby")—opened fall 2016 as a conversion independent charter middle school authorized by the Achievement School District. This school opened to further one of Green Dot's core strategies: to give all parents the option of sending their children to a high-quality local school.

In the 2022-23 school year, the school served 6th - 8th graders with 7.0% classified as English Language Learners. In addition, the school served 5.94% Students with Disabilities.

The school's academic model prioritizes strong and empowered leadership, highly effective teaching, a college preparatory curriculum, meaningful community engagement, and the provision of comprehensive wraparound services to reduce non-academic barriers to learning. The strength of this proven model, which has been adapted to meet the unique needs of students, families, and communities in Memphis, has allowed Green Dot to exemplify the power of a public school to transform student behavior and academic outcomes.

We are focused on building a high-quality school that graduates all students with the academic and practical skills essential for success, and measures progress towards this goal with the following annually measured objectives:

Progress Made During The Prior School Year Toward the Academic Goals

Green Dot believes growth is the best indicator of the progress of our students, given incoming student performance levels. Although we constantly strive to achieve college-readiness for all of our students, GDPST's results must be viewed in the context of our early signs of rapid academic growth. We examine

academic achievement and college readiness through three pathways: 1) Percent of students performing "on track" or "mastered" on state assessments and 2) Academic growth on internal assessment data (iReady reading and math scores).

Student Achievement on State Assessments
The school uses the Tennessee Comprehensive Assessment Program (TCAP) and TN Ready to measure students' progress towards proficiency. Additionally, the school tracks towards state- determined AMO targets, which expect schools to decrease by half the percent of students not meeting the standard over the course of eight years. The school took the TN Ready in the Spring of 2022 and exceeded the 80% participation rate, earning 'hold harmless' status for the year.

Academic Growth on internal assessment data
The school established a goal to increase the percentage of students performing on or above grade level (Tier I) by 15%, according to internal iReady reading and math assessments. This goal is to ensure that the school is dramatically growing students in their skills, specifically focusing on math and literacy. The school has made significant progress in moving students into Tier I, taking students who were multiple grade levels behind and accelerating them towards reaching proficiency levels aligned with being on or above grade level. The school was able to continue assessing student growth in the 2022-2023 school year in order to provide swift interventions and determine areas for reteaching. For students that tested in both fall and spring windows, every grade level increased the size of Tier I. In addition, the school strives to have 50% of students meet their iReady stretch goal.

Despite the challenges of the pandemic impacting our students and families, student attendance and school climate remained positive. The average daily attendance rate of 86.7% demonstrated the efforts the school needed to make, to lean into the school's academic model effectiveness as the school transitioned to in-person instruction while still addressing the ongoing challenges of operating during a pandemic. We will continue to support our students to ensure attendance rates keep rising as we continue adjusting our families to the shift of in-person instruction.

The school anticipates continued academic growth with further use of its rigorous, standards-aligned curriculum and its implementation of instruction anchored in the Tennessee Academic Standards. English instruction is driven by an externally-developed curriculum (CommonLit 360) that utilizes grade-level text-based instruction coupled with research-driven strategies to support all learners in developing the skills and content knowledge required to demonstrate success on TN Academic Standards for English.

For the 2022-2023 school year, we used Illustrative Mathematics to provide quality curriculum and instruction to students. Teachers provide students with ample opportunities to practice and grapple with grade-level problems. In addition, they support learners who come with large gaps in skill and content knowledge and adjust their instruction based on student data.

ACT and College Readiness
Given our mission, we believe that ACT composite scores and acceptance rates are important indicators of college readiness. The school has set a goal that the ACT Composite scores would increase by 0.5 each year. Students were able to take the ACT in Spring of 2023. As a state, Tennessee experienced an historic drop in ACT composite scores due to the pandemic.

GDPST believes that consistent, rigorous, grade-level instruction has led to historic success in these areas, and will do so again in the future. By making the shift to an externally-developed curriculum that is aligned to the demands of the TN Academic Standards, students are able to gain high-quality instruction that better prepares them for the demands of rigor on the ACT exam. Additionally, the school has been able to secure resources for explicit instruction in ACT preparation to help students familiarize themselves and engage in repeated practice of common question types. Part of our senior Advisory program focuses on ensuring that students apply to either 2- or 4-year colleges. Teachers and guidance counselors support students in the application process. The school also extends opportunities for all students to experience college field trips to increase their exposure to higher education.

Academic Areas of Concern

GDPST acknowledges areas of concern at the school. The lack of students performing “on-track” or “mastered” on assessments is a primary concern. Despite our adoption and implementation of a rigorous curriculum, our students face numerous challenges in their lives outside of school which impact their academic achievement. As a result, incoming students enter our school multiple years behind grade level. The school has closely monitored student academic progress since opening, and we continue to build effective systems to address student gaps in skill or content. The governing board is addressing these deficiencies by:

Providing additional school administrator support and skill building. Leveraging monthly administrator collaboration and training will be critical to see that investment translate into effective instruction and student growth. Practical tools (targeted teacher coaching, intentional and frequent assessment analysis, and close monitoring of student growth) will help administrators focus on improving student proficiency rates.

Enrolling students in the appropriate intervention classes and focusing on developing critical foundational skills in literacy and math. The school will use diagnostic data from Fall 2022 to place and enroll students in the correct pathways to ensure they receive access to fill critical gaps in literacy content and skill. This will help bring students closer to receiving access to grade level instruction.

Continuing to implement a high-quality, standards-aligned curriculum in English Language Arts, Math, and Social Studies. Math is now using Illustrative Mathematics, which is a research-based curriculum that is more aligned to TN Academic Standards. It is also more accessible for SPED, EL and students with severe gaps in skills. In Algebra I, all students will be double-blocked into a Math support class, using Illustrative Mathematics intervention curriculum, closely aligned to concurrent instruction in their core Algebra I course (pacing, content, etc.). English Language Arts classes use the Guidebooks curriculum via CommonLit 360. Social Studies classes (US History) will be using Active Classroom to support more intentional connections between rigorous primary texts and grade-level writing and analysis. This will support student learning in both content and access to responding to Document Based Questions (DBQs).

High Priority Action Steps

A continued focus on the following four areas will ensure that our school can achieve its mission to prepare all students for success in college, leadership and life.

FOCUS 1: Growing the number of students performing in Tier 1 (at or above grade level) and reducing the number of students performing in Tier 3 (more than 2 years below grade level) in iReady Reading and Math. The school will continue to refine its intervention program during the school day (literacy intervention, math intervention and advisory) as well as grow the number of after school offerings to support student learning.

FOCUS 2: Improve attendance by focusing on reducing chronic absenteeism rates and improving overall attendance rates. The school understands that students need to be in school every day to learn the skills necessary for success in college. The school will provide positive incentives to encourage students to attend daily and arrive on time to school. Additionally, the school will close monitor individual student attendance and provide support where needed to reduce chronic absenteeism.

FOCUS 3: Increase enrollment at the school. The school will continue to tailor its student recruitment efforts and student enrollment processes to attract all students. Specific outreach activities will include: extensive grassroots marketing; simple and easy to understand forms and brochures, and removal of any language/messaging that may traditionally deter underserved student populations.

FOCUS 4: Increase college readiness and improve college readiness. The school Offers a four-year advisory program focused on college and career readiness. It is also critical that students participate in ACT preparatory coursework so they are prepared for the test junior year.

Academic Instruction
Similar to schools across the nation and world, Kirby Middle School was required to significantly adjust instruction during 2020-21 due to the COVID-19 pandemic. For the fall semester, the Green Dot curriculum team adjusted curriculum maps and trained teachers to facilitate curriculum live via Zoom. This synchronous instruction was a critical decision which supported students and increased student engagement during distance learning. The school also adopted the NearPod platform, which was instrumental in ensuring teachers were able to actively engage all students in their classrooms. The school was also able to quickly pivot and provide technology to students to ensure connectivity. In the spring semester, some students were able to return to in-person schooling. Because the school was already utilizing our regular curriculum, it was not a huge shift to have some students in the classroom and others on Zoom. The students on Zoom were projected on the wall so in-person students could see their classmates, which we found to be a highly effective method for building classroom culture and engagement. NearPod continued to be a crucial element in allowing both in-person and distance learning students to interact with both the curriculum and their peers. The ability to make these shifts during the 2021-22 school year, allowed a manageable and successful transition into in-person instruction for the 2022-23 school year.

SECTION IV: SCHOOL PROGRESS REPORT: OPERATIONS PERFORMANCE

Operational Goals
The main focus of the 2022-23 school year was to provide quality instruction while maintaining the health and safety of our school community.

Leadership Changes
Governing Board: In the 2022-23 school year, there were a couple of changes to the Governing Board.

1. Lary Neal, Chilton Simmons, and Omar Aquil completed their term and did not renew their position.

School Leadership: In the 2022-23 school year, the school had the following change to school leadership:

Marian Williams and Samantha Buford transitioned out of their leadership roles. Dr. James Johnson transitioned into the Principal role.

Charter Authorizer Operational Concerns
There were no Notices of Concern issued to the school in 2022-2023. There were also no noted operational deficiencies in FY20.

Student Attrition
As of Census Day,the enrollment at the school for the 2022-23 school year was 387 students. The school tracks student entry and exit data via PowerSchool. The school leadership team regularly reviews this data to develop strategies to improve student retention rates. Additionally, the school has a robust parent and student engagement strategy that helps to address student attrition. This strategy is outlined in detail below.

Parent & Community Engagement
It is extremely important to school leadership that we have the support of our parents. The school provides a range of free adult education workshops on issues that parents have identified as important to them. Courses center around career guidance, financial literacy, and health and wellness. Once a year, Green Dot holds a two-day job preparedness training. On day one, participants attend workshops on how to formulate and update their resumes and how to prepare for a job interview. Parents also learn best practices for professionally handling the interview process. On day two, the school hosts a job fair that brings together a number of Memphis's largest employers for interview and informational sessions. The school also offers a comprehensive annual financial literacy course to help parents effectively manage their finances and

learn money-saving strategies. The school supports parents in completing their own income tax returns via online sites that offer free tax prep instead of paying costly filing fees to an outside agency. Parents also learn how to open free checking and savings accounts so that they can start saving for their child's college expenses.

To build Green Dot's schools as community hubs—centers where parents and students can organize around issues important to them—Green Dot is working in conjunction with United Parents and Students to build a culture of civic organizing. Throughout the year, Community Engagement works closely with parents and students from across the Green Dot TN network, meeting with them monthly to train them as advocates of Green Dot's work to transform public education in Memphis, as well as address issues that need attention in the communities. These parents serve as community liaisons, championing the transformative work of GDPST, while bringing much-needed resources to their neighborhoods.

Finally, the school provides access to health and wellness services to students and their families. Green Dot's official healthcare partners in Memphis—Well Child, LeBonheur Hospital, Life Doc, and Youth Villages—provide extensive services at the school, including nursing services and an annual health fair. For the health fair, representatives will spend the day on campus providing students and parents with immunizations, mental health services, physical fitness classes, blood pressure monitoring, cholesterol checks, and diabetes education classes. Throughout the year, the school offers free dental services on campus provided by Bellevue Baptist Church's mobile dental clinic.

Partner Organizations
Education is a powerful lever for student success in college, leadership and life, yet the communities served by our schools have a pivotal role to play in providing safe neighborhoods where talent and aspiration can blossom. Green Dot collaborates with a wide range of community partners to deeply invest in the organizations within our local communities and to ensure that our students and families have access to essential services.

Social-Emotional Support
Green Dot has full time social workers on staff and partners with non-profit organizations that directly respond to pertinent student needs. For example, Green Dot partners with Youth Villages to offer mental health services at no cost to students or their families; the only public school operator in Memphis to do so. Youth Villages counselors run weekly groups at each of our schools and provide students with intensive outpatient support. Given the depth of our students' socioemotional and mental health needs, Green Dot believes this collaboration is essential to students' long-term success.

Green Dot is also partnering with Life Doc to address the rising chronic illness epidemic that has become pervasive in African American and Latinx populations between the ages of 8 years to 24 years old. Through this partnership families will receive support from the Memphis Food Bank to make sure they are able to have nutritious and consistent nutritional opportunities. Schools have an ambitious goal of serving and improving the health and well-being of at least 100 families each year.

Student Leadership
Green Dot partners with various charitable organizations that help students develop leadership skills. The United Parents and Students runs a weekly leadership course for students to learn and practice effective advocacy for school- and community-wide issues, meeting with Memphis leaders, local civic groups, touring the state legislature, and building their own campaign platform. Leadership Memphis pairs students with mentors, targeting students experiencing marginalization to empower them, strengthen their voice, and develop actionable professional goals. ALSAC/St. Jude also pairs students with professional mentors, who focus their support on guiding students on a path to college.

Academic Enrichment
Some local non-profit partners bring enrichment programs to Green Dot students and parents. Code Crew runs a robotics/coding course after school, Ballet on Wheels brings art and dance to Green Dot's afterschool programs, and Uplift Motion! holds free yoga courses for students. For its second year of operation, the

school earned a 21st Century Community Learning Center Grant that will support the expansion of after school programming.

As part of Green Dot's parent education programming, Green Dot partners with Milestones to offer resume-writing workshops, and UCAN of Memphis to help parents role-play job interviews.

Community Development
Green Dot partners with charitable organizations that have a broader focus—helping Green Dot become a communal hub that provides families with regular opportunities to meet, share ideas, and collaborate on actions that create tangible positive change in their communities. Green Dot is building relationships with alumni at each school to serve as a basis for continual development and engagement to benefit students and their pathways to success.

Public School Operators
Green Dot engages collaboratively with other charter operators in both the ASD and the TPCSC. Teams meet bi-monthly with LEA leaders to discuss best practices in each region, as well as challenges. Green Dot also seeks opportunities outside of these collaborations to partner with other CMO's on community initiatives. GDPST, Promise Academy and Libertas Schools of Memphis recently worked together to write a federal community schools grant. If funded, the grant will bring an additional $15 million to all three operators for supports with onsite health clinics, childcare, leadership professional development and nutritional insecurities.

SECTION V: SCHOOL PROGRESS REPORT: FINANCIAL PERFORMANCE

Accounting
Please see Table 1 at the end of this document.

Financial Deficiencies
The Achievement School District did not have an operating Annual Performance Framework and did not issue any notices of concern last year.

The school did not receive any Notices of Concern from the State Board of Education regarding finance at the school and GDPST.

Annual Budget Expenditures
In the 2022-23 school year, the school spent $$356,730 on facilities, including repairs, maintenance, lease agreements, and other related expenditures. This amounted to 6.7% of the school's total annual budget. None of these facilities expenditures were directly due to COVID-19 prevention, preparation, or response, as the school recently underwent a series of building improvements and these upgraded facilities updates did not require additional updates to address COVID-19.

Most Recent Annual Audit
Please see the appendix for the most recent financial audit. The annual audit did not identify any internal control deficiencies or material weakness.

Findings from Annual Audit
In the school's annual audit, there were no findings to report.

Table 1: Kirby Middle School Unaudited Statement of Activities

RPT001 Income Statement - Internal (by Company)

Repeat By Period

	Year-to-Date			
Ledger Account	YTD Actual	YTD Budget	Var B/(W)	Var %
REVENUE				
State Apportionment	4,089,517	4,063,641	25,876	(1%)
Federal revenue	1,932,179	1,863,158	69,021	(4%)
Other state revenue	637,210	558,417	78,793	(12%)
Contributions and grants	0	0	0	0%
Local revenue	101,781	16,660	85,121	(84%)
Rental income	0	0	0	0%
Interest income	0	0	0	0%
Net assets released from restrictions	0	0	0	0%
Total Revenue	**6,760,687**	**6,501,876**	**258,811**	**(4%)**
EXPENSE				
Salaries and benefits	3,212,202	3,340,409	128,207	4%
Student services	1,303,668	1,221,483	(82,186)	(6%)
Materials and supplies	293,488	132,673	(160,815)	(55%)
Student nutrition	0	0	0	0%
Other expenses	0	0	0	0%
Depreciation amortization	65,744	50,310	(15,434)	(23%)
Occupancy	486,592	946,699	460,107	95%
Proposition construction expense	0	0	0	0%
Interest	(788)	2,302	3,089	(392%)
Operating expenses	0	0	0	0%
Total Expenses	**5,360,906**	**5,693,875**	**332,969**	**6%**
Increase (Decrease) in Net Assets	**$1,399,781**	**$808,001**	**$591,779**	**(42%)**

SUBSECTION I: GOVERNING BODY LEADERSHIP

Complete the table below for each member of the governing board during the prior school year. Add additional rows if necessary. “Position on the board” should indicate if the individual is a board chair, other board officer, parent representative, or ex officio member.

BOARD MEMBERS FOR THE 2022-23 SCHOOL YEAR			
Name	**Position on the Board**	**Email Address**	**Length of term** (start and end date)
Pam Egwuekwe	Vice Board Chair	pam.egwuekwe@greendot.org	12/31/2021-12/31/2024
Larry Neal	Retired	Larry.Neal@greendot.org	12/31/2021-12/31/2022
Amertice Allen	Chair	Amertice.Allen@greendot.org	12/31/2021-12/31/2024
Matt Thiry	Board Member	Matt.Thiry@greendot.org	12/31/2021-12/31/2023
Chilton Simmons	Retired	Chilton.Simmons@greendot.org	12/31/2021-12/31/2024
Omar Aquil	Retired	Omar.Aquil@greendot.org	12/03/2021-12/31/2023
Pedro Velasquez	Board Member	Pedro.Velasquez@greendot.org	04/13/2023-12/31/2024
Tamika Young	Board Member	Tamika.Young@greendot.org	04/13/2023-12/31/2024
Terrell Monger	Board Member	Terrell.Monger@greendot.org	04/13/2023-12/31/2024

SUBSECTION I: SCHOOL LEADERSHIP

Complete the table below for each member of the school’s leadership team. Add additional rows if necessary.

SCHOOL LEADERSHIP ROSTER FOR THE 2022-23 SCHOOL YEAR			
Name	**Title**	**Email Address**	**Start Date**
Dr. James Johnson	Principal	james.johnson2@greendot.org	July 2023
Meesha Munnings	Assistant Principal	meesha.munnings@greendot.org	July 2021

SUBSECTION III: NETWORK LEADERSHIP

Complete the table below for each member of the school's leadership team. Add additional rows if necessary.

NETWORK LEADERSHIP ROSTER FOR THE 2022-232021-22 SCHOOL YEAR			
Name	**Title**	**Email Address**	**Start Date**
Jocquell Rodgers	Executive Director	jocquell.rodgers@greendot.org	July 2023
Marysa Utley	Chief of Schools	marysa.utley@greendot.org	July 2023
Christina Austin	Chief Academic Officer	christinat.austin@greendot.org	July 2023

APPENDIX B: STUDENT ATTRITION INFORMATION

Complete the table below identifying the reasons that students withdrew from the school during the prior school year. The total number of students should match the number of students withdrawn in state and district reporting systems. **Do not include student names or initials**. Authorizers may request further information regarding individual student withdrawals.

Reason	# of Students
Moved out of district or state	31
Transportation	0
Concerned with academic expectations	0
Concerned with discipline practices	0
Expelled	0
Withdrawn due to breach of behavior management (but not expelled)	0
Unknown	16
Other (please specify)	
Transfer to MSCS school due to relocation	6
Transfer to MSCS school; no reason recorded	11
Transfer to other Green Dot school; no reason recorded	6
Transfer to diploma recovery program	0
Transfer to alternative school	0
Transfer to virtual school	1
Transfer to home school	1
Incarcerated	0
Dropout	0
Dropped to due 10+ consecutive absences	9
Deceased	0
Total # of Students Withdrawn	81
Student Attrition Rate (%)	17.2%

Memphis
1715 Aaron Brenner Drive
Suite 312
Memphis, TN 38120

(901) 526-0431 Tel
(901) 526-8183 Fax

fisherphillips.com

Writer's Direct Dial:
901-333-2076

Writer's E-mail:
ggrisham@fisherphillips.com

January 25, 2023

VIA EMAIL ONLY

TO WHOM IT MAY CONCERN
Memphis-Shelby County Schools
160 S. Hollywood Street
Memphis, Tennessee 38112

Re: Current or Past Lawsuits-Green Dot Public Schools Tennessee (GDPST)

To Whom It May Concern:

Per your request, I am writing to provide you with information about current or past lawsuits for GDPST for the Charter Application for Fairley to Memphis-Shelby County Schools, specifically (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation. The requested information is copied below:

1. Beverly Dickson v. GDPST, Case No.: 2:22-cv-02070-SHM-cgc (USDC WD of Tenn.).
   - Demand -$30,000
   - Response to Demand-None
   - Results-Court dismissed Complaint with Prejudice after GDPST filed a Motion to Dismiss

2. Lekisha Hodges v. GDPST, Case No. CT-005499-18 (Shelby County Circuit)
   - Demand-Unsure
   - Response to Demand-Case settled for $11,500 (approved by the court)
   - Results-Settled and case was thereafter dismissed with prejudice

3. Jameka Stribling v. GDPST, Case No. CT-4642-22 (Shelby County Circuit)
   - Demand-In Complaint $5,000,000 plus punitive damages
   - Response to Demand-Answer filed case is in litigation
   - Results-Litigation ongoing

4. No Arbitration Proceedings

Please let me know if you need any additional information.

Sincerely,

FISHER & PHILLIPS, LLP



J. Gregory Grisham

JGG:kc

Financial Statements – Regulatory Basis
June 30, 2021

Green Dot Public Schools Tennessee

Includes:

Fairley High School
Wooddale Middle School
Hillcrest High School
Kirby Middle School
Bluff City High School

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CPAs & BUSINESS ADVISORS

Independent Auditor's Report

To the Governing Board
Green Dot Public Schools Tennessee
Memphis, Tennessee

Report on the Financial Statements
We have audited the accompanying financial statements of the governmental activities and the major fund information of Green Dot Public Schools Tennessee (GDPS TN) as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the GDPS TN's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements
Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting practices prescribed by the Tennessee State Department of Education; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility
Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.
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Basis for Adverse Opinion on U.S. Generally Accepted Accounting Principles
As described more fully in Note 1, GDPS TN has prepared these financial statements using accounting practices prescribed by the Tennessee State Department of Education, which is a basis of accounting other than accounting principles generally accepted in the United States of America, to comply with the requirements of the Tennessee State Department of Education. The effects on the financial statements of the variances between the regulatory basis of accounting described in Note 1 and accounting principles generally accepted in the United States of America, although not reasonably determinable, are presumed to be material.

Adverse Opinion on U.S. Generally Accepted Accounting Principles
In our opinion, because of the significance of the matter discussed in the Basis for Adverse Opinion on U.S. Generally Accepted Accounting Principles paragraph, the financial statements referred to in the first paragraph do not present fairly, in conformity with accounting principles generally accepted in the United States of America, the financial position of GDPS TN, as of June 30, 2021, or changes in financial position for the year then ended.

Opinions on Regulatory Basis of Accounting
In our opinion, the financial statements referred to in the first paragraph present fairly, in all material respects, the assets, liabilities, net position and fund information of GDPS TN's as of June 30, 2021, and the respective changes in financial position for the year then ended, in conformity with the basis of accounting described in Note 1.

Emphasis of Matter
As discussed in Note 1, the financial statements of the GDPS TN only include the financial position and the changes in financial position attributable the five schools, and do not include the management activities of the Regional Office. Accordingly, they do not purport to, and do not, present fairly the financial position of GDPS TN as of June 30, 2021, and the changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Other Matters

Other Information
Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise GDPS TN's financial statements – regulatory basis. The combining fund financial statements – regulatory basis, Schedule of Expenditures of Federal Awards as required by the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and other supplementary information listed in the table of contents are presented for purposes of additional analysis and are not a required part of the financial statements.

The combining fund financial statements – regulatory basis, the schedule of expenditures of federal awards, and the other supplementary information listed in the table of contents are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining fund financial statements – regulatory basis, the schedule of expenditures of federal awards, and the other supplementary information listed in the table of contents are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Management's Discussion and Analysis, the Budgetary Comparison Schedule – General Fund – Regulatory Basis, the Schedule of the Proportionate Share of the Net Pension Liability, and the Schedule of Contributions have not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on them.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued a report dated January 7, 2022 on our consideration of Green Dot Public Schools Tennessee's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Green Dot Public Schools Tennessee's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Green Dot Public Schools Tennessee's internal control over financial reporting and compliance.

Eide Bailly LLP

Rancho Cucamonga, California
January 7, 2022

This section of Green Dot Public Schools Tennessee (GDPS TN) annual financial report presents our discussion and analysis of GDPS TN's financial performance during the fiscal year that ended on June 30, 2021, with comparative information for 2020. Please read it in conjunction with GDPS TN's financial statements, which immediately follow this section.

OVERVIEW OF THE FINANCIAL STATEMENTS

The Financial Statements

The financial statements presented herein include all the activities of GDPS TN using the integrated approach as prescribed by Governmental Accounting Standards Board (GASB) Statement No. 34.

The Government-Wide Financial Statements present the financial picture of the District from the economic resources measurement focus using the accrual basis of accounting. They present governmental activities and business-type activities separately. These statements include all assets of the District (including capital assets), deferred outflows of resources, as well as all liabilities (including long-term liabilities) and deferred inflows of resources. Additionally, certain eliminations have occurred as prescribed by the statement in regards to interfund activity, payables, and receivables.

The *Fund Financial Statements* include statements for one category of activities: governmental activities.

- The *Governmental Funds* are prepared using the current financial resources measurement focus and modified accrual basis of accounting.

Reconciliations of the Fund Financial Statements to the Government-Wide Financial Statements – Regulatory Basis is provided to explain the differences created by the integrated approach.

The primary unit of the government is GDPS TN's five charter schools and does not include GDPS TN's Regional Office. See Note 1 for further explanation.

REPORTING GDPS TN AS A WHOLE

The Statement of Net Position – Regulatory Basis and the Statement of Activities – Regulatory Basis

The *Statement of Net Position – Regulatory Basis* and the *Statement of Activities – Regulatory Basis* report information about GDPS TN as a whole and about its activities. These statements include all assets, deferred outflows of resources, liabilities, and deferred inflows of resources of GDPS TN using the accrual basis of accounting, which is similar to the accounting used by most private-sector companies. All of the current year's revenues and expenses are taken into account regardless of when cash is received or paid.

These two statements report GDPS TN's net position and changes in them. Net position is the difference between assets and deferred outflows of resources, and liabilities and deferred inflows of resources, which is one way to measure GDPS TN's financial health, or financial position. Over time, increases or decreases in GDPS TN's net position will serve as a useful indicator of whether the financial position of GDPS TN is improving or deteriorating. Other factors to consider are changes in the GDPS TN's property tax base and the condition of the GDPS TN's facilities.

The relationship between revenues and expenses is the GDPS TN's operating results. Since the governing board's responsibility is to provide services to our students and not to generate profit as commercial entities do, one must consider other factors when evaluating the overall health of GDPS TN. The quality of the education and the safety of our schools will likely be an important component in this evaluation.

In the *Statement of Net Position – Regulatory Basis* and the *Statement of Activities – Regulatory Basis*, all of GDPS TN activities are reported as governmental activities.

Governmental Activities – All of GDPS TN's services are reported in this category. This includes the education of students, the operation of child development activities, and the on-going effort to improve and maintain buildings and sites. State income taxes, federal grants, state grants, and local grants finance these activities.

REPORTING GDPS TN'S MOST SIGNIFICANT FUNDS

Fund Financial Statements

The fund financial statements provide detailed information about the most significant funds - not GDPS TN as a whole. Some funds are required to be established by state law.

Governmental Funds – Most of the GDPS TN's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end that are available for spending. These funds are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the GDPS TN's general government operations and the basic services it provides. Governmental fund information helps determine whether there are more or fewer financial resources that can be spent in the near future to finance the GDPS TN's programs. The differences of results in the governmental fund financial statements to those in the government-wide financial statements are explained in a reconciliation following each governmental fund financial statement.

FINANCIAL HIGHLIGHTS

From prior year to current year, GDPS TN saw an increase in grants and contributions. Total revenue increased by approximately $2,074,231. Total expenses increased by approximately $1,231,324. The result of the increase in total revenue and increase in total expense was an overall improvement of Change In Net Position relative to the prior year. Fiscal year 2021 Change In Net Position was $1,839,228. Fiscal year 2020 Change In Net Position was $996,321.

GDPS TN AS A WHOLE

Net Position

GDPS TN's net position was $3,281,368 for the fiscal year ended June 30, 2021. Of this amount, $2,452,410 was unrestricted. Restricted net position is reported separately to show legal constraints that limit the governing board's ability to use net position for day-to-day operations. Our analysis below, in summary form, focuses on the net position (Table 1) and change in net position (Table 2) of GDPS TN's governmental activities.

Table 1

	Governmental Activities	
	2021	2020
Assets		
Current and other assets	$ 3,726,533	$ 2,266,915
Aggregate net pension asset	1,438,299	1,949,152
Capital assets	10,387,591	10,187,191
Total assets	15,552,423	14,403,258
Deferred Outflows of Resources	1,433,307	1,374,345
Liabilities		
Current liabilities	2,216,520	2,107,057
Long-term liabilities	10,789,032	10,613,393
Total liabilities	13,005,552	12,720,450
Deferred Inflows of Resources	698,810	1,615,013
Net Position		
Net investment in capital assets	(170,758)	(326,642)
Restricted	999,716	478,015
Unrestricted	2,452,410	1,290,767
Total net position	$ 3,281,368	$ 1,442,140

The $2,452,410 in unrestricted net position of governmental activities represents the accumulated results of all past years' operations. Unrestricted net position - the part of net position that can be used to finance day-to-day operations without constraints established by debt covenants, enabling legislation, or other legal requirements.

Changes in Net Position

The results of this year's operations for GDPS TN as a whole are reported in the Statement of Activities – Regulatory Basis on page 12. Table 2 takes the information from that Statement and rearranges them slightly so you can see our total revenues for the year.

Table 2

	Governmental Activities	
	2021	2020
Revenues		
Program revenues		
Operating grants and contributions	$ 3,869,615	$ 3,214,997
Capital grants and contributions	-	661,350
General revenues		
Basic education program revenue	22,820,046	21,547,875
Other general revenues	1,226,284	417,492
Total revenues	27,915,945	25,841,714
Expenses		
Governmental activities		
Salaries and benefits	13,981,564	13,697,403
Student services	1,276,730	3,116,157
Materials and supplies	1,132,852	531,110
Other expenses	2,290,227	862,206
Operational services	597,740	554,869
Rental, leases, and maintenance	2,756,987	2,209,542
Professional services	3,601,278	3,409,277
Debt service - interest	168,489	161,744
Depreciation (unallocated)	270,850	303,085
Total Expenses	26,076,717	24,845,393
Change in Net Position	$ 1,839,228	$ 996,321

Governmental Activities

As reported in the Statement of Activities – Regulatory Basis on page 11, the cost of all of our governmental activities this year was $26,076,717. A portion of the cost in the amount of $3,869,615 was paid by other governments and organizations who subsidized certain programs with grants and contributions. We paid for the remaining portion of our governmental activities with $24,046,330 in basic education program revenues and other revenues, like interest and general entitlements.

In Table 3, we have presented the cost and net cost of each of GDPS TN's largest functions: salaries and benefits, student services, materials and supplies, operational services, professional services, depreciation, debt service- interest, other expenses, and rental leases and maintenance. Net cost of services shows the financial burden that was placed on GDPS TN's taxpayers by each of these functions. Providing this information allows our citizens to consider the cost of each function in comparison to the benefits provided by that function.

Table 3

	Total Cost of Services		Net Cost of Services	
	2021	2020	2021	2020
Salaries and benefits	$ 13,981,564	$ 13,697,403	$ (11,074,513)	$ (11,002,754)
Student services	1,276,730	3,116,157	(945,288)	(2,782,317)
Materials and supplies	1,132,852	531,110	(501,730)	(344,602)
Other expenses	2,290,227	862,206	(2,290,227)	(862,206)
Operational services	597,740	554,869	(597,740)	(554,869)
Rental, leases, and maintenance	2,756,987	2,209,542	(2,756,987)	(2,209,542)
Professional services	3,601,278	3,409,277	(3,601,278)	(3,409,277)
Debt service - interest	168,489	161,744	(168,489)	(161,744)
Depreciation (unallocated)	270,850	303,085	(270,850)	(303,085)
Total	$ 26,076,717	$ 24,845,393	$ (22,207,102)	$ (21,630,396)

GDPS TN'S FUNDS

As GDPS TN completed this year, our governmental funds reported a fund balance of $1,510,013, which is an increase of $1,350,155 from last year (Table 4).

Table 4

	Balances and Activity			
	July 1, 2020	Revenues and Other Financing Sources	Expenditures	June 30, 2021
General fund	$ 159,858	$ 28,336,501	$ 26,986,346	$ 1,510,013

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

At June 30, 2021, GDPS TN had $10,387,591 in a broad range of capital assets (net of depreciation and amortization), including buildings and improvements. This amount represents a net increase (including additions, deductions, and depreciation) of $200,400, or 1.97%, from last year (Table 5).

Table 5

	Governmental	
	2021	2020
Construction in progress	$ 3,757,630	$ 3,294,062
Intangible asset - right to use lease asset	3,465,446	3,472,095
Buildings and improvements	3,164,515	3,421,034
Total	$ 10,387,591	$ 10,187,191

This year's additions of $477,899 included construction costs for the Bluff City High School project.

Long-Term Liabilities

At the end of this year, GDPS TN had $10,789,032 in long-term liabilities outstanding versus $10,613,393 last year, an increase of 1.65%. Those long-term liabilities consisted of:

Table 6

	Governmental	
	2021	2020
Loans	$ 6,976,382	$ 6,983,477
Leases	3,581,967	3,530,356
Compensated absences	230,683	99,560
Total	$ 10,789,032	$ 10,613,393

See Note 5 for additional information.

At year-end, GDPS TN has a net pension asset of $1,438,299 versus $1,949,152 last year, a decrease of $510,853, or 26,21%.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES

In considering the GDPS TN budget for the 2021-2022 year, the governing board and management used the following criteria:

The key assumptions in our revenue forecast were:

- Updated state apportionment numbers such as general purpose entitlement (BEP) based on the current state budget.
- Changes to the state categorical funds based on up-to-date student demographics (i.e., special education, poverty) and legislature approval of the state budget.
- Updated Federal Entitlements funding based on up-to-date student demographics and overall federal funding.

The key assumptions in our expenditure forecasts were:

- Grades six through twelve enrollment of 2,273 students
- Staffed schools as needed per the number of students at each site
- Fixed facility expense payment based on leases
- Optimal per student spending on variable categories

CONTACTING GDPS TN'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, students, investors and creditors with a general overview of GDPS TN's finances and to show GDPS TN's accountability for the money it receives. If you have questions about this report or need any additional financial information, contact Daniel Penaranda, Director of Finance and Operations at daniel.penaranda@greendot.org.

	Governmental Activities
Assets	
Restricted investments - TCRS Stabilization Reserve	$ 260,227
Accounts receivable	3,452,306
Security deposit	14,000
Restricted aggregate net pension asset	1,438,299
Capital assets, intangible asset - right to use lease asset	3,465,446
Capital assets, net of accumulated depreciation	6,922,145
Total assets	15,552,423
Deferred Outflows of Resources	
Deferred outflows of resources related to pensions	1,433,307
Liabilities	
Accounts payable	2,216,120
Unearned revenue	400
Long-term liabilities	
Long-term liabilities other than pensions due within one year	259,552
Long-term liabilities other than pensions due in more than one year	10,529,480
Total long-term obligations	10,789,032
Total liabilities	13,005,552
Deferred Inflows of Resources	
Deferred inflows of resources related to pensions	698,810
Net Position	
Net investment in capital assets	(170,758)
Restricted for:	
Stabilization reserve trust	260,227
Net pension asset	739,489
Unrestricted	2,452,410
Total net position	$ 3,281,368

Green Dot Public Schools Tennessee

Statement of Activities – Regulatory Basis

Year Ended June 30, 2021

Functions/Programs	Expenses	Program Revenues Operating Grants and Contributions	Net (Expenses) Revenues and Changes in Net Position Total
Governmental Activities			
Salaries and benefits	$ 13,981,564	$ 2,907,051	$ (11,074,513)
Student services	1,276,730	331,442	(945,288)
Materials and supplies	1,132,852	631,122	(501,730)
Other expenses	2,290,227	-	(2,290,227)
Operational services	597,740	-	(597,740)
Rental, leases, and maintenance	2,756,987	-	(2,756,987)
Professional services	3,601,278	-	(3,601,278)
Debt service - interest	168,489	-	(168,489)
Depreciation (unallocated)	270,850	-	(270,850)
Total governmental activities	$ 26,076,717	$ 3,869,615	(22,207,102)
General revenues and subventions			
Basic education program revenue			22,820,046
Miscellaneous			1,226,284
Total general revenues			24,046,330
Change in Net Position			1,839,228
Net Position - Beginning			1,442,140
Net Position - Ending			$ 3,281,368

See Notes to Financial Statements

	General Fund	Reconciliation of the Governmental Fund	Statement of Net Position
Assets			
Restricted investments - TCRS Stabilization Reserve	$ 260,227	$ -	$ 260,227
Accounts receivable	3,452,306	-	3,452,306
Security deposit	14,000	-	14,000
Aggregate net pension asset	-	1,438,299	1,438,299
Capital assets, intangible asset - right to use lease asset	-	3,465,446	3,465,446
Capital assets, net of accumulated depreciation	-	6,922,145	6,922,145
Total assets	3,726,533	11,825,890	15,552,423
Deferred Outflows of Resources			
Deferred outflows of resources related to pensions	-	1,433,307	1,433,307
	$ 3,726,533	$ 13,259,197	$ 16,985,730
Liabilities and Fund Balances			
Liabilities			
Accounts payable	$ 2,216,120	$ -	$ 2,216,120
Unearned revenue	400	-	400
Long-term liabilities			
Long-term liabilities other than pensions due within one year	-	259,552	259,552
Long-term liabilities other than pensions due in more than one year	-	10,529,480	10,529,480
Total liabilities	2,216,520	10,789,032	13,005,552
Deferred Inflows of Resources			
Deferred inflows of resources related to pensions	-	698,810	698,810
Fund Balances			
Nonspendable	14,000	(14,000)	-
Restricted	260,227	(260,227)	-
Unassigned	1,235,786	(1,235,786)	-
Total fund balances	1,510,013	(1,510,013)	-
Net Position			
Net investment in capital assets	-	(170,758)	(170,758)
Restricted for:			-
Stabilization reserve trust	-	260,227	260,227
Net pension asset	-	739,489	739,489
Unrestricted	-	2,452,410	2,452,410
Total net position	-	3,281,368	3,281,368
Total liabilities and fund balances/net position	$ 3,726,533	$ 13,259,197	$ 16,985,730

Total Fund Balance - Governmental Funds		$ 1,510,013
Amounts Reported for Governmental Activities in the Statement of net position are different because:		
Capital assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds.		
The cost of capital assets is	$ 11,896,317	
Accumulated depreciation is	(1,508,726)	
Net capital assets		10,387,591
Deferred outflows of resources represent a consumption of net position in a future period and is not reported in the governmental funds. Deferred outflows of resources amounted to and related to		
Net pension asset		1,433,307
Deferred inflows of resources represent an acquisition of net position that applies to a future period and is not reported in the governmental funds. Deferred inflows of resources amount to and related to		
Net pension asset		(698,810)
Net pension asset is not due and received in the current period, and is not reported as an asset in the funds.		1,438,299
Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the funds. Long-term liabilities at year-end consist of		
Loans	(6,976,382)	
Leases	(3,581,967)	
Compensated absences (vacations)	(230,683)	
Total long-term liabilities		(10,789,032)
Total net position - governmental activities		$ 3,281,368

Green Dot Public Schools Tennessee

Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds – Regulatory Basis

Year Ended June 30, 2021

	General	Reconciliation	Total
Revenues			
Basic education program revenue	$ 22,820,046	$ -	$ 22,820,046
Federal sources	3,901,329	-	3,901,329
Other state sources	809,147	-	809,147
Other local sources	385,423	-	385,423
Total revenues	27,915,945	-	27,915,945
Expenditures			
Current			
Salaries and benefits	14,314,753	(333,189)	13,981,564
Student services	1,276,730		1,276,730
Materials and supplies	1,132,852	-	1,132,852
Other expenses	2,290,227	-	2,290,227
Operational services	597,740		597,740
Rental, leases, and maintenance	2,698,727	58,260	2,756,987
Professional services	3,601,278	-	3,601,278
Capital outlay	477,899	(477,899)	-
Depreciation (unallocated)	-	270,850	270,850
Debt service			
Principal	427,651	(427,651)	-
Interest and other	168,489	-	168,489
Total expenditures	26,986,346	(909,629)	26,076,717
Deficiency of Revenues Over Expenditures	929,599	909,629	1,839,228
Other Financing Sources			
Other sources - loan proceeds	420,556	(420,556)	-
Net Financing Sources (Uses)	420,556	(420,556)	-
Net Change in Fund Balance / Net Position	1,350,155	489,073	1,839,228
Fund Balance / Net Position - Beginning	159,858	1,282,282	1,442,140
Fund Balance / Net Position - Ending	$ 1,510,013	$ 1,771,355	$ 3,281,368

Total Net Change in Fund Balances - Governmental Funds		$ 1,350,155
Amounts Reported for Governmental Activities in the Statement of Activities are different because:		
This is the amount by which capital outlays exceeds depreciation in the period.		
Capital outlays	$ 477,899	
Depreciation expense	(270,850)	
Net expense adjustment		207,049
Amortization of right to use lease assets is reported in governmental funds as expenditures; however, for governmental activities, those costs are shown in the Statement of Net Position and allocated over their estimated useful lives as annual amortization expenses in the Statement of Activities.		(58,260)
In the Statement of Activities, certain operating expenses, such as compensated absences (vacations) are measured by the amounts earned during the year. In the governmental funds, however, expenditures for these items are measured by the amount of financial resources used (essentially, the amounts actually paid). Vacation used was less than the amounts earned by $131,123.		(131,123)
In the governmental funds, pension costs are based on employer contributions made to pension plans during the year. However, in the Statement of Activities, pension expense is the net effect of all changes in the deferred outflows, deferred inflows and net pension liability during the year.		464,312
Proceeds received from loan payable is a revenue in the governmental funds, but it increases long-term obligations in the Statement of Net Position and does not affect the Statement of Activities.		(420,556)
Payment of principal on long-term liabilities is an expenditure in the governmental funds, but it reduces long-term liabilities in the Statement of Net Position and does not affect the Statement of Activities.		
Loans		427,651
Change in net position of governmental activities		$ 1,839,228

Note 1 - Summary of Significant Accounting Policies

Financial Reporting Entity

Green Dot Public Schools Tennessee (GDPS TN) (A Tennessee Nonprofit Public Benefit Organization) was organized on May 29, 2014. Financial activity began on July 1, 2014. During the fiscal year ended June 30, 2021, GDPS TN operated five charters. Fairley High School (Fairley HS), Wooddale Middle School (Wooddale MS), Kirby Middle School (Kirby MS) and Hillcrest High School (Hillcrest HS) operate under the approval of the Tennessee Department of Education (TDOE) and are part of the Achievement School District. Bluff City High School (Bluff City HS) operates under the approval of the TDOE. Fairley High School, Hillcrest High School, Kirby Middle School, Wooddale Middle School, and Bluff City High School receive per-pupil funding to help support operations. In accordance with TCA § 49-13-127(b)(3), the financial statements only include the financial position and activities of the five charter schools, and do not include the financial position and management activities of the Regional Office. Accordingly, these financial statements are not intended to present fairly the financial position and results of operations of the GDPS TN in compliance with accounting principles generally accepted in the United States of America.

GDPS TN was founded upon the simple idea that every child in every community deserves to go to a great school. GDPS TN's mission is to transform public education so all students graduate prepared for college, leadership, and life. GDPS TN's academic model is designed to meet individual student needs and to provide students with a rigorous curriculum and the support they need to succeed. GDPS TN ensures that every student has a highly effective classroom experience by providing small, safe personalized schools, high expectations for all students, local control and accountability, parent participation, maximum funding in the classroom, and a longer school day and year. During the 2020-2021 fiscal year, GDPS TN served 2,597 students in three high schools and two middle schools. GDPS TN's students mirror the socio-economic demographic of their communities and local traditional schools.

Other Related Entities

Green Dot Public Schools National (GDPS National) is a national organization providing services to schools in California and Tennessee. These services include, but are not limited to, Human Resources, Legal, Finance and Accounting, Information Technology, Knowledge Management, Strategic Planning, and National Expansion. In exchange, GDPS TN pays service fees to GDPS National. Each of the regional offices operates the schools and oversees educational services in its region.

GDPS National grants GDPS TN a non-transferable, non-sub-licensable, and non-exclusive license to use, reproduce, and display the Green Dot brand, which includes, but is not limited to: trademarks, service marks, design marks, trade names, domain names, and registrations in connection with GDPS TN's oversight, support activities, and related educational activities of the schools in its region.

Basis of Presentation - Fund Accounting

GDPS TN prepares its financial statements in accordance with the accounting guidance prescribed by the Governmental Accounting Standards Board (GASB), which is a presentation requirement of the Tennessee State Department of Education. The reporting structure and accounting policies are described below.

As GDPS TN is a nonprofit organization that does not meet the definition of a governmental entity for financial reporting purposes, the accounting principles generally accepted in the United States of America applicable to the organization are prescribed by the Financial Accounting Standards Board (FASB). Accordingly, reporting under the GASB framework as required by the Tennessee State Department of Education rather than a FASB framework is considered a regulatory basis of accounting.

This regulatory basis of accounting differs from accounting principles generally accepted in the United States of America, which requires full accrual accounting and has substantially different measurement requirements for pensions as well as different presentation and disclosure requirements.

The accounting system is organized and operated on a fund basis. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts, which are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations. GDPS TN's funds are grouped into one fund category: governmental.

Governmental Funds Governmental funds are those through which most governmental functions typically are financed. Governmental fund reporting focuses on the sources, uses, and balances of current financial resources. Expendable assets are assigned to the various governmental funds according to the purposes for which they may or must be used. Current liabilities are assigned to the fund from which they will be paid. The difference between governmental fund assets and liabilities is reported as fund balance. GDPS TN's major governmental fund is the General Fund.

Major Governmental Funds

General Fund The General Fund is the chief operating fund for GDPS TN. It is used to account for the ordinary operations of GDPS TN. All transactions are accounted for in this fund.

Basis of Accounting - Measurement Focus

Government-Wide Financial Statements The government-wide financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting. This is the same approach used in the preparation of the proprietary fund financial statements, but differs from the manner in which governmental fund financial statements are prepared.

The government-wide statement of activities – regulatory basis presents a comparison between expenses, both direct and indirect, of GDPS TN and for each governmental function. Direct expenses are those that are specifically associated with a service, program, or department and are therefore, clearly identifiable to a particular function. GDPS TN does not allocate indirect expenses to functions in the *Statement of Activities*, except for depreciation. Program revenues include charges paid by the recipients of the goods or services offered by the programs and grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues. The comparison of program revenues and expenses identifies the extent to which each program or business segment is self-financing or draws from the general revenues of GDPS TN.

Net position should be reported as restricted when constraints placed on net position are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation.

Fund Financial Statements Fund financial statements report detailed information about GDPS TN. The focus of governmental fund financial statements is on major funds rather than reporting funds by type. Individual charter funds are aggregated and presented in a single column.

- **Governmental Funds** All governmental funds are accounted for using the flow of current financial resources measurement focus and the modified accrual basis of accounting. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. The statement of revenues, expenditures, and changes in fund balance reports the sources (revenues and other financing sources) and uses (expenditures and other financing uses) of current financial resources. This approach differs from the manner in which the governmental activities of the government-wide financial statements are prepared. Governmental fund financial statements, therefore, include reconciliations with brief explanations to better identify the relationship between the government-wide financial statements, prepared using the economic resources measurement focus and the accrual basis of accounting, and the governmental fund financial statements, prepared using the flow of current financial resources measurement focus and the modified accrual basis of accounting.

Revenues – Exchange and Non-Exchange Transactions Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. Available means that the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter, to be used to pay liabilities of the current fiscal year. GDPS TN considers revenues to be available if they are collected within one year after year-end, except for property taxes, which are considered available if collected within 60 days. The following revenue sources are considered to be both measurable and available at fiscal year-end: State apportionments, interest, certain grants, and other local sources.

Non-exchange transactions, in which GDPS TN receives value without directly giving equal value in return, include property taxes, certain grants, entitlements, and donations. Revenue from property taxes is recognized in the fiscal year in which the taxes are received. Revenue from certain grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include time and purpose restrictions. On a modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Unearned Revenue Unearned revenues arise when resources are received by GDPS TN before it has a legal claim to them, such as when certain grants are received prior to the occurrence of qualifying expenditures. In the subsequent periods, when GDPS TN has a legal claim to the resources, the liability for unearned revenue is removed from the balance sheet and the revenue is recognized.

Expenses/Expenditures On the accrual basis of accounting, expenses are recognized at the time they are incurred. The measurement focus of governmental fund accounting is on decreases in net financial resources (expenditures) rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred. Principal and interest on long-term liabilities, which has not matured, are recognized when paid in the governmental funds as expenditures. Allocations of costs, such as depreciation, are not recognized in the governmental funds but are recognized in the entity-wide statements.

Restricted Assets

Restricted assets arise when restrictions on their use change the normal understanding of the availability of the asset. Such constraints are either imposed by creditors, contributors, grantors, or laws of other governments or imposed by enabling legislation. GDPS TN has a restricted investment in the TCRS Stabilization Reserve. The TCRS Stabilization Reserve is designed to specifically accumulate assets that will be used to pay pension benefits in the future.

Prepaid Expenditures (Expenses)

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both the government-wide and fund financial statements. The cost of prepaid items is recorded as expenditures/expenses when consumed rather than when purchased.

Capital Assets and Depreciation

The accounting and reporting treatment applied to the capital assets associated with a fund are determined by its measurement focus. Capital assets are long-lived assets of GDPS TN. GDPS TN maintains a capitalization threshold of $5,000. GDPS TN does not possess any infrastructure. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not capitalized, but are expensed as incurred.

When purchased, such assets are recorded as expenditures in the governmental funds and capitalized in the government-wide statement of net position – regulatory basis. The valuation basis for capital assets is historical cost, or where historical cost is not available, estimated historical cost based on replacement cost. Donated capital assets are capitalized at acquisition value on the date donated.

Depreciation is computed using the straight-line method. Estimated useful lives of the various classes of depreciable capital assets are as follows: buildings, 20 to 30 years; improvements/infrastructure, 5 to 30 years; equipment, 2 to 15 years.

Compensated Absences

Compensated absences are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the government-wide statement of net position – regulatory basis. For governmental funds, the current portion of unpaid compensated absences is recognized upon the occurrence of relevant events such as employee resignations and retirements that occur prior to year-end that have not yet been paid with expendable available financial resources. These amounts are reported in the fund from which the employees who have accumulated leave are paid.

Accrued Liabilities and Long-Term Liabilities

All payables, accrued liabilities, and long-term liabilities are reported in the government-wide fund financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as liabilities of the governmental funds.

However, compensated absences and contractually required pension contributions that will be paid from governmental funds are reported as a liability in the governmental fund financial statements only to the extent that they are due for payment during the current year. Other long-term liabilities are recognized as liabilities in the governmental fund financial statements when due.

Deferred Outflows/Inflows of Resources

In addition to assets, the Statement of Net Position – Regulatory Basis also reports deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to a future period and so will not be recognized as an expense or expenditure until then. GDPS TN reports deferred outflows of resources for pension related items. The deferred amounts related to pension relate to contributions subsequent to measurement date, differences between contributions and GDPS TN's proportionate share of contributions, differences between expected and actual experiences, and changes of assumptions.

In addition to liabilities, the Statement of Net Position – Regulatory Basis reports a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then. GDPS TN reports deferred inflows of resources for pension related items. The deferred amounts related to pension relate to differences between contributions and the GDPS TN's proportionate share of contributions, differences between expected and actual experiences, and differences between expected and actual earnings on investments.

Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Teacher Legacy Pension Plan – Achievement, Teacher Legacy Pension Plan – Bluff City, Teacher Hybrid Retirement Plan – Achievement and the Teacher Hybrid Retirement Plan – Bluff City in the Tennessee Consolidated Retirement System (TCRS) and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported by the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the Teacher Legacy Pension Plan. Investments are reported at fair value.

For purposes of calculating the restricted net position related to the net pension asset, GDPS TN includes the net pension asset less the related deferred inflows.

Leases

A lessee should recognize a lease liability and a lease asset at the commencement of the lease term, unless the lease is a short-term lease, or it transfers ownership of the underlying asset. The lease liability should be measured at the present value of payments expected to be made during the lease term (less any lease incentives). The lease asset should be measured at the amount of the initial measurement of the lease liability, plus any payments made to the lessor at or before the commencement of the lease term and certain direct costs.

Fund Balances - Governmental Funds

As of June 30, 2021, fund balances of the governmental funds are classified as follows:

Nonspendable - amounts that cannot be spent either because they are in nonspendable form or because they are legally or contractually required to be maintained intact.

Restricted - amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

Committed - amounts that can be used only for specific purposes determined by a formal action of the governing board. The governing board is the highest level of decision-making authority for GDPS TN. Commitments may be established, modified, or rescinded only through resolutions or other action as approved by the governing board. GDPS TN currently does not have any committed funds.

Assigned - amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes. Under GDPS TN's adopted policy, only the Board of Directors or Chief Financial Officer or Executive Director may assign amounts for specific purposes. GDPS TN currently does not have any assigned funds.

Unassigned - all other spendable amounts.

Spending Order Policy

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, GDPS TN considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, GDPS TN considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the governing board has provided otherwise in its commitment or assignment actions.

Net Position

Net position represents the difference between assets and deferred outflows of resources, and liabilities and deferred inflows of resources. Net position net of investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislation or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. GDPS TN first applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available. The government-wide financial statements report $999,716 of restricted net position.

Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

Note 2 - Receivables

Receivables at June 30, 2021, consisted of intergovernmental grants, entitlements, and other local sources. All receivables are considered collectible in full.

	General Fund
Federal Government	
Categorical aid	$ 712,666
State Government	
Principal apportionment	1,559,325
Local Government	
Other Local Sources	46,499
GDPS TN regional office	1,133,816
Total	$ 3,452,306

Note 3 - Capital Assets

Capital asset activity for the fiscal year ended June 30, 2021, was as follows:

	Balance July 1, 2020	Additions	Deductions	Balance June 30, 2021
Governmental Activities				
Capital assets not being depreciated				
Construction in progress	$ 3,294,062	$ 463,568	$ -	$ 3,757,630
Capital assets being amortized				
Intangible asset - right to use lease asset	3,594,973	-	-	3,594,973
Accumulated amortization				
Intangible asset - right to use lease asset	(122,878)	(6,649)	-	(129,527)
Net amortized assets	3,472,095	(6,649)	-	3,465,446
Capital assets being depreciated				
Buildings and improvements	4,529,383	14,331	-	4,543,714
Accumulated depreciation				
Buildings and improvements	(1,108,349)	(270,850)	-	(1,379,199)
Net depreciable assets	3,421,034	(256,519)	-	3,164,515
Governmental activities capital assets, net	$ 10,187,191	$ 200,400	$ -	$ 10,387,591

Depreciation expense was charged as a direct expense to governmental functions as follows:

Governmental Activities	
Unallocated	$ 270,850

Note 4 - Accounts Payable

Accounts payable at June 30, 2021, consisted of the following:

	General Fund
Other accounts payable	$ 230,446
GDPS TN regional office	1,985,674
Total	$ 2,216,120

Note 5 - Long-Term Liabilities Other than Pensions

Summary

The changes in GDPS TN's long-term liabilities other than pensions during the year consisted of the following:

	Balance July 1, 2020	Additions	Deductions	Balance June 30, 2021	Due in One Year
Loans	$ 6,983,477	$ 420,556	$ (427,651)	$ 6,976,382	$ 252,318
Compensated absences	99,560	131,123	-	230,683	-
Total	$ 5,284,602	$ 551,679	$ (427,651)	$ 7,207,065	$ 252,318

Loans

On August 7, 2015, GDPS TN entered into an unsecured loan agreement with CSGF Memphis, LLC. CSGF Memphis agreed to lend the principal sum of $585,000 with an interest rate of 1.00 percent per annum on the principal sum outstanding. The entire unpaid principal amount of $585,000, together with all accrued unpaid interest is due on December 31, 2025. Upon successful accomplishment of the milestones outlined in the loan, certain of the amounts due under the loan may be forgiven and treated as a charitable grant. The loans are subject to certain covenants. At June 30, 2021, the balance was $585,000.

On October 5, 2016, GDPS TN entered into an unsecured loan agreement with CSGF Memphis, LLC. CSGF Memphis agreed to lend the principal sum of $820,000 with an interest rate of 2.00 percent per annum on the principal sum outstanding. $420,000 of the principal was to be used by Hillcrest High School and $400,000 by Kirby Middle School. At June 30, 2021, the balance was $596,000.

Future payments excluding interest are as follows:

Fiscal Year Ending June 30,	Hillcrest HS	Kirby MS	Total
2022	$ 76,317	$ 72,683	$ 149,000
2023	76,317	72,683	149,000
2024	76,317	72,683	149,000
2025	76,317	72,683	149,000
Total	$ 305,268	$ 290,732	$ 596,000

On April 4, 2018, GDPS TN entered into a construction loan agreement with Nonprofit Finance Fund. Nonprofit Finance Fund lent the principal sum of $2,740,083 with an interest rate of 5.75 percent per annum on the principal sum outstanding. The loan will be paid in full by April 1, 2025. The loan is secured with GDPS TN’s leasehold interest at 0 Raines Road, Memphis, Tennessee valued at $3,000,000. The loans are subject to certain covenants, including meeting a minimum debt service coverage ratio and a minimum cash balance ratio. At June 30, 2021, the balance was $2,651,947.

Future payments excluding interest are as follows:

Fiscal Year Ending June 30,	Bluff City
2022	$ 80,464
2023	85,214
2024	90,245
2025	2,396,024
Total	$ 2,651,947

On May 17, 2019, GDPS TN entered into a construction loan agreement with Nonprofit Finance Fund. Nonprofit Finance agreed to lend the principal sum of $3,300,000 with an interest rate of 6.50 percent per annum on the principal outstanding per the modified loan agreement. GDPS has drawn down $3,143,435 with an interest rate of 6.50 percent per annum on the principal outstanding per the modified loan agreement. The loan will be paid in full by April 1, 2025. The loan is secured with GDPS TN's leasehold interest at 4100 Ross Road, Memphis, Tennessee valued at $3,300,000. The loans are subject to certain covenants, including meeting a minimum debt service coverage ratio and a minimum cash balance ratio. At June 30, 2021, the balance was $3,143,435.

Future payments excluding interest are as follows:

Fiscal Year Ending June 30,	Bluff City
2022	$ 22,854
2023	22,857
2024	24,397
2025	3,073,327
Total	$ 3,143,435

Compensated Absences

Compensated absences (unpaid employee vacation) for GDPS TN at June 30, 2021, amounted to $230,683.

Note 6 - Leases

GDPS TN entered into an agreement on May 17, 2019, between GDPS TN, a Tennessee nonprofit public benefit corporation and Nonprofit finance fund, a New York not for profit corporation to secure a loan for the renovation and improvement of certain real property and improvements knows as "Bluff City High School" leased by Borrower and located at and commonly known as 4100 Ross Road, Memphis, Tennessee. The term of the lease commences on May 1, 2020, and ends on March 1, 2025, with an additional 2 renewal terms ending in May 1, 2052. GDPS TN did not include the renewal options in the determination of the right-of-use assets and lease liabilities due to the uncertainty of exercising the options. At June 30, 2021, GDPS TN has recognized a right to use asset of $3,465,446 and a lease liability of $3,581,967 related to this agreement. During the year, GDPS recorded $6,649 in amortization expense and $155,189 in interest expense for the right to use Bluff City High School.

Remaining obligations associated with this lease are as follows:

Year Ending June 30,	Bluff
2022	$ 168,280
2023	171,646
2024	175,079
2025	178,580
2026	182,152
Thereafter	6,254,872
Total lease payments	7,130,609
Less interest	(3,548,642)
Present value of lease liabilities	$ 3,581,967

GDPS amortized the right to use assets as follows during the fiscal year:

Lease activities	Balance July 1, 2020	Additions	Deletions	Balance June 30, 2021
Right to use assets				
Bluff City High School	$ 3,472,095	$ -	$ (6,649)	$ 3,465,446

Note 7 - Fund Balance

The fund balance is composed of the following elements:

	General Fund
Nonspendable	
Prepaid expenditures	$ 14,000
Restricted	
Stabilization reserve trust	260,227
Unassigned	1,235,786
Total	$ 1,510,013

Note 8 - Risk Management

GDPS TN is exposed to various risks of loss related to torts; theft, damage and destruction of assets; errors and omissions; injuries to employees; life and health of employees; and natural disasters. GDPS TN purchases commercial insurance for property damage with coverage of $149 million, subject to various policy sub-limits generally ranging from $1 million to $50 million and a deductible of $10,000 per occurrence. GDPS TN also purchases commercial insurance for general liability claims with coverage up to $1 million per occurrence and $3 million aggregate, with excess liability coverage over $23 million, subject to a deductible of $10,000 per occurrence and a per employee policy limit, subject to a deductible of $100,000 per occurrence per claim, up to a maximum of $1.5 million.

Property and Liability

GDPS TN is exposed to various risks of loss. During fiscal year ended June 30, 2021, GDPS TN contracted with Philadelphia Insurance Companies for property and liability insurance coverage. Settled claims have not exceeded this commercial coverage in any of the past three years. There has not been a significant reduction in coverage from the prior year.

Employee Medical Benefits

GDPS TN has contracted with Aetna and VSP to provide employee health benefits. Periodically, GDPS TN seeks competitive bids to provide this service. Premiums are paid monthly to the carriers who are responsible for providing benefits.

Note 9 - Employee Retirement Systems

Fairley HS, Wooddale MS, Kirby MS and Hillcrest HS are part of the Achievement School District which places the schools in the Teacher Legacy Pension Plan – Achievement and Teacher Hybrid Retirement Plan – Achievement pension plans. Bluff City HS is not part of another district, which places the school in the Teacher Legacy Pension Plan – Bluff City and Teacher Hybrid Retirement Plan – Bluff City pension plans.

Qualified employees are covered under a multiple-employer defined benefit pension plan maintained by an agency of the State of Tennessee. Certificated employees are members of the Tennessee Consolidated Retirement System. All employees who are not members of this plan must contribute to the federal social security system.

Tennessee Consolidated Retirement System (TCRS) Teacher Legacy Pension Plan – Achievement

Plan description

The Tennessee Consolidated Retirement System (TCRS) was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

Teachers with membership in the TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014 but will continue providing benefits to existing members and retirees.

Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan.

Benefits provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit, or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive years average compensation and the member's service credit. A reduced early retirement benefit is available at age 55 if vested. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3.00 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5.00 percent of salary. The LEAs make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by GDPS TN for the year ended June 30, 2021 to the Teacher Legacy Pension Plan were $444,859 which is 10.27 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense (Negative Pension Expense), Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions:

Pension liabilities (assets)

At June 30, 2021, GDPS TN reported a liability (asset) of ($1,138,961) for its proportionate share of the net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability (asset) was determined by an actuarial valuation as of that date. GDPS TN's proportion of the net pension liability was based on GDPS TN's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2020 GDPS TN's proportion was 0.149358 percent. The proportion measured as of June 30, 2019 was 0.151205 percent.

Pension expense (negative pension expense)

For the year ended June 30, 2021, GDPS TN recognized pension expense (negative pension expense) of $190,300.

Deferred outflows of resources and deferred inflows of resources

For the year ended June 30, 2021, GDPS TN reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 43,298	$ 547,592
Changes of assumptions	103,469	-
Net difference between projected and actual earnings on pension plan investment	254,375	-
Change in proportion of net pension liability (asset)	134,827	6,570
Contributions subsequent to the measurement date of June 30, 2020	444,859	-
Total	$ 980,828	$ 554,162

GDPS TN employer contributions of $444,859, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a reduction (increase) to the net pension liability (asset) in the year ended June 30, 2022. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflow/(Inflows) of Resources
2022	$ (159,588)
2023	(35,252)
2024	8,142
2025	168,505
Total	$ (18,193)

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions

The total pension liability in the June 30, 2020 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increase	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of-living adjustment	2.25 percent

Mortality rates are customized based on actual experience including adjustment for some anticipated improvements.

The actuarial assumptions used in the June 30, 2020 actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term securities	0.00%	1%
Total		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the factors described above.

Discount rate

The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from the all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate

The following presents GDPS TN's proportionate share of the net pension asset calculated using the discount rate of 7.25 percent, as well as what GDPS TN's proportionate share of the net pension liability would be if it were calculated using a discount rate that is one percentage-point lower (6.25 percent) or one percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
GDPS TN's proportionate share of the net pension liability (assets)	$ 3,542,145	$ (1,138,961)	$ (5,020,698)

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2021, GDPS TN reported a payable of $69,346 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2021.

Tennessee Consolidated Retirement System (TCRS) Teacher Legacy Pension Plan – Bluff City

Plan description

The Tennessee Consolidated Retirement System (TCRS) was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

Teachers with membership in the TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014 but will continue providing benefits to existing members and retirees.

Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan.

Benefits provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit, or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive years average compensation and the member's service credit. A reduced early retirement benefit is available at age 55 if vested. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3.00 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5.00 percent of salary. The LEAs make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by GDPS TN for the year ended June 30, 2021 to the Teacher Legacy Pension Plan were $63,722 which is 10.27 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense (Negative Pension Expense), Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions:

Pension liabilities (assets)

At June 30, 2021, GDPS TN reported a liability (asset) of ($104,648) for its proportionate share of the net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability (asset) was determined by an actuarial valuation as of that date. GDPS TN's proportion of the net pension liability was based on GDPS TN's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2020 GDPS TN's proportion was 0.013723 percent. The proportion measured as of June 30, 2019 was 0.011976 percent.

Pension expense (negative pension expense)

For the year ended June 30, 2021, GDPS TN recognized pension expense (negative pension expense) of $1,943.

Deferred outflows of resources and deferred inflows of resources

For the year ended June 30, 2021, GDPS TN reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 3,978	$ 50,313
Changes of assumptions	9,507	-
Net difference between projected and actual earnings on pension plan investment	23,372	-
Change in proportion of net pension liability (asset)	11,834	5,440
Contributions subsequent to the measurement date of June 30, 2019	63,722	-
Total	$ 112,413	$ 55,753

GDPS TN employer contributions of $63,722, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a reduction (increase) to the net pension liability (asset) in the year ended June 30, 2022. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflow/(Inflows) of Resources
2022	$ (22,018)
2023	463
2024	(989)
2025	15,482
Total	$ (7,062)

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions

The total pension liability in the June 30, 2020 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increase	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of-living adjustment	2.25 percent

Mortality rates are customized based on actual experience including adjustment for some anticipated improvements.

The actuarial assumptions used in the June 30, 2020 actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term securities	0.00%	1%
Total		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the factors described above.

Discount rate

The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from the all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate

The following presents GDPS TN's proportionate share of the net pension asset calculated using the discount rate of 7.25 percent, as well as what GDPS TN's proportionate share of the net pension liability would be if it were calculated using a discount rate that is one percentage-point lower (6.25 percent) or one percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
GDPS TN's proportionate share of the net pension liability (assets)	$ 325,453	$ (104,648)	$ (461,303)

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2021, GDPS TN reported a payable of $8,321 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2021.

Tennessee Consolidated Retirement System (TCRS) Teacher Hybrid Retirement Plan – Achievement

Plan Description

The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

Teachers employed by GDPS TN with memberships in TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014 but will continue providing benefits to existing members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan.

Benefits Provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90.

Benefits are determined by a formula using the member's highest five consecutive years average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5 percent of salary. The LEAs make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4 percent, except in years when the maximum funded level, as established by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by GDPS TN for the year ended June 30, 2021 to the Teacher Retirement Plan were $131,922 which is 3.44 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets)

At June 30, 2021, GDPS TN reported a liability (asset) of ($148,559) for its proportionate share of the net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability (asset) was determined by an actuarial valuation as of that date. GDPS TN's proportion of the net pension liability (asset) was based on GDPS TN's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2020 GDPS TN's proportion was 0.261252 percent. The proportion measured as of June 30, 2019 was 0.405550 percent.

Pension expense

For the year ended June 30, 2021, GDPS TN recognized pension expense (negative pension expense) of $70,749.

Deferred outflows of resources and deferred inflows of resources

For the year ended June 30, 2021, GDPS TN reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 5,519	$ 37,228
Net difference between projected and actual earnings on pension plan investment	12,102	-
Changes of assumptions	4,658	-
Change in proportion of net pension liability (asset)	131,932	16,571
Contributions subsequent to the measurement date of June 30, 2020	131,922	-
Total	$ 286,133	$ 53,799

GDPS TN's employer contributions of $131,922, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a reduction (increase) to the net pension liability (asset) in the year ended June 30, 2022. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflow/(Inflows) of Resources
2022	$ 9,463
2023	11,212
2024	12,104
2025	12,358
2026	8,259
Thereafter	47,016
Total	$ 100,412

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions

The total pension liability in the June 30, 2020, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increase	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of-living adjustment	2.25 percent

Mortality rates are customized based on experience including an adjustment for some anticipated improvements.

The actuarial assumptions used in the June 30, 2020, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012, through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term securities	0.00%	1%
Total		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the three factors described above.

Discount rate

The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from the all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension asset to changes in the discount rate

The following presents GDPS TN's proportionate share of the net pension asset calculated using the discount rate of 7.25 percent, as well as what GDPS TN's proportionate share of the net pension asset would be if it were calculated using a discount rate that is one percentage-point lower (6.25 percent) or one percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
GDPS TN's proportionate share of the net pension liability (assets)	$ 115,554	$ (148,559)	$ (343,243)

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2021, GDPS TN reported a payable of $30,577 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2021.

Defined Contribution Plan

The TCRS Retirement Plan has a defined contribution component to the plan. Under the terms of the Plan for the defined contribution component, employees contribute 2% of their salaries to the plan, but are allowed an opt-out feature. GDPS TN is required to contribute 5% of annual salaries, to an individual employee account. For the year ended June 30, 2021, the GDPS TN recognized pension expense of $30,577 related to the defined contribution component of the plan. Employees are immediately vested in the plan.

Tennessee Consolidated Retirement System (TCRS) Teacher Hybrid Retirement Plan – Bluff City

Plan Description

The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

Teachers employed by GDPS TN with memberships in TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014 but will continue providing benefits to existing members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan.

Benefits Provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90.

Benefits are determined by a formula using the member's highest five consecutive years average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5 percent of salary. The LEAs make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4 percent, except in years when the maximum funded level, as established by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by GDPS TN for the year ended June 30, 2021 to the Teacher Retirement Plan were $47,014 which is two percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets)

At June 30, 2021, GDPS TN reported a liability (asset) of ($46,133) for its proportionate share of the net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability (asset) was determined by an actuarial valuation as of that date. GDPS TN's proportion of the net pension liability (asset) was based on GDPS TN's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2020 GDPS TN's proportion was 0.081129 percent. The proportion measured as of June 30, 2019 was 0.075178 percent.

Pension expense

For the year ended June 30, 2021, GDPS TN recognized pension expense (negative pension expense) of $16,426.

Deferred outflows of resources and deferred inflows of resources

For the year ended June 30, 2021, GDPS TN reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 1,714	$ 11,561
Net difference between projected and actual earnings on pension plan investment	3,758	-
Changes of assumptions	1,447	-
Change in proportion of net pension liability (asset)	-	23,535
Contributions subsequent to the measurement date of June 30, 2020	47,014	-
Total	$ 53,933	$ 35,096

GDPS TN's employer contributions of $47,014, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a reduction (increase) to the net pension liability (asset) in the year ended June 30, 2022. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflow/(Inflows) of Resources
2021	$ (2,605)
2022	(2,062)
2023	(1,785)
2024	(1,706)
2025	(2,979)
Thereafter	(17,040)
Total	$ (28,177)

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions

The total pension liability in the June 30, 2020, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increase	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of-living adjustment	2.25 percent

Mortality rates are customized based on experience including an adjustment for some anticipated improvements.

The actuarial assumptions used in the June 30, 2020, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012, through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term securities	0.00%	1%
Total		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the three factors described above.

Discount rate

The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from the all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension asset to changes in the discount rate

The following presents GDPS TN's proportionate share of the net pension asset calculated using the discount rate of 7.25 percent, as well as what GDPS TN's proportionate share of the net pension asset would be if it were calculated using a discount rate that is one percentage-point lower (6.25 percent) or one percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
GDPS TN's proportionate share of the net pension liability (assets)	$ 35,884	$ (46,133)	$ (106,590)

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2021, GDPS TN reported a payable of $10,976 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2021.

TCRS Stabilization Trust

Legal Provisions

GDPS TN is a member of the Tennessee Consolidated Retirement System (TCRS) Stabilization Reserve Trust. GDPS TN has placed funds into the irrevocable trust as authorized by statute under Tennessee Code Annotated (TCA), Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of the trust. Funds of trust members are held and invested in the name of the trust for the benefit of each member. Each member's funds are restricted for the payment of retirement benefits of that member's employees. Trust funds are not subject to the claims of general creditors of GDPS TN.

The trust is authorized to make investments as directed by the TCRS Board of Trustees. GDPS TN may not impose any restrictions on investments placed by the trust on their behalf.

Investment Balances

Reserve Trust, are invested in the Tennessee Retiree Group Trust (TRGT). The TRGT is not registered with the Securities and Exchange Commission (SEC) as an investment company. The State of Tennessee has not obtained a credit quality rating for the TRGT from a nationally recognized credit ratings agency. The fair value of investment positions in the TRGT is determined daily based on the fair value of the pool's underlying portfolio. Furthermore, TCRS had not obtained or provided any legally binding guarantees to support the value of participant shares during the fiscal year. There are no restrictions on the sale or redemption of shares.

Investments are reported at fair value or amortized which approximates fair value. Securities traded on a national exchange are valued at the last reported sales price. Investment income consists of realized and unrealized appreciation (depreciation) in the fair Securities and securities transactions are recorded in the financial statements on a trade-date basis. The fair value of assets of the TRGT held at June 30, 2020, represents the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants. Assets held are categorized for fair value measurement within the fair value hierarchy established by GAAP. The hierarchy is based on the valuation inputs used to measure the fair value of the asset and give the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements).

- Level 1 - Unadjusted quoted prices for identical assets or liabilities in active markets that can be accessed at the measurement date.

- Level 2 - Quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in markets that are not active; assets or liabilities that have a bid-ask spread price in an inactive dealer market, brokered market and principal-to-principal market; and Level 1 assets or liabilities that are adjusted.

- Level 3 - Valuations derived from valuation techniques in which significant inputs are unobservable.

Investments using the Net Asset Value ("NAV") per share have no readily determinable fair value and have been determined using amortized cost which approximates fair value.

Where inputs used in the measurement of fair value fall into different levels of the hierarchy, fair value of the instrument in its entirety is categorized based on the lowest level input that is significant to the valuation. This assessment requires professional judgement and as such management of the TRGT developed a fair value committee that worked in conjunction with the plan's custodian and investment professionals to make these valuations. All assets held were valued individually and aggregated into classes so to be represented in the table below.

Short-term securities generally include investments in money market-type securities reported at cost plus accrued interest.

Equity and equity derivative securities classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Equity and equity derivative securities classified in Level 2 are securities whose values are derived daily from associated traded securities. Equity securities classified in Level 3 are valued with last trade data having limited trading volume.

US Treasury Bills, Bonds, Notes and Futures classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Debt and debt derivative securities classified in Level 2 are valued using a bid-ask spread price from multiple independent brokers, dealers, or market principals, which are known to be actively involved in the market. Level 3 debt securities are valued using proprietary information, a single pricing source, or other unobservable inputs related to similar assets or liabilities.

Real estate investments classified in Level 3 are valued using the last valuations provided by external investment advisors or independent external appraisers. Generally, all direct real estate investments are appraised by a qualified independent appraiser(s) with the professional designation of Member of the Appraisal Institute ("MAI"), or its equivalent, every three (3) years beginning from the acquisition date of the property. The appraisals are performed using generally accepted valuation approaches applicable to the property type.

Investments in private mutual funds, traditional private equity funds, strategic lending funds and real estate funds that report using GAAP, the fair value, as well as the unfunded commitments, were determined using the prior quarter's NAV, as reported by the fund managers, plus the current cash flows. These assets were then categorized by investment strategy. In instances where the fund investment reported using non-GAAP standards, the investment was valued using the same method, but was classified in Level 3.

At June 30, 2021, GDPS TN had the following investments held by the trust on its behalf.

Investment	Weighted Average Maturity (days)	Maturities	Fair Value
U.S. equity	N/A	N/A	$ 80,670
Developed market international equity	N/A	N/A	36,432
Emerging market international equity	N/A	N/A	10,409
Investment at Amortized Cost using the NAV:			
Private equity and strategic lending	N/A	N/A	52,045
U.S. fixed income	N/A	N/A	52,045
Real estate	N/A	N/A	26,023
Short-term securities	N/A	N/A	2,603
Total			$ 260,227

Investment Type	Fair Value 6/30/2020	Fair Value Measurements Using: Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	Amortized Cost NAV
U.S. equity	$ 80,670	$ 80,670	$ -	$ -	$ -
Developed market international equity	36,432	36,432	-	-	-
Emerging market international equity	10,409	10,409	-	-	-
Private equity and strategic lending	52,045	-	-	-	52,045
U.S. fixed income	52,045	-	52,045	-	-
Real estate	26,023	-	-	26,023	-
Short-term securities	2,603	-	2,603	-	-
Total	$ 260,227	$ 127,511	$ 54,648	$ 26,023	$ 52,045

Risks and Uncertainties

The trust's investments include various types of investment funds, which in turn invest in any combination of stock, bonds and other investments exposed to various risks, such as interest rate, credit, and market risk. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and that such changes could materially affect the amounts reported for trust investments.

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. GDPS TN does not have the ability to limit trust investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. GDPS TN does not have the ability to limit the credit ratings of individual investments made by the trust.

Concentration of Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of the county's investment in a single issuer. GDPS TN places no limit on the amount the county may invest in one issuer.

Custodial Credit Risk

Custodial credit risk for investments is the risk that, in the event of a failure of the counterparty to a transaction, the county will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. Pursuant to the trust agreement, investments are held in the name of the trust for the benefit of GDPS TN to pay retirement benefits of GDPS TN employees.

For further information concerning the GDPS TN's investments with the TCRS Stabilization Reserve Trust, audited financial statements of the Tennessee Consolidated Retirement System may be obtained at https://comptroller.tn.gov/content/dam/cot/sa/advancedsearch/disclaimer/2019/ag18092.pdf

401K

Effective January 1, 2016, GDPS TN established a defined contribution plan, the Green Dot Public Schools 401K, covering all eligible employees 21 years or older and with one year of eligibility service. All employees who meet the 401K plan entry requirements, which is the completion of one year of employment and 1,000 hours, are eligible for Safe Harbor Match Contributions. Safe Harbor Matching Contributions are always 100 percent vested and non-forfeitable. GDPS TN makes a matching contribution equal to participants' contributions to the Green Dot Public Schools 401K up to 4.00 percent of the participant's compensation. The employer's contribution to the Green Dot Public Schools 401K for the year ended June 30, 2021, was $24,894. Only employees not in the pension plan are eligible to participate in the 401K plan.

Note 10 - Commitments and Contingencies

Grants

GDPS TN received financial assistance from federal and state agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the General Fund. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of GDPS TN at June 30, 2021.

Litigation

GDPS TN has various outstanding claims or litigation. However, based on consultation with legal counsel, management believes that the ultimate resolution of these matters will not have a material adverse effect on GDPS TN's financial position or result of operations.

Note 11 - Related Party Transactions

Related Organizations

GDPS TN regional office ensures that its schools' legal requirements, and all such conditions as may have been imposed by the appropriate authorizers are fully complied with at all times. The GDPS TN regional office provides the following services to the schools: human resources, information technology, fund raising, facilities management, operations management, financial oversight, executive management, and curriculum development. GDPS TN schools paid $3,601,278 in fees to GDPS TN regional office during the year. At June 30, 2021, GDPS TN schools reported an accounts payable of $1,985,674 to GDPS TN regional office and an accounts receivable of $1,133,816 from GDPS TN regional office.

Supplementary Information
June 30, 2021

Green Dot Public Schools Tennessee

	Budgeted Amounts		Actual (GAAP Basis)	Variances - Positive (Negative) Final to Actual
	Original	Final		
Revenues				
Basic education program revenue	$ 23,709,766	$ 22,836,406	$ 22,820,046	$ (16,360)
Federal sources	3,139,506	4,329,984	3,901,329	(428,655)
Other State sources			809,147	809,147
Local sources	161,110	159,801	385,423	225,622
Total revenues	27,010,382	27,326,191	27,915,945	589,754
Expenditures				
Salaries and benefits	17,713,684	17,454,908	14,314,753	3,140,155
Student services	992,503	351,285	1,276,730	(925,445)
Materials and supplies	636,895	825,951	1,132,852	(306,901)
Other expenses	1,096,096	1,175,086	2,290,227	(1,115,141)
Operational services	519,177	954,090	597,740	356,350
Rental, leases, and maintenance	2,287,236	2,290,915	2,698,727	(407,812)
Professional services	3,274,876	3,549,687	3,601,278	(51,591)
Capital outlay			477,899	(477,899)
Debt service - principal			427,651	(427,651)
Debt service - interest	190,327	298,188	168,489	129,699
Total expenditures	26,710,794	26,900,110	26,986,346	(86,236)
Excess (Deficiency) of Revenues Over Expenditures	299,588	426,081	929,599	503,518
Other Financing Sources				
Other sources	-	-	420,556	420,556
Net Change in Fund Balances	299,588	426,081	1,350,155	924,074
Fund Balance - Beginning	159,858	159,858	159,858	-
Fund Balance - Ending	$ 459,446	$ 585,939	$ 1,510,013	$ 924,074

Green Dot Public Schools Tennessee

Schedule of the Proportionate Share of the Net Pension Liability

Year Ended June 30, 2021

Teacher Legacy Pension Plan - Achievement	2020	2019	2018	2017	2016
GDPS TN's proportion of the net pension liability (asset)	0.149358%	0.151205%	0.137437%	0.129817%	0.063552%
GDPS TN's proportionate share of the net pension asset	$ (1,138,961)	$ (1,554,656)	$ (483,631)	$ (42,473)	$ 397,162
GDPS TN's covered - employee payroll	$ 4,971,005	$ 5,070,112	$ 4,812,616	$ 4,819,251	$ 2,294,081
GDPS TN's proportionate share of the net pension asset as a percentage of its covered - employee payroll	-22.91%	-30.66%	-10.05%	-0.88%	17.31%
Plan fiduciary net position as a percentage of the total pension asset	103.09%	104.28%	101.49%	100.14%	97.14%

Teacher Legacy Pension Plan - Bluff City	2020	2019	2018
GDPS TN's proportion of the net pension liability (asset)	0.013723%	0.011976%	0.008677%
GDPS TN's proportionate share of the net pension asset	$ (104,648)	$ (123,130)	$ (30,533)
GDPS TN's covered - employee payroll	$ 456,738	$ 401,556	$ 303,831
GDPS TN's proportionate share of the net pension asset as a percentage of its covered - employee payroll	-22.91%	-30.66%	-10.05%
Plan fiduciary net position as a percentage of the total pension asset	103.09%	104.28%	101.49%

Teacher Hybrid Retirement Plan - Achievement	2020	2019	2018	2017	2016
GDPS TN's proportion of the net pension asset	0.081129%	0.405550%	0.474202%	0.678577%	0.488770%
GDPS TN's proportionate share of the net pension asset	$ (46,133)	$ (228,928)	$ (215,064)	$ (179,032)	$ (50,883)
GDPS TN's covered - employee payroll	$ 1,023,791	$ 4,291,547	$ 4,143,953	$ 4,223,468	$ 2,150,617
GDPS TN's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	-4.51%	-5.33%	-5.19%	-4.24%	-2.37%
Plan fiduciary net position as a percentage of the total pension liability	116.52%	123.07%	126.97%	126.81%	121.88%

Teacher Hybrid Retirement Plan - Bluff City	2020	2019	2018
GDPS TN's proportion of the net pension asset	0.261252%	0.075178%	0.044219%
GDPS TN's proportionate share of the net pension asset	$ (148,559)	$ (42,437)	$ (20,055)
GDPS TN's covered - employee payroll	$ 3,296,812	$ 795,537	$ 386,423
GDPS TN's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	-4.51%	-5.33%	-5.19%
Plan fiduciary net position as a percentage of the total pension liability	116.52%	123.07%	126.97%

See Notes to Supplementary Information

Green Dot Public Schools Tennessee
Schedule of Contributions
Year Ended June 30, 2021

Teacher Legacy Pension Plan - Achievement	2021	2020	2019	2018	2017	2016
Contractually required contribution	$ 444,859	$ 423,686	$ 530,334	$ 436,985	$ 414,842	$ 207,385
Contributions in relation to the contractually required contribution	444,859	423,686	530,334	436,985	414,842	207,385
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -
GDPS TN's covered - employee payroll	$ 4,331,633	$ 3,985,758	$ 5,070,112	$ 4,812,616	$ 4,819,251	$ 2,294,081
Contributions as a percentage of covered - employee payroll	10.27%	10.63%	10.46%	9.08%	8.61%	9.04%

Teacher Legacy Pension Plan - Bluff City	2021	2020	2019	2018
Contractually required contribution	$ 63,722	$ 28,340	$ 42,003	$ 27,588
Contributions in relation to the contractually required contribution	63,722	28,340	42,003	27,588
Contribution deficiency (excess)	$ -	$ -	$ -	$ -
GDPS TN's covered - employee payroll	$ 620,471	$ 266,602	$ 401,556	$ 303,831
Contributions as a percentage of covered - employee payroll	10.27%	10.63%	10.46%	9.08%

See Notes to Supplementary Information

Green Dot Public Schools Tennessee
Schedule of Contributions
Year Ended June 30, 2021

Teacher Hybrid Retirement Plan - Achievement	2021	2020	2019*	2018	2017	2016
Contractually required contribution	$ 131,922	$ 137,689	$ 83,256	$ 67,577	$ 178,151	$ 53,834
Contributions in relation to the contractually required contribution	131,922	137,689	83,256	165,758	178,151	86,024
Contribution deficiency (excess)	$ -	$ -	$ -	$ (98,181)	$ -	$ (32,190)
District's covered - employee payroll	$ 3,840,089	$ 6,885,582	$ 4,291,547	$ 4,143,953	$ 4,223,468	$ 2,150,617
Contributions as a percentage of covered - employee payroll	3.44%	2.00%	1.94%	4.00%	4.22%	4.00%

Teacher Hybrid Retirement Plan - Bluff City	2021	2020	2019*	2018
Contractually required contribution	$ 47,014	$ 23,743	$ 15,433	$ 6,302
Contributions in relation to the contractually required contribution	47,014	23,743	15,433	15,457
Contribution deficiency (excess)	$ 94,028	$ 47,486	$ -	$ (9,155)
District's covered - employee payroll	$ 1,382,225	$ 1,184,871	$ 795,537	$ 386,423
Contributions as a percentage of covered - employee payroll	3.40%	2.00%	1.94%	4.00%

*In FY 2019 GDPS TN placed the actuarially determined contribution rate (1.94%) of covered payroll into the pension plan and placed 2.06 percent of covered payroll into the Pension Stabilization Reserve Trust

Note 1 - Purpose of Schedules

Budgetary Comparison Schedule

This schedule presents information for the original and final budgets and actual results of operations, as well as the variances from the final budget to actual results of operations.

Schedule of Proportionate Share of the Net Pension Liability

This schedule presents information on GDPS TN's proportionate share of the net pension liability (NPL), the plans' fiduciary net position and, when applicable, the State's proportionate share of the NPL associated with GDPS TN. In the future, as data becomes available, ten years of information will be presented. Teacher Legacy Pension Plan – Bluff City and Teacher Hybrid Retirement Plan – Bluff City has information starting in 2018 due to Bluff City HS opening during the fiscal year end June 30, 2018.

- *Changes in Benefit Terms* – There were no changes in benefit terms since the previous valuations for Teacher Hybrid Retirement Plan and Teacher Legacy Pension Plan.
- *Changes of Assumptions* – In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

Schedule of Contributions

This schedule presents information on GDPS TN's required contribution, the amounts actually contributed, and any excess or deficiency related to the required contribution. In the future, as data becomes available, ten years of information will be presented. Teacher Legacy Pension Plan – Bluff City and Teacher Hybrid Retirement Plan – Bluff City has information starting in 2018 due to Bluff City HS opening during the fiscal year end June 30, 2018.

Additional Supplementary Information
June 30, 2021

Green Dot Public Schools Tennessee

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Assistance Listing Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education			
Passed through Achievement School District			
COVID-19 Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	[1]	$ 897,871
COVID-19 Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425D	[1]	57,691
Subtotal			955,562
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	[1]	1,430,291
Title I, School Improvement Grant, District Priority School Improvement Grant (DPSIG)	84.010A	[1]	354,412
Subtotal			1,784,703
Title I, School Improvement Grant (SIG), Improving Special Education Systems	84.377	[1]	50,000
Priority School Planning Grant (PSPG)	84.377	[1]	59,593
Subtotal			109,593
Title II, Part A, Improving Teacher Quality	84.367	[1]	93,463
Title III, Limited English Proficiency (LEP) Student Program	84.365	[1]	5,347
Title IV, Part B, 21st Century Community Learning Centers (CCLC) - High School ASSETs	84.287	[1]	414,427
Replication & Expansion	84.282M	[1]	20,000
Safe and Supportive Schools	84.184Y	[1]	11,715
Special Education Cluster			
Basic Local Assistance Entitlement, Part B, Section 611	84.027	[1]	475,537
IDEA Local Assistance, Part B, Sec 611, Private School ISPs	84.027	[1]	30,982
Total Special Education Cluster			506,519
Total U.S. Department of Education			3,901,329
Total Federal Financial Assistance			$ 3,901,329

[1] Pass-Through Entity Identifying Number not available

ORGANIZATION

GDPS TN operates five schools authorized by the Tennessee Department of Education.

GOVERNING BOARD

MEMBER	OFFICE	TERM EXPIRES
Pam Egwuekwe	Board Chair	December 2021
Larry Neal Jr.	Vice Chair	December 2021
Amertice Allen	Board Secretary	December 2021
Chilton Simmons	Member	December 2021
Corey Porta	Member	December 2021
Matt Thiry	Member	December 2021

ADMINISTRATION

Megan Quaile	Executive Director
Daniel Penaranda	Director of Finance & Operations

Green Dot Public Schools Tennessee

Combining Balance Sheet – Governmental Funds – Regulatory Basis

June 30, 2021

	Fairley HS Fund	Wooddale MS Fund	Hillcrest HS Fund	Kirby MS Fund	Bluff City HS Fund	Total General Fund
Assets						
Restricted investments -						
TCRS Stabilization Reserve	$ 45,816	$ 56,834	$ 57,305	$ 48,475	$ 51,797	$ 260,227
Accounts receivable	390,829	956,758	296,669	1,012,526	795,524	3,452,306
Security deposit	-	-	-	-	14,000	14,000
Total assets	$ 436,645	$ 1,013,592	$ 353,974	$ 1,061,001	$ 861,321	$ 3,726,533
Liabilities and Fund Balances						
Liabilities						
Accounts payable	$ 1,042,601	$ 68,404	$ 877,561	$ 37,891	$ 189,663	$ 2,216,120
Unearned revenue	-	-	-	400	-	400
Total liabilities	1,042,601	68,404	877,561	38,291	189,663	2,216,520
Fund Balances						
Nonspendable	-	-	-	-	14,000	14,000
Restricted	45,816	56,834	57,305	48,475	51,797	260,227
Unassigned	(651,772)	888,354	(580,892)	974,235	605,861	1,235,786
Total fund balances	(605,956)	945,188	(523,587)	1,022,710	671,658	1,510,013
Total liabilities and fund balances	$ 436,645	$ 1,013,592	$ 353,974	$ 1,061,001	$ 861,321	$ 3,726,533

See Notes to Additional Supplementary Information

	Fairley HS Fund	Wooddale MS Fund	Hillcrest HS Fund	Kirby MS Fund	Bluff City HS Fund	Total General Fund
Revenues						
Basic education program revenue	$ 3,518,923	$ 4,905,552	$ 4,333,304	$ 4,601,891	$ 5,460,376	$ 22,820,046
Federal sources	725,749	905,048	834,523	680,292	755,717	3,901,329
Other State sources	68,330	86,813	89,538	107,020	457,446	809,147
Local sources	38,450	17,794	25,882	37,281	266,016	385,423
Total revenues	4,351,452	5,915,207	5,283,247	5,426,484	6,939,555	27,915,945
Expenditures						
Current						
Salaries and benefits	2,361,401	3,289,587	3,062,754	2,688,302	2,912,709	14,314,753
Student services	325,055	154,539	334,856	136,616	325,664	1,276,730
Materials and supplies	195,468	260,810	186,243	215,446	274,885	1,132,852
Other expenses	372,132	549,114	370,409	515,604	482,968	2,290,227
Operational services	88,927	123,969	109,508	116,296	159,040	597,740
Rental, leases, and maintenance	653,241	625,634	596,829	354,156	468,867	2,698,727
Professional services	561,186	773,449	693,246	710,509	862,888	3,601,278
Capital outlay	14,331	-	-	-	463,568	477,899
Debt service						
Principal	-	-	76,317	72,683	278,651	427,651
Interest and other	-	5,850	3,816	3,634	155,189	168,489
Total expenditures	4,571,741	5,782,952	5,433,978	4,813,246	6,384,429	26,986,346
Excess (Deficiency) of Revenues Over Expenditures	(220,289)	132,255	(150,731)	613,238	555,126	929,599
Other Financing Sources						
Other sources - loan proceeds	-	-	-	-	420,556	420,556
Net Change in Fund Balances	(220,289)	132,255	(150,731)	613,238	975,682	1,350,155
Fund Balance - Beginning	(385,667)	812,933	(372,856)	409,472	(304,024)	159,858
Fund Balance - Ending	$ (605,956)	$ 945,188	$ (523,587)	$ 1,022,710	$ 671,658	$ 1,510,013

See Notes to Additional Supplementary Information

Note 1 - Purpose of Schedules

Schedule of Expenditures of Federal Awards

Basis of Presentation

The accompanying schedule of expenditures of federal awards (the schedule) includes the federal award activity of GDPS TN under programs of the federal government for the year ended June 30, 2021. The information is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the schedule presents only a selected portion of the operations of GDPS TN, it is not intended to and does not present the financial position, or changes in net position or fund balance of GDPS TN.

Summary of Significant Accounting Policies

Expenditures reported in the schedule are reported on the modified accrual basis of accounting. When applicable, such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. No federal financial assistance has been provided to a subrecipient.

Indirect Cost Rate

GDPS TN has not elected to use the ten percent de minimis cost rate.

Food Donation

Nonmonetary assistance is reported in this schedule at the fair market value of the commodities received and disbursed. At June 30, 2021, GDPS TN did not have any food commodities in inventory.

Local Education Agency Organization Structure

This schedule provides information about the school operated, members of the governing board, and members of the administration.

Combining Balance Sheet – Governmental Funds – Regulatory Basis and Combining Statement of Revenues, Expenditures, and Changes in Fund Balance – Governmental Funds – Regulatory Basis

The Combining Balance Sheet – Governmental Funds – Regulatory Basis and Combining Statement of Revenues, Expenditures, and Changes in Fund Balance – Governmental Funds – Regulatory Basis is included to provide information regarding the individual schools that have been included in the General Fund.

Independent Auditor's Reports
June 30, 2021

Green Dot Public Schools Tennessee

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CPAs & BUSINESS ADVISORS

Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Board of Directors
Green Dot Public Schools Tennessee
Memphis, Tennessee

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities and the major fund information of Green Dot Public Schools Tennessee, as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise Green Dot Public Schools Tennessee's basic financial statements and have issued our report thereon dated January 7, 2022.

Internal Control over Financial Reporting
In planning and performing our audit of the financial statements, we considered Green Dot Public Schools Tennessee's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Green Dot Public Schools Tennessee's internal control. Accordingly, we do not express an opinion on the effectiveness of Green Dot Public Schools Tennessee's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Green Dot Public Schools Tennessee's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Rancho Cucamonga, California
January 7, 2022

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Independent Auditor's Report on Compliance for the Major Federal Program; Report on Internal Control Over Compliance Required by the Uniform Guidance

To the Board of Directors
Green Dot Public Schools Tennessee
Memphis, Tennessee

Report on Compliance for the Major Federal Program

We have audited Green Dot Public Schools Tennessee's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on Green Dot Public Schools Tennessee's major federal program for the year ended June 30, 2021. Green Dot Public Schools Tennessee's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility
Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility
Our responsibility is to express an opinion on compliance for Green Dot Public Schools Tennessee's major federal program based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Green Dot Public Schools Tennessee's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for the major federal program. However, our audit does not provide a legal determination of Green Dot Public Schools Tennessee's compliance.

Opinion on the Major Federal Program
In our opinion, Green Dot Public Schools Tennessee's complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2021.

Report on Internal Control over Compliance

Management of Green Dot Public Schools Tennessee is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Green Dot Public Schools Tennessee's internal control over compliance with the types of requirements that could have a direct and material effect on the major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for the major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Green Dot Public Schools Tennessee's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Rancho Cucamonga, California
January 7, 2022



Schedule of Findings and Questioned Costs
June 30, 2021

Green Dot Public Schools Tennessee

Financial Statements

Type of auditor's report issued	Unmodified
Internal control over financial reporting	
Material weakness identified?	No
Significant deficiency identified?	None reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major Federal programs:	
Material weakness identified?	No
Significant deficiency identified?	None reported
Type of auditor's report issued on compliance for major Federal programs	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516:	No
Identification of major Federal programs:	

Name of Federal Program or Cluster	CFDA Number
COVID-19 Educational Stabilization Funds	84.425D

Dollar threshold used to distinguish between Type A and Type B programs	$750,000
Auditee qualified as low-risk auditee?	Yes

None reported.

None reported.

There were no audit findings reported in the prior year's Schedule of Findings and Questioned Costs.

Financial Statements
June 30, 2022

Green Dot Public Schools Tennessee

Includes:

Fairley High School
Wooddale Middle School
Hillcrest High School
Kirby Middle School
Bluff City High School

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Independent Auditor's Report

Board of Directors
Green Dot Public Schools Tennessee
Memphis, Tennessee

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the governmental activities and the major fund information of the Green Dot Public Schools Tennessee ("GDPS TN") as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise GDPS TN's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund information of GDPS TN, as of June 30, 2022, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America ("GAAS") and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States *(Government Auditing Standards)*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of GDPS TN, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about GDPS TN's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of GDPS TN's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about GDPS TN's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, schedule of GDPS TN's proportionate share of the net pension liability (asset), and the schedule of GDPS TN's contributions, be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise GDPS TN's basic financial statements. The schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, combining fund financial statements by schools, and other supplementary information listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards, combining fund financial statements by schools, and other supplementary information listed in the table of contents are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 13, 2022 on our consideration of GDPS TN's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of GDPS TN's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering GDPS TN's internal control over financial reporting and compliance.

Eide Bailly LLP

Rancho Cucamonga, California
December 13, 2022

This section of Green Dot Public Schools Tennessee ("GDPS TN") annual financial report presents our discussion and analysis of GDPS TN's financial performance during the fiscal year that ended on June 30, 2022, with comparative information for 2021. Please read it in conjunction with GDPS TN's financial statements, which immediately follow this section.

OVERVIEW OF THE FINANCIAL STATEMENTS

The Financial Statements

The financial statements presented herein include all the activities of GDPS TN using the integrated approach as prescribed by Governmental Accounting Standards Board ("GASB") Statement No. 34.

The Government-Wide Financial Statements present the financial picture of GDPS TN from the economic resources measurement focus using the accrual basis of accounting. They present governmental activities and business-type activities separately. These statements include all assets of GDPS TN (including capital assets), deferred outflows of resources, as well as all liabilities (including long-term liabilities) and deferred inflows of resources. Additionally, certain eliminations have occurred as prescribed by the statement in regards to interfund activity, payables, and receivables.

The *Fund Financial Statements* include statements for one category of activities: governmental.

- The *Governmental Funds* are prepared using the current financial resources measurement focus and modified accrual basis of accounting.

Reconciliations of the Fund Financial Statements to the Government-Wide Financial Statements is provided to explain the differences created by the integrated approach.

The primary unit of the government is GDPS TN's five charter schools and does not include GDPS TN's Regional Office. See Note 1 for further explanation.

REPORTING GDPS TN AS A WHOLE

The Statement of Net Position and the Statement of Activities

The *Statement of Net Position* and the *Statement of Activities* report information about GDPS TN as a whole and about its activities. These statements include all assets, deferred outflows of resources, liabilities, and deferred inflows of resources of GDPS TN using the accrual basis of accounting, which is similar to the accounting used by most private-sector companies. All of the current year's revenues and expenses are taken into account regardless of when cash is received or paid.

These two statements report GDPS TN's net position and changes in them. Net position is the difference between assets and deferred outflows of resources, and liabilities and deferred inflows of resources, which is one way to measure GDPS TN's financial health, or financial position. Over time, increases or decreases in GDPS TN's net position will serve as a useful indicator of whether the financial position of GDPS TN is improving or deteriorating. Other factors to consider are changes in the GDPS TN's property tax base and the condition of the GDPS TN's facilities.

The relationship between revenues and expenses is the GDPS TN's operating results. Since the Board of Directors' responsibility is to provide services to its students and not to generate profit as commercial entities do, one must consider other factors when evaluating the overall health of GDPS TN. The quality of the education and the safety of the schools will likely be an important component in this evaluation.

In the *Statement of Net Position* and the *Statement of Activities*, all of GDPS TN activities are reported as governmental activities.

Governmental Activities – All of GDPS TN's services are reported in this category. This includes the education of students, the operation of child development activities, and the on-going effort to improve and maintain buildings and sites. State income taxes, federal grants, state grants, property taxes, and local grants finance these activities.

REPORTING GDPS TN'S MOST SIGNIFICANT FUNDS

Fund Financial Statements

The fund financial statements provide detailed information about the most significant funds - not GDPS TN as a whole. Some funds are required to be established by state law.

Governmental Funds – Most of the GDPS TN's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end that are available for spending. These funds are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the GDPS TN's general government operations and the basic services it provides. Governmental fund information helps determine whether there are more or fewer financial resources that can be spent in the near future to finance the GDPS TN's programs. The differences of results in the governmental fund financial statements to those in the government-wide financial statements are explained in a reconciliation following each governmental fund financial statement.

FINANCIAL HIGHLIGHTS

From prior year to current year, GDPS TN saw an increase in grants and contributions. Total revenue increased by approximately $6,426,771. Total expenses increased by approximately $2,960,997. The result of the increase in total revenue and increase in total expense was an overall improvement of Change In Net Position relative to the prior year. Fiscal year 2022, Change In Net Position was $5,305,002. Fiscal year 2021, Change In Net Position was $1,839,228.

GDPS TN AS A WHOLE

Net Position

GDPS TN's net position was $8,586,370 for the fiscal year ended June 30, 2022. Of this amount, $5,074,733 was unrestricted. Restricted net position is reported separately to show legal constraints that limit the Board of Directors' ability to use net position for day-to-day operations. Our analysis below, in summary form, focuses on the net position (Table 1) and change in net position (Table 2) of GDPS TN's governmental activities.

Table 1

	Governmental Activities	
	2022	2021
Assets		
Current and other assets	$ 7,764,080	$ 3,726,533
Aggregate net pension asset	6,895,732	1,438,299
Capital assets	10,104,441	10,387,591
Total assets	24,764,253	15,552,423
Deferred Outflows of Resources	2,878,080	1,433,307
Liabilities		
Current liabilities	2,262,355	2,216,520
Long-term liabilities	10,688,036	10,789,032
Total liabilities	12,950,391	13,005,552
Deferred Inflows of Resources	6,105,572	698,810
Net Position		
Net investment in capital assets	(476,941)	(170,458)
Restricted	3,988,578	999,716
Unrestricted	5,074,733	2,452,410
Total net position	$ 8,586,370	$ 3,281,668

The $5,074,733 in unrestricted net position of governmental activities represents the accumulated results of all past years' operations. Unrestricted net position - the part of net position that can be used to finance day-to-day operations without constraints established by debt covenants, enabling legislation, or other legal requirements.

Changes in Net Position

The results of this year's operations for GDPS TN as a whole are reported in the Statement of Activities on page 13. Table 2 takes the information from that Statement and rearranges them slightly so you can see our total revenues for the year.

Table 2

	Governmental Activities	
	2022	2021
Revenues		
Program revenues		
Operating grants and contributions	$ 8,433,713	$ 3,869,615
General revenues		
Basic education program revenue	23,275,114	22,820,046
Other general revenues	2,633,889	1,226,284
Total revenues	34,342,716	27,915,945
Expenses		
Governmental activities		
Salaries and benefits	14,706,624	13,981,564
Student services	1,115,234	1,276,730
Materials and supplies	1,312,681	1,132,852
Other expenses	2,935,873	2,290,227
Operational services	597,977	597,740
Rental, leases, and maintenance	3,959,310	2,756,987
Professional services	3,675,579	3,601,278
Debt service - interest	288,368	168,489
Depreciation and amortization (unallocated)	446,068	270,850
Total expenses	29,037,714	26,076,717
Change in net position	$ 5,305,002	$ 1,839,228

Governmental Activities

As reported in the Statement of Activities on page 13, the cost of all of the governmental activities this year was $29,037,714. A portion of the cost in the amount of $8,433,713 was paid by other governments and organizations who subsidized certain programs with grants and contributions. The remaining portion of governmental activities was paid with $25,909,003 in basic education program revenues and other revenues, like interest and general entitlements.

In Table 3, we have presented the cost and net cost of each of GDPS TN's largest functions: salaries and benefits, student services, materials and supplies, operational services, professional services, depreciation, debt service- interest, other expenses, and rental leases and maintenance. Net cost of services shows the financial burden that was placed on Tennessee taxpayers by each of these functions. Providing this information allows the citizens to consider the cost of each function in comparison to the benefits provided by that function.

Table 3

	Total Cost of Services		Net Cost of Services	
	2022	2021	2022	2021
Salaries and benefits	$ 14,706,624	$ 13,981,564	$ (8,726,077)	$ (11,074,513)
Student services	1,115,234	1,276,730	(830,315)	(945,288)
Materials and supplies	1,312,681	1,132,852	(1,100,775)	(501,730)
Other expenses	2,935,873	2,290,227	(1,726,873)	(2,290,227)
Operational services	597,977	597,740	(597,977)	(597,740)
Rental, leases, and maintenance	3,959,310	2,756,987	(3,211,969)	(2,756,987)
Professional services	3,675,579	3,601,278	(3,675,579)	(3,601,278)
Debt service - interest	288,368	168,489	(288,368)	(168,489)
Depreciation and amortization (unallocated)	446,068	270,850	(446,068)	(270,850)
Total	$ 29,037,714	$ 26,076,717	$ (20,604,001)	$ (22,207,102)

GDPS TN'S FUNDS

As GDPS TN completed this year, the governmental funds reported a fund balance of $5,501,725, which is an increase of $3,991,712 from last year (Table 4).

Table 4

	Balances and Activity			
	July 1, 2021	Revenues and Other Financing Sources	Expenditures	June 30, 2022
General fund	$ 1,510,013	$ 34,476,301	$ 30,484,589	$ 5,501,725

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

At June 30, 2022, GDPS TN had $10,104,441 in a broad range of capital assets (net of depreciation and amortization), including buildings and improvements. This amount represents a net decrease (including additions, deductions, and depreciation) of $283,150, or 2.73%, from last year (Table 5).

Table 5

	Governmental	
	2022	2021
Construction in progress	$ 3,459	$ 3,757,630
Intangible asset - right-to-use leased assets	3,400,231	3,465,446
Buildings and improvements	6,700,751	3,164,515
Total	$ 10,104,441	$ 10,387,591

This year's additions of $162,918 included construction costs for the Bluff City High School project.

Long-Term Liabilities

At the end of this year, GDPS TN had $10,688,036 in long-term liabilities outstanding versus $10,789,032 last year, a decrease of 0.94%. Those long-term liabilities consisted of:

Table 6

	Governmental	
	2022	2021
Loans	$ 7,006,649	$ 6,976,382
Leases	3,574,733	3,581,967
Compensated absences	106,654	230,683
Total	$ 10,688,036	$ 10,789,032

See Note 5 for additional information.

At year-end, GDPS TN has a net pension asset of $6,895,732 versus $1,438,299 last year, an increase of $5,457,433, or 379.44%.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES

In considering the GDPS TN budget for the 2022-2023 year, the Board of Directors and management used the following criteria:

The key assumptions in our revenue forecast were:

- Updated state apportionment numbers such as Basic Education Program ("BEP") based on the current state budget.
- Changes to the state categorical funds based on up-to-date student demographics (i.e., special education and poverty) and legislature approval of the state budget.
- Updated Federal Entitlements funding based on up-to-date student demographics and overall federal funding.

The key assumptions in our expenditure forecasts were:

- Grades six through twelve enrollment of 2,273 students;
- Staffed schools as needed per the number of students at each site;
- Fixed facility expense payment based on leases; and
- Optimal per student spending on variable categories;

CONTACTING GDPS TN'S FINANCIAL MANAGEMENT

This financial report is designed to provide the citizens, taxpayers, students, investors and creditors with a general overview of GDPS TN's finances and to show GDPS TN's accountability for the money it receives. If there are any questions about this report or need any additional financial information, contact Daniel Penaranda, Director of Finance and Operations, at daniel.penaranda@greendot.org.

	Governmental Activities
Assets	
Restricted investments - TCRS Stabilization Reserve	$ 320,338
Accounts receivable	7,224,144
Prepaid expenses	219,598
Restricted aggregate net pension asset	6,895,732
Capital assets, intangible asset - right-to-use leased asset, net of accumulated amortization	3,400,231
Capital assets, net of accumulated depreciation	6,704,210
Total assets	24,764,253
Deferred Outflows of Resources	
Deferred outflows of resources related to pensions	2,878,080
Liabilities	
Accounts payable	2,262,355
Long-term liabilities	
Long-term liabilities other than pensions due within one year	268,073
Long-term liabilities other than pensions due in more than one year	10,419,963
Total long-term liabilities	10,688,036
Total liabilities	12,950,391
Deferred Inflows of Resources	
Deferred inflows of resources related to pensions	6,105,572
Net Position	
Net investment in capital assets	(476,941)
Restricted for:	
Stabilization reserve trust	320,338
Net pension asset	3,668,240
Unrestricted	5,074,733
Total net position	$ 8,586,370

Functions/Programs	Expenses	Program Revenues: Operating Grants and Contributions	Net (Expenses) Revenues and Changes in Net Position: Total
Governmental Activities			
Salaries and benefits	$ 14,706,624	$ 5,980,547	$ (8,726,077)
Student services	1,115,234	284,919	(830,315)
Materials and supplies	1,312,681	211,906	(1,100,775)
Other expenses	2,935,873	1,209,000	(1,726,873)
Operational services	597,977	-	(597,977)
Rental, leases, and maintenance	3,959,310	747,341	(3,211,969)
Professional services	3,675,579	-	(3,675,579)
Debt service - interest	288,368	-	(288,368)
Depreciation and amortization (unallocated)	446,068	-	(446,068)
Total governmental activities	$ 29,037,714	$ 8,433,713	(20,604,001)
General revenues and subventions			
Basic education program revenue			23,275,114
Miscellaneous			2,633,889
Total general revenues and subventions			25,909,003
Change in Net Position			5,305,002
Net Position - Beginning			3,281,368
Net Position - Ending			$ 8,586,370

	General Fund
Assets	
Restricted investments - TCRS Stabilization Reserve	$ 320,338
Accounts receivable	7,224,144
Prepaid expenses	219,598
Total assets	$ 7,764,080
Liabilities and Fund Balances	
Liabilities	
Accounts payable	$ 2,262,355
Fund Balances	
Nonspendable	219,598
Restricted	320,338
Unassigned	4,961,789
Total fund balances	5,501,725
Total liabilities and fund balances	$ 7,764,080

Total Fund Balance - Governmental Funds		$ 5,501,725
Amounts Reported for Governmental Activities in the Statement of Net Position are different because:		
Capital assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds.		
The cost of capital assets is	$ 8,464,262	
Accumulated depreciation is	(1,760,052)	
Net capital assets		6,704,210
Right-to-use leased assets used in governmental activities are not financial resrouces and, therefore, are not reported as assets in governmental funds.		
The cost of right-to-use leased assets is	3,594,973	
Accumulated amortization is	(194,742)	
Net right-to-use leased assets		3,400,231
Deferred outflows of resources represent a consumption of net position in a future period and is not reported in the governmental funds. Deferred outflows of resources amounted to and related to		
Net pension asset		2,878,080
Deferred inflows of resources represent an acquisition of net position that applies to a future period and is not reported in the governmental funds. Deferred inflows of resources amount to and related to		
Net pension asset		(6,105,572)
Net pension asset is not due and receivable in the current period, and is not reported as an asset in the funds.		6,895,732
Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the funds. Long-term liabilities at year-end consist of		
Loans	(7,006,649)	
Leases	(3,574,733)	
Compensated absences (vacations)	(106,654)	
Total long-term liabilities		(10,688,036)
Total net position - governmental activities		$ 8,586,370

	General Fund
Revenues	
Basic education program revenue	$ 23,275,114
Federal sources	7,658,508
Other state sources	522,581
Other local sources	2,886,513
Total revenues	34,342,716
Expenditures	
Current	
Salaries and benefits	16,326,097
Student services	1,115,234
Materials and supplies	1,312,681
Other expenses	2,935,873
Operational services	597,977
Rental, leases, and maintenance	3,966,544
Professional services	3,675,579
Capital outlay	162,918
Debt service	
Principal	103,318
Interest and other	288,368
Total expenditures	30,484,589
Excess of Revenues Over Expenditures	3,858,127
Other Financing Sources	
Other sources - loan proceeds	133,585
Net Change in Fund Balance	3,991,712
Fund Balance - Beginning	1,510,013
Fund Balance - Ending	$ 5,501,725

Total Net Change in Fund Balances - Governmental Funds		$ 3,991,712
Amounts Reported for Governmental Activities in the Statement of Activities are different because:		
Capital outlays to purchase or build capital assets are reported in governmental funds as expenditures; however, for governmental activities, those costs are shown in the Statement of Net Position and allocated over their estimated useful lives as annual depreciation expenses in the Statement of Activities.		
This is the amount by which depreciation exceeds capital outlays in the period.		
Depreciation expense	$ (380,853)	
Capital outlays	162,918	
Net expense adjustment		(217,935)
Amortization of right to use lease assets is reported in governmental funds as expenditures; however, for governmental activities, those costs are shown in the Statement of Net Position and allocated over their estimated useful lives as annual amortization expenses in the Statement of Activities.		(65,215)
In the Statement of Activities, certain operating expenses, such as compensated absences (vacations) are measured by the amounts earned during the year. In the governmental funds, however, expenditures for these items are measured by the amount of financial resources used (i.e., the amounts actually paid). Vacation used was more than the amounts earned by $124,029.		124,029
In the governmental funds, pension costs are based on employer contributions made to pension plans during the year. However, in the Statement of Activities, pension expense is the net effect of all changes in the deferred outflows, deferred inflows and net pension liability during the year.		1,495,444
Proceeds received from loan payable is a revenue in the governmental funds, but it increases long-term liabilities in the Statement of Net Position and does not affect the Statement of Activities.		(133,585)
Payment of principal on long-term liabilities is an expenditure in the governmental funds, but it reduces long-term liabilities in the Statement of Net Position and does not affect the Statement of Activities.		
Loans	103,318	
Leases	7,234	
Total payments		110,552
Change in net position of governmental activities		$ 5,305,002

Note 1 - Summary of Significant Accounting Policies

Financial Reporting Entity

Green Dot Public Schools Tennessee ("GDPS TN") (A Tennessee Nonprofit Public Benefit Organization) was organized on May 29, 2014. Financial activity began on July 1, 2014. During the fiscal year ended June 30, 2022, GDPS TN operated five charters. Fairley High School ("Fairley HS"), Wooddale Middle School ("Wooddale MS"), Kirby Middle School ("Kirby MS") and Hillcrest High School (Hillcrest HS) operate under the approval of the Tennessee Department of Education ("TDOE") and are part of the Achievement School District. Bluff City High School (Bluff City HS) operates under the approval of the TDOE. Fairley High School, Hillcrest High School, Kirby Middle School, Wooddale Middle School, and Bluff City High School receive per-pupil funding to help support operations. In accordance with TCA § 49-13-127(b)(3), the financial statements only include the financial position and activities of the five charter schools, and do not include the financial position and management activities of the Regional Office. Accordingly, these financial statements are not intended to present fairly the financial position and results of operations of the GDPS TN in compliance with accounting principles generally accepted in the United States of America.

GDPS TN was founded upon the simple idea that every child in every community deserves to go to a great school. GDPS TN's mission is to transform public education so all students graduate prepared for college, leadership, and life. GDPS TN's academic model is designed to meet individual student needs and to provide students with a rigorous curriculum and the support they need to succeed. GDPS TN ensures that every student has a highly effective classroom experience by providing small, safe personalized schools, high expectations for all students, local control and accountability, parent participation, maximum funding in the classroom, and a longer school day and year. During the 2021-2022 fiscal year, GDPS TN served 2,615 students in three high schools and two middle schools. GDPS TN's students mirror the socio-economic demographic of their communities and local traditional schools.

Other Related Entities

Green Dot Public Schools National ("GDPS National") is a national organization providing services to schools in California, Tennessee, and South Texas. These services include, but are not limited to, Human Resources, Legal, Finance and Accounting, Information Technology, Knowledge Management, Strategic Planning, and National Expansion. In exchange, GDPS TN pays service fees to GDPS National. Each of the regional offices operates the schools and oversees educational services in its region.

GDPS National grants GDPS TN a non-transferable, non-sub-licensable, and non-exclusive license to use, reproduce, and display the Green Dot brand, which includes, but is not limited to: trademarks, service marks, design marks, trade names, domain names, and registrations in connection with GDPS TN's oversight, support activities, and related educational activities of the schools in its region.

Basis of Presentation - Fund Accounting

The accounting system is organized and operated on a fund basis. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts, which are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations. GDPS TN's funds are grouped into one fund category: governmental.

Governmental Funds Governmental funds are those through which most governmental functions typically are financed. Governmental fund reporting focuses on the sources, uses, and balances of current financial resources. Expendable assets are assigned to the various governmental funds according to the purposes for which they may or must be used. Current liabilities are assigned to the fund from which they will be paid. The difference between governmental fund assets and liabilities is reported as fund balance. GDPS TN's major governmental fund is the General Fund.

Major Governmental Funds

General Fund The General Fund is the chief operating fund for GDPS TN. It is used to account for the ordinary operations of GDPS TN. All transactions are accounted for in this fund.

Basis of Accounting - Measurement Focus

Government-Wide Financial Statements The government-wide financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting. This is the same approach used in the preparation of the proprietary fund financial statements, but differs from the manner in which governmental fund financial statements are prepared.

The government-wide statement of activities presents a comparison between expenses, both direct and indirect, of GDPS TN and for each governmental function. Direct expenses are those that are specifically associated with a service, program, or department and are therefore, clearly identifiable to a particular function. GDPS TN does not allocate indirect expenses to functions in the *Statement of Activities*, except for depreciation. Program revenues include charges paid by the recipients of the goods or services offered by the programs and grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues. The comparison of program revenues and expenses identifies the extent to which each program or business segment is self-financing or draws from the general revenues of GDPS TN.

Net position should be reported as restricted when constraints placed on net position are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation.

Fund Financial Statements Fund financial statements report detailed information about GDPS TN. The focus of governmental fund financial statements is on major funds rather than reporting funds by type. Individual charter funds are aggregated and presented in a single column.

- **Governmental Funds** All governmental funds are accounted for using the flow of current financial resources measurement focus and the modified accrual basis of accounting. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. The statement of revenues, expenditures, and changes in fund balance reports the sources (revenues and other financing sources) and uses (expenditures and other financing uses) of current financial resources. This approach differs from the manner in which the governmental activities of the government-wide financial statements are prepared. Governmental fund financial statements, therefore, include reconciliations with brief explanations to better identify the relationship between the government-wide financial statements, prepared using the economic resources measurement focus and the accrual basis of accounting, and the governmental fund financial statements, prepared using the flow of current financial resources measurement focus and the modified accrual basis of accounting.

Revenues – Exchange and Non-Exchange Transactions Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. Available means that the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter, to be used to pay liabilities of the current fiscal year. GDPS TN considers revenues to be available if they are collected within one year after year-end, except for property taxes, which are considered available if collected within 60 days. The following revenue sources are considered to be both measurable and available at fiscal year-end: State apportionments, interest, certain grants, and other local sources.

Non-exchange transactions, in which GDPS TN receives value without directly giving equal value in return, include property taxes, certain grants, entitlements, and donations. Revenue from property taxes is recognized in the fiscal year in which the taxes are received. Revenue from certain grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include time and purpose restrictions. On a modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Unearned Revenue Unearned revenues arise when resources are received by GDPS TN before it has a legal claim to them, such as when certain grants are received prior to the occurrence of qualifying expenditures. In the subsequent periods, when GDPS TN has a legal claim to the resources, the liability for unearned revenue is removed from the balance sheet and the revenue is recognized.

Expenses/Expenditures On the accrual basis of accounting, expenses are recognized at the time they are incurred. The measurement focus of governmental fund accounting is on decreases in net financial resources (expenditures) rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred. Principal and interest on long-term liabilities, which has not matured, are recognized when paid in the governmental funds as expenditures. Allocations of costs, such as depreciation, are not recognized in the governmental funds but are recognized in the entity-wide statements.

Restricted Assets

Restricted assets arise when restrictions on their use change the normal understanding of the availability of the asset. Such constraints are either imposed by creditors, contributors, grantors, or laws of other governments or imposed by enabling legislation. GDPS TN has a restricted investment in the Tennessee Consolidated Retirement System ("TCRS") Stabilization Reserve. The TCRS Stabilization Reserve is designed specifically to accumulate assets that will be used to pay pension benefits in the future.

Prepaid Expenditures (Expenses)

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both the government-wide and fund financial statements. The cost of prepaid items is recorded as expenditures/expenses when consumed rather than when purchased.

Capital Assets and Depreciation

The accounting and reporting treatment applied to the capital assets associated with a fund are determined by its measurement focus. Capital assets are long-lived assets of GDPS TN. GDPS TN maintains a capitalization threshold of $5,000. GDPS TN does not possess any infrastructure. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not capitalized, but are expensed as incurred.

When purchased, such assets are recorded as expenditures in the governmental funds and capitalized in the government-wide statement of net position. The valuation basis for capital assets is historical cost, or where historical cost is not available, estimated historical cost based on replacement cost. Donated capital assets are capitalized at acquisition value on the date donated.

Depreciation is computed using the straight-line method. Estimated useful lives of the various classes of depreciable capital assets are as follows: buildings, 20 to 30 years; improvements/infrastructure, 5 to 30 years; equipment, 2 to 15 years.

GDPS TN records the value of intangible right-to-use assets based on the underlying leased asset in accordance with GASB Statement No. 87, *Leases*. The right-to-use intangible asset is amortized each year for the term of the contract.

Compensated Absences

Compensated absences are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the government-wide statement of net position. For governmental funds, the current portion of unpaid compensated absences is recognized upon the occurrence of relevant events such as employee resignations and retirements that occur prior to year-end that have not yet been paid with expendable available financial resources. These amounts are reported in the fund from which the employees who have accumulated leave are paid.

Accrued Liabilities and Long-Term Liabilities

All payables, accrued liabilities, and long-term liabilities are reported in the government-wide fund financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as liabilities of the governmental funds.

However, compensated absences and contractually required pension contributions that will be paid from governmental funds are reported as a liability in the governmental fund financial statements only to the extent that they are due for payment during the current year. Other long-term liabilities are recognized as liabilities in the governmental fund financial statements when due.

Deferred Outflows/Inflows of Resources

In addition to assets, the Statement of Net Position also reports deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to a future period and so will not be recognized as an expense or expenditure until then. GDPS TN reports deferred outflows of resources for pension related items. The deferred amounts related to pension relate to contributions subsequent to measurement date, differences between contributions and GDPS TN's proportionate share of contributions, differences between expected and actual experiences, and changes of assumptions.

In addition to liabilities, the Statement of Net Position reports a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then. GDPS TN reports deferred inflows of resources for pension related items. The deferred amounts related to pension relate to differences between contributions and the GDPS TN's proportionate share of contributions, differences between expected and actual experiences, and differences between expected and actual earnings on investments.

Pensions

For purposes of measuring the net pension asset, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Teacher Legacy Pension Plan – Achievement, Teacher Legacy Pension Plan – Bluff City, Teacher Hybrid Retirement Plan – Achievement and the Teacher Hybrid Retirement Plan – Bluff City in the TCRS and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported by the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the Teacher Legacy Pension Plan. Investments are reported at fair value.

For purposes of calculating the restricted net position related to the net pension asset, GDPS TN includes the net pension asset less the related deferred inflows of resources related pensions.

Leases

A lessee should recognize a lease liability and a lease asset at the commencement of the lease term, unless the lease is a short-term lease, or it transfers ownership of the underlying asset. The lease liability should be measured at the present value of payments expected to be made during the lease term (less any lease incentives). The lease asset should be measured at the amount of the initial measurement of the lease liability, plus any payments made to the lessor at or before the commencement of the lease term and certain direct costs. Subsequently, the lease asset is amortized on a straight-line basis over the lease term.

Fund Balances - Governmental Funds

As of June 30, 2022, fund balances of the governmental funds are classified as follows:

Nonspendable - amounts that cannot be spent either because they are in nonspendable form or because they are legally or contractually required to be maintained intact.

Restricted - amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

Committed - amounts that can be used only for specific purposes determined by a formal action of the Board of Directors. The Board of Directors is the highest level of decision-making authority for GDPS TN. Commitments may be established, modified, or rescinded only through resolutions or other action as approved by the governing board. GDPS TN currently does not have any committed funds.

Assigned - amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes. Under GDPS TN's adopted policy, only the Board of Directors or Chief Financial Officer or Executive Director may assign amounts for specific purposes. GDPS TN currently does not have any assigned funds.

Unassigned - all other spendable amounts.

Spending Order Policy

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, GDPS TN considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, GDPS TN considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the governing board has provided otherwise in its commitment or assignment actions.

Net Position

Net position represents the difference between assets and deferred outflows of resources, and liabilities and deferred inflows of resources. Net position net of investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislation or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. GDPS TN first applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available. The government-wide financial statements report $3,988,578 of restricted net position.

Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

Note 2 - Receivables

Receivables at June 30, 2022, consisted of intergovernmental grants, entitlements, and other local sources. All receivables are considered collectible in full.

	General Fund
Federal Government	
Categorical aid	$ 3,054,028
State Government	
Principal apportionment	962,944
Categorical aid	475,441
Local Government	
Other local sources	27,885
GDPS TN Regional Office	2,703,846
Total	$ 7,224,144

Note 3 - Capital Assets

Capital asset activity for the fiscal year ended June 30, 2022, was as follows:

	Balance July 1, 2021	Additions	Deductions	Balance June 30, 2022
Governmental Activities				
Capital assets not being depreciated				
Construction in progress	$ 3,757,630	$ -	$ 3,754,171	$ 3,459
Capital assets being depreciated				
Buildings and improvements	4,543,714	3,917,089	-	8,460,803
Accumulated depreciation				
Buildings and improvements	(1,379,199)	(380,853)	-	(1,760,052)
Net depreciable assets	3,164,515	3,536,236	-	6,700,751
Governmental activities capital assets, net	6,922,145	3,536,236	3,754,171	6,704,210
Right-to-use leased assets being amortized				
Intangible asset - right-to-use lease asset	3,594,973	-	-	3,594,973
Accumulated amortization				
Intangible asset - right-to-use lease asset	(129,527)	(65,215)	-	(194,742)
Net right-to-use leased assets	3,465,446	(65,215)	-	3,400,231
Governmental activitites Capital assets and right-to-use leased assets, net	$ 10,387,591	$ 3,471,021	$ 3,754,171	$ 10,104,441

Depreciation and amortization expense was charged as a direct expense to governmental functions as follows:

Governmental Activities	
Unallocated	$ 446,068

Note 4 - Accounts Payable

Accounts payable at June 30, 2022, consisted of the following:

	General Fund
Other accounts payable	$ 2,262,355

Note 5 - Long-Term Liabilities Other than Pensions

Summary

The changes in GDPS TN's long-term liabilities other than pensions during the year consisted of the following:

	Balance July 1, 2021	Additions	Deductions	Balance June 30, 2022	Due in One Year
Loans	$ 6,976,382	$ 133,585	$ (103,318)	$ 7,006,649	$ 257,071
Leases	3,581,967		(7,234)	3,574,733	11,002
Compensated absences	230,683	-	(124,029)	106,654	-
Total	$ 10,789,032	$ 133,585	$ (234,581)	$ 10,688,036	$ 268,073

Loans

On August 7, 2015, GDPS TN entered into an unsecured loan agreement with CSGF Memphis, LLC. CSGF Memphis, LLC agreed to lend the principal sum of $585,000 with an interest rate of 1.00% per annum on the principal sum outstanding. The entire unpaid principal amount of $585,000, together with all accrued unpaid interest is due on December 31, 2025. Upon successful accomplishment of the milestones outlined in the loan, certain of the amounts due under the loan may be forgiven and treated as a charitable grant. The loans are subject to certain covenants. At June 30, 2022, the balance was $585,000.

Future payment excluding interest is as follows:

Fiscal Year Ending June 30,	Bluff City
2026	$ 585,000

On October 5, 2016, GDPS TN entered into an unsecured loan agreement with CSGF Memphis, LLC. CSGF Memphis, LLC agreed to lend the principal sum of $820,000 with an interest rate of 2.00% per annum on the principal sum outstanding. $420,000 of the principal was to be used by Hillcrest High School and $400,000 by Kirby Middle School. At June 30, 2022, the balance was $596,000.

Future payments excluding interest are as follows:

Fiscal Year Ending June 30,	Hillcrest HS	Kirby MS	Total
2023	$ 76,317	$ 72,683	$ 149,000
2024	76,317	72,683	149,000
2025	76,317	72,683	149,000
2026	76,317	72,683	149,000
Total	$ 305,268	$ 290,732	$ 596,000

On April 4, 2018, GDPS TN entered into a construction loan agreement with Nonprofit Finance Fund. Nonprofit Finance Fund lent the principal sum of $2,740,083 with an interest rate of 5.75% per annum on the principal sum outstanding. The loan will be paid in full by April 1, 2025. The loan is secured with GDPS TN's leasehold interest at 0 Raines Road, Memphis, Tennessee valued at $3,000,000. The loans are subject to certain covenants, including meeting a minimum debt service coverage ratio and a minimum cash balance ratio. At June 30, 2022, the balance was $2,571,483.

Future payments excluding interest are as follows:

Fiscal Year Ending June 30,	Bluff City
2023	$ 85,214
2024	90,245
2025	2,396,024
Total	$ 2,571,483

On May 17, 2019, GDPS TN entered into a construction loan agreement with Nonprofit Finance Fund. Nonprofit Finance agreed to lend the principal sum of $3,300,000 with an interest rate of 6.50% per annum on the principal outstanding per the modified loan agreement. GDPS has drawn down $3,143,435 with an interest rate of 6.50% per annum on the principal outstanding per the modified loan agreement. The loan will be paid in full by April 1, 2025. The loan is secured with GDPS TN's leasehold interest at 4100 Ross Road, Memphis, Tennessee valued at $3,300,000. The loans are subject to certain covenants, including meeting a minimum debt service coverage ratio and a minimum cash balance ratio. At June 30, 2022, the balance was $3,254,166.

Future payments excluding interest are as follows:

Fiscal Year Ending June 30,	Bluff City
2023	$ 22,857
2024	24,397
2025	3,206,912
Total	$ 3,254,166

Compensated Absences

Compensated absences (unpaid employee vacation) for GDPS TN at June 30, 2022, amounted to $106,654.

Leases

GDPS TN entered into an agreement on May 17, 2019, between GDPS TN, a Tennessee nonprofit public benefit corporation and Nonprofit Finance Fund, a New York not for profit corporation to secure a loan for the renovation and improvement of certain real property and improvements knows as “Bluff City High School” leased by Borrower and located at and commonly known as 4100 Ross Road, Memphis, Tennessee. The term of the lease commences on May 1, 2020, and ends on March 1, 2025, with an additional 2 renewal terms ending in May 1, 2052. The annual interest rate charged on the lease is 4.50%. GDPS TN did not include the renewal options in the determination of the right-to-use assets and lease liabilities due to the uncertainty of exercising the options. At June 30, 2022, GDPS TN has recognized a right-to-use (net of accumulated amortization) asset of $3,400,231 and a lease liability of $3,574,733 related to this agreement. During the year, GDPS recorded $65,215 in amortization expense and $7,234 in interest expense for the right-to-use Bluff City High School.

Remaining obligations associated with this lease are as follows:

Year Ending June 30,	Bluff
2023	$ 171,646
2024	175,079
2025	178,580
2026	182,152
2027	185,795
Thereafter	6,069,077
Total lease payments	6,962,329
Less interest	(3,387,596)
Present value of lease liabilities	$ 3,574,733

GDPS amortized the right-to-use assets as follows during the fiscal year:

Lease Activities	Balance July 1, 2021	Additions	Deletions	Balance June 30, 2022
Right-to-use assets				
Bluff City High School	$ 3,465,446	$ -	$ (65,215)	$ 3,400,231

Note 6 - Fund Balance

The fund balance is composed of the following elements:

	General Fund
Nonspendable	
Prepaid expenses	$ 219,598
Restricted	
Stabilization reserve trust	320,338
Unassigned	4,961,789
Total	$ 5,501,725

Note 7 - Risk Management

GDPS TN is exposed to various risks of loss related to torts; theft, damage and destruction of assets; errors and omissions; injuries to employees; life and health of employees; and natural disasters. GDPS TN purchases commercial insurance for property damage with coverage of $149 million, subject to various policy sub-limits generally ranging from $1 million to $50 million and a deductible of $10,000 per occurrence. GDPS TN also purchases commercial insurance for general liability claims with coverage up to $1 million per occurrence and $3 million in the aggregate, with excess liability coverage over $23 million, subject to a deductible of $10,000 per occurrence and a per employee policy limit, subject to a deductible of $100,000 per occurrence per claim, up to a maximum of $1.5 million.

Property and Liability

GDPS TN is exposed to various risks of loss. During fiscal year ended June 30, 2022, GDPS TN contracted with Philadelphia Insurance Companies for property and liability insurance coverage. Settled claims have not exceeded this commercial coverage in any of the past three years. There has not been a significant reduction in coverage from the prior year.

Employee Medical Benefits

GDPS TN has contracted with Aetna and VSP to provide employee health benefits. Periodically, GDPS TN seeks competitive bids to provide this service. Premiums are paid monthly to the carriers who are responsible for providing benefits.

Note 8 - Employee Retirement Systems

Fairley HS, Wooddale MS, Kirby MS and Hillcrest HS are part of the Achievement School District which places the schools in the Teacher Legacy Pension Plan – Achievement and Teacher Hybrid Retirement Plan – Achievement pension plans. Bluff City HS is not part of another district, which places the school in the Teacher Legacy Pension Plan – Bluff City and Teacher Hybrid Retirement Plan – Bluff City pension plans.

Qualified employees are covered under a multiple-employer defined benefit pension plan maintained by an agency of the State of Tennessee. Certificated employees are members of the Tennessee Consolidated Retirement System. All employees who are not members of this plan must contribute to the federal social security system.

For the fiscal year ended June 30, 2022, GDPS TN reported its proportionate share of net pension liability (asset), deferred outflows of resources, deferred inflows of resources, and pension expense for each of the above plans as follows:

Pension Plan	Net Pension Liability (Asset)	Deferred Outflows of Resources	Deferred Inflows of Resources	Pension Expense (Negative Pension Expense)
Legacy - Achievement	$ (5,688,383)	$ 2,103,838	$ 5,015,170	$ (741,875)
Legacy - Bluff City	(815,385)	321,271	747,709	(132,885)
Hybrid - Achievement	(288,221)	366,956	235,812	45,597
Hybrid - Bluff City	(103,743)	86,015	106,881	9,790
Total	$ (6,895,732)	$ 2,878,080	$ 6,105,572	$ (819,373)

Tennessee Consolidated Retirement System Teacher Legacy Pension Plan – Achievement

Plan description

The Tennessee Consolidated Retirement System ("TCRS") was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

Teachers with membership in the TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014 but will continue providing benefits to existing members and retirees.

Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by Local Education Agencies ("LEAs") after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan.

Benefits provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit, or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive years average compensation and the member's service credit. A reduced early retirement benefit is available at age 55 if vested. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10% and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments ("COLAs") after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index ("CPI") during the prior calendar year, capped at 3.00%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5.00% of salary. The LEAs make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by GDPS TN for the year ended June 30, 2022 to the Teacher Legacy Pension Plan were $469,863 which is 10.3% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense (Negative Pension Expense), Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions:

Pension liabilities (assets)

At June 30, 2022, GDPS TN reported a liability (asset) of $(5,688,383) for its proportionate share of the net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2021, and the total pension liability (asset) used to calculate the net pension liability (asset) was determined by an actuarial valuation as of that date. GDPS TN's proportion of the net pension liability (asset) was based on GDPS TN's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2021 GDPS TN's proportion was 0.131882%. The proportion measured as of June 30, 2020 was 0.149358%.

Pension expense (negative pension expense)

For the year ended June 30, 2022, GDPS TN recognized pension expense (negative pension expense) of $(741,875).

Deferred outflows of resources and deferred inflows of resources

For the year ended June 30, 2022, GDPS TN reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 19,116	$ 474,430
Changes of assumptions	1,519,841	-
Net difference between projected and actual earnings on pension plan investment	-	4,536,360
Change in proportion of net pension liability (asset)	95,018	4,380
Contributions subsequent to the measurement date of June 30, 2021	469,863	-
Total	$ 2,103,838	$ 5,015,170

GDPS TN employer contributions of $469,863, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a reduction (increase) to the net pension liability (asset) in the year ended June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflow/(Inflows) of Resources
2023	$ (791,358)
2024	(753,650)
2025	(611,953)
2026	(1,224,234)
Total	$ (3,381,195)

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions

The total pension liability (asset) in the June 30, 2021 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.25 percent
Salary increase	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	6.75 percent, net of pension plan investment expenses, including inflation
Cost-of-living adjustment	2.125 percent

Mortality rates are customized based on actual experience including adjustment for some anticipated improvements.

The actuarial assumptions used in the June 30, 2021, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016 through June 30, 2020. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2020 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.25%. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	4.88%	31%
Developed market international equity	5.37%	14%
Emerging market international equity	6.09%	4%
Private equity and strategic lending	6.57%	20%
U.S. fixed income	1.20%	20%
Real estate	4.38%	10%
Short-term securities	0.00%	1%
Total		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 6.75% based on a blending of the factors described above.

Discount rate

The discount rate used to measure the total pension liability was 6.75%. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all the LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate

The following presents GDPS TN's proportionate share of the net pension asset calculated using the discount rate of 6.75%, as well as what GDPS TN's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is one percentage-point lower (5.75%) or one percentage-point higher (7.75%) than the current rate:

	1% Decrease (5.75%)	Current Discount Rate (6.75%)	1% Increase (7.75%)
GDPS TN's proportionate share of the net pension liability (assets)	$ (1,012,341)	$ (5,688,383)	$ (9,579,785)

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2022, GDPS TN reported no payable for any outstanding amount of contributions to the pension plan required at the year ended June 30, 2022.

Tennessee Consolidated Retirement System Teacher Legacy Pension Plan – Bluff City

Plan description

The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

Teachers with membership in the TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014 but will continue providing benefits to existing members and retirees.

Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by LEAs after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan.

Benefits provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit, or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive years average compensation and the member's service credit. A reduced early retirement benefit is available at age 55 if vested. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10% and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic COLAs after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the CPI during the prior calendar year, capped at 3.00%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5.00% of salary. The LEAs make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by GDPS TN for the year ended June 30, 2022 to the Teacher Legacy Pension Plan were $94,756 which is 10.3% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense (Negative Pension Expense), Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions:

Pension liabilities (assets)

At June 30, 2022, GDPS TN reported a liability (asset) of $(815,385) for its proportionate share of the net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2021, and the total pension liability used to calculate the net pension liability (asset) was determined by an actuarial valuation as of that date. GDPS TN's proportion of the net pension liability was based on GDPS TN's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2021 GDPS TN's proportion was 0.018904%. The proportion measured as of June 30, 2020 was 0.013723%.

Pension expense (negative pension expense)

For the year ended June 30, 2022, GDPS TN recognized pension expense (negative pension expense) of $(132,885).

Deferred outflows of resources and deferred inflows of resources

For the year ended June 30, 2022, GDPS TN reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 2,740	$ 68,006
Changes of assumptions	217,858	-
Net difference between projected and actual earnings on pension plan investment	-	650,253
Change in proportion of net pension liability (asset)	5,917	29,450
Contributions subsequent to the measurement date of June 30, 2021	94,756	-
Total	$ 321,271	$ 747,709

GDPS TN employer contributions of $94,756, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a reduction (increase) to the net pension liability (asset) in the year ended June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflow/(Inflows) of Resources
2023	$ (122,727)
2024	(122,494)
2025	(100,488)
2026	(175,485)
Total	$ (521,194)

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions

The total pension liability in the June 30, 2021, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.25 percent
Salary increase	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	6.75 percent, net of pension plan investment expenses, including inflation
Cost-of-living adjustment	2.125 percent

Mortality rates are customized based on actual experience including adjustment for some anticipated improvements.

The actuarial assumptions used in the June 30, 2021, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016 through June 30, 2020. As a result of the 2020 actuarial experience study, investment and demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2020, actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.25%. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	4.88%	31%
Developed market international equity	5.37%	14%
Emerging market international equity	6.09%	4%
Private equity and strategic lending	6.57%	20%
U.S. fixed income	1.20%	20%
Real estate	4.38%	10%
Short-term securities	0.00%	1%
Total		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 6.75% based on a blending of the factors described above.

Discount rate

The discount rate used to measure the total pension liability was 6.75%. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all the LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate

The following presents GDPS TN's proportionate share of the net pension asset calculated using the discount rate of 6.75%, as well as what GDPS TN's proportionate share of the net pension liability would be if it were calculated using a discount rate that is one percentage-point lower (5.75%) or one percentage-point higher (7.75%) than the current rate:

	1% Decrease (5.75%)	Current Discount Rate (6.75%)	1% Increase (7.75%)
GDPS TN's proportionate share of the net pension liability (assets)	$ (145,112)	$ (815,385)	$ (1,373,191)

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2022, GDPS TN reported no payable for any outstanding amount of contributions to the pension plan required at the year ended June 30, 2022.

Tennessee Consolidated Retirement System Teacher Hybrid Retirement Plan – Achievement

Plan Description

The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

Teachers employed by GDPS TN with memberships in TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014 but will continue providing benefits to existing members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by LEAs after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan.

Benefits Provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90.

Benefits are determined by a formula using the member's highest five consecutive years average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10% and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic COLAs after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the CPI during the prior calendar year, capped at 3%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5% of salary. The LEAs make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4%, except in years when the maximum funded level, as established by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by GDPS TN for the year ended June 30, 2022 to the Teacher Retirement Plan were $138,420 which is 4.00% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets)

At June 30, 2022, GDPS TN reported a liability (asset) of $(288,221) for its proportionate share of the net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2021, and the total pension liability used to calculate the net pension liability (asset) was determined by an actuarial valuation as of that date. GDPS TN's proportion of the net pension liability (asset) was based on GDPS TN's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2021 GDPS TN's proportion was 0.266079%. The proportion measured as of June 30, 2020 was 0.261252%.

Pension expense

For the year ended June 30, 2022, GDPS TN recognized pension expense (negative pension expense) of $45,597.

Deferred outflows of resources and deferred inflows of resources

For the year ended June 30, 2022, GDPS TN reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 5,014	$ 52,738
Net difference between projected and actual earnings on pension plan investment	-	165,907
Changes of assumptions	103,958	-
Change in proportion of net pension liability (asset)	119,564	17,167
Contributions subsequent to the measurement date of June 30, 2021	138,420	-
Total	$ 366,956	$ 235,812

GDPS TN's employer contributions of $138,420, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a reduction (increase) to the net pension liability (asset) in the year ended June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflow/(Inflows) of Resources
2023	$ (25,845)
2024	(24,937)
2025	(24,678)
2026	(28,853)
2027	15,398
Thereafter	81,639
Total	$ (7,276)

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions

The total pension liability in the June 30, 2021, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.25 percent
Salary increase	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	6.75 percent, net of pension plan investment expenses, including inflation
Cost-of-living adjustment	2.125 percent

Mortality rates are customized based on experience including an adjustment for some anticipated improvements.

The actuarial assumptions used in the June 30, 2021, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016, through June 30, 2020. As a result of the 2020 actuarial experience study, investment and demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2020, actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.25%. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	4.88%	31%
Developed market international equity	5.37%	14%
Emerging market international equity	6.09%	4%
Private equity and strategic lending	6.57%	20%
U.S. fixed income	1.20%	20%
Real estate	4.38%	10%
Short-term securities	0.00%	1%
Total		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 6.75% based on a blending of the three factors described above.

Discount rate

The discount rate used to measure the total pension liability was 6.75%. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all the LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension asset to changes in the discount rate

The following presents GDPS TN's proportionate share of the net pension asset calculated using the discount rate of 6.75%, as well as what GDPS TN's proportionate share of the net pension asset would be if it were calculated using a discount rate that is one percentage-point lower (5.75%) or one percentage-point higher (7.75%) than the current rate:

	1% Decrease (5.75%)	Current Discount Rate (6.75%)	1% Increase (7.75%)
GDPS TN's proportionate share of the net pension liability (assets)	$ 99,082	$ (288,221)	$ (573,869)

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2022, GDPS TN reported no payable for any outstanding amount of contributions to the pension plan required at the year ended June 30, 2022.

Defined Contribution Plan

The TCRS Retirement Plan has a defined contribution component to the plan. Under the terms of the Plan for the defined contribution component, employees contribute 2% of their salaries to the plan, but are allowed an opt-out feature. GDPS TN is required to contribute 5% of annual salaries, to an individual employee account. For the year ended June 30, 2022, the GDPS TN recognized pension expense of $27,397 related to the defined contribution component of the plan. Employees are immediately vested in the plan.

Tennessee Consolidated Retirement System Teacher Hybrid Retirement Plan – Bluff City

Plan Description

The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

Teachers employed by GDPS TN with memberships in TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014 but will continue providing benefits to existing members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by LEAs after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan.

Benefits Provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90.

Benefits are determined by a formula using the member's highest five consecutive years average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10% and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic COLAs after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the CPI during the prior calendar year, capped at 3%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5% of salary. The LEAs make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4%, except in years when the maximum funded level, as established by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by GDPS TN for the year ended June 30, 2022 to the Teacher Retirement Plan were $46,790 which is 4.00% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets)

At June 30, 2022, GDPS TN reported a liability (asset) of ($103,743) for its proportionate share of the net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2021, and the total pension liability used to calculate the net pension liability (asset) was determined by an actuarial valuation as of that date. GDPS TN's proportion of the net pension liability (asset) was based on GDPS TN's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2021 GDPS TN's proportion was 0.095774%. The proportion measured as of June 30, 2020 was 0.081129%.

Pension expense

For the year ended June 30, 2022, GDPS TN recognized pension expense (negative pension expense) of $9,790.

Deferred outflows of resources and deferred inflows of resources

For the year ended June 30, 2022, GDPS TN reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 1,805	$ 18,983
Net difference between projected and actual earnings on pension plan investment	-	59,718
Changes of assumptions	37,420	-
Change in proportion of net pension liability (asset)	-	28,180
Contributions subsequent to the measurement date of June 30, 2021	46,790	-
Total	$ 86,015	$ 106,881

GDPS TN's employer contributions of $46,790, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a reduction (increase) to the net pension liability (asset) in the year ended June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflow/(Inflows) of Resources
2022	$ (15,926)
2023	(15,599)
2024	(15,506)
2025	(17,008)
2026	(1,080)
Thereafter	(2,537)
Total	$ (67,656)

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions

The total pension liability in the June 30, 2021, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.25 percent
Salary increase	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	6.75 percent, net of pension plan investment expenses, including inflation
Cost-of-living adjustment	2.125 percent

Mortality rates are customized based on experience including an adjustment for some anticipated improvements.

The actuarial assumptions used in the June 30, 2021, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016, through June 30, 2020. As a result of the 2020 actuarial experience study, investment and demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2020, actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.25%. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	4.88%	31%
Developed market international equity	5.37%	14%
Emerging market international equity	6.09%	4%
Private equity and strategic lending	6.57%	20%
U.S. fixed income	1.20%	20%
Real estate	4.38%	10%
Short-term securities	0.00%	1%
Total		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 6.75% based on a blending of the three factors described above.

Discount rate

The discount rate used to measure the total pension liability was 6.75%. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all the LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension asset to changes in the discount rate

The following presents GDPS TN's proportionate share of the net pension asset calculated using the discount rate of 6.75%, as well as what GDPS TN's proportionate share of the net pension asset would be if it were calculated using a discount rate that is one percentage-point lower (5.75%) or one percentage-point higher (7.75%) than the current rate:

	1% Decrease (5.75%)	Current Discount Rate (6.75%)	1% Increase (7.75%)
GDPS TN's proportionate share of the net pension liability (assets)	$ 35,664	$ (103,743)	$ (206,563)

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2022, GDPS TN reported no payable for any outstanding amount of contributions to the pension plan required at the year ended June 30, 2022.

TCRS Stabilization Trust

Legal Provisions

GDPS TN is a member of the TCRS Stabilization Reserve Trust. GDPS TN has placed funds into the irrevocable trust as authorized by statute under Tennessee Code Annotated ("TCA"), Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of the trust. Funds of trust members are held and invested in the name of the trust for the benefit of each member. Each member's funds are restricted for the payment of retirement benefits of that member's employees. Trust funds are not subject to the claims of general creditors of GDPS TN.

The trust is authorized to make investments as directed by the TCRS Board of Trustees. GDPS TN may not impose any restrictions on investments placed by the trust on their behalf.

Investment Balances

Reserve Trust, are invested in the Tennessee Retiree Group Trust ("TRGT"). The TRGT is not registered with the Securities and Exchange Commission ("SEC") as an investment company. The State of Tennessee has not obtained a credit quality rating for the TRGT from a nationally recognized credit ratings agency. The fair value of investment positions in the TRGT is determined daily based on the fair value of the pool's underlying portfolio. Furthermore, TCRS had not obtained or provided any legally binding guarantees to support the value of participant shares during the fiscal year. There are no restrictions on the sale or redemption of shares.

Investments are reported at fair value. Securities traded on a national exchange are valued at the last reported sales price. Investment income consists of realized and unrealized appreciation (depreciation) in the fair value of investments and interest and dividend income. Interest income is recognized when earned. Securities and securities transactions are recorded in the financial statements on trade-date basis. The fair value of assets of the TRGT held at June 30, 2022, represents the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants. Assets held are categorized for fair value measurement within the fair value hierarchy established by GAAP. The hierarchy is based on the valuation inputs used to measure the fair value of the asset and give the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements).

- Level 1 - Unadjusted quoted prices for identical assets or liabilities in active markets that can be accessed at the measurement date.

- Level 2 - Quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in markets that are not active; assets or liabilities that have a bid-ask spread price in an inactive dealer market, brokered market and principal-to-principal market; and Level 1 assets or liabilities that are adjusted.

- Level 3 - Valuations derived from valuation techniques in which significant inputs are unobservable.

Investments using the Net Asset Value (“NAV”) per share have no readily determinable fair value and have been determined using amortized cost which approximates fair value.

Where inputs used in the measurement of fair value fall into different levels of the hierarchy, fair value of the instrument in its entirety is categorized based on the lowest level input that is significant to the valuation. This assessment requires professional judgement and as such management of the TRGT developed a fair value committee that worked in conjunction with the plan’s custodian and investment professionals to make these valuations. All assets held were valued individually and aggregated into classes so to be represented in the table below.

Short-term securities generally include investments in money market-type securities reported at cost plus accrued interest.

Equity and equity derivative securities classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Equity and equity derivative securities classified in Level 2 are securities whose values are derived daily from associated traded securities. Equity securities classified in Level 3 are valued with last trade data having limited trading volume.

US Treasury Bills, Bonds, Notes and Futures classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Debt and debt derivative securities classified in Level 2 are valued using a bid-ask spread price from multiple independent brokers, dealers, or market principals, which are known to be actively involved in the market. Level 3 debt securities are valued using proprietary information, a single pricing source, or other unobservable inputs related to similar assets or liabilities.

Real estate investments classified in Level 3 are valued using the last valuations provided by external investment advisors or independent external appraisers. Generally, all direct real estate investments are appraised by a qualified independent appraiser(s) with the professional designation of Member of the Appraisal Institute ("MAI"), or its equivalent, every three (3) years beginning from the acquisition date of the property. The appraisals are performed using generally accepted valuation approaches applicable to the property type.

Investments in private mutual funds, traditional private equity funds, strategic lending funds and real estate funds that report using GAAP, the fair value, as well as the unfunded commitments, were determined using the prior quarter's NAV, as reported by the fund managers, plus the current cash flows. These assets were then categorized by investment strategy. In instances where the fund investment reported using non-GAAP standards, the investment was valued using the same method, but was classified in Level 3.

At June 30, 2022, GDPS TN had the following investments held by the trust on its behalf.

Investment	Weighted Average Maturity (days)	Maturities	Fair Value
U.S. equity	N/A	N/A	$ 99,305
Developed market international equity	N/A	N/A	44,847
Emerging market international equity	N/A	N/A	12,814
Investment at Amortized Cost using the NAV			
Private equity and strategic lending	N/A	N/A	64,067
U.S. fixed income	N/A	N/A	64,067
Real estate	N/A	N/A	32,034
Short-term securities	N/A	N/A	3,204
Total			$ 320,338

Investment Type	Fair Value 6/30/2021	Fair Value Measurements Using: Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	Amortized Cost NAV
U.S. equity	$ 99,305	$ 99,305	$ -	$ -	$ -
Developed market international equity	44,847	44,847	-	-	-
Emerging market international equity	12,814	12,814	-	-	-
Private equity and strategic lending	64,067	-	-	-	64,067
U.S. fixed income	64,067	-	64,067	-	-
Real estate	32,034	-	-	32,034	-
Short-term securities	3,204	-	3,204	-	-
Total	$ 320,338	$ 156,966	$ 67,271	$ 32,034	$ 64,067

Risks and Uncertainties

The TCRS Stabilization Reserve Trust's investments include various types of investment funds, which in turn invest in any combination of stock, bonds and other investments exposed to various risks, such as interest rate, credit, and market risk. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and that such changes could materially affect the amounts reported for trust investments.

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. GDPS TN does not have the ability to limit trust investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. GDPS TN does not have the ability to limit the credit ratings of individual investments made by the trust.

Concentration of Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of the county's investment in a single issuer. GDPS TN places no limit on the amount the county may invest in one issuer.

Custodial Credit Risk

Custodial credit risk for investments is the risk that, in the event of a failure of the counterparty to a transaction, the county will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. Pursuant to the trust agreement, investments are held in the name of the trust for the benefit of GDPS TN to pay retirement benefits of GDPS TN employees.

For further information concerning the GDPS TN's investments with the TCRS Stabilization Reserve Trust, audited financial statements of the Tennessee Consolidated Retirement System may be obtained at https://comptroller.tn.gov/content/dam/cot/sa/advancedsearch/disclaimer/2019/ag18092.pdf.

401K

Effective January 1, 2016, GDPS TN established a defined contribution plan, the Green Dot Public Schools 401K, covering all eligible employees 21 years or older and with one year of eligibility service. All employees who meet the 401K plan entry requirements, which is the completion of one year of employment and 1,000 hours, are eligible for Safe Harbor Match Contributions. Safe Harbor Matching Contributions are always 100% vested and non-forfeitable. GDPS TN makes a matching contribution equal to participants' contributions to the Green Dot Public Schools 401K up to 4.00% of the participant's compensation. The employer's contribution to the Green Dot Public Schools 401K for the year ended June 30, 2022, was $21,701. Only employees not in the pension plan are eligible to participate in the 401K plan.

Note 9 - Commitments and Contingencies

Grants

GDPS TN received financial assistance from federal and state agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the General Fund. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of GDPS TN at June 30, 2022.

Litigation

GDPS TN has various outstanding claims or litigation. However, based on consultation with legal counsel, management believes that the ultimate resolution of these matters will not have a material adverse effect on GDPS TN's financial position or result of operations.

Note 10 - Related Party Transactions

Related Organizations

GDPS TN Regional Office ensures that its schools' legal requirements, and all such conditions as may have been imposed by the appropriate authorizers are fully complied with at all times. The GDPS TN regional office provides the following services to the schools: human resources, information technology, fund raising, facilities management, operations management, financial oversight, executive management, and curriculum development. GDPS TN schools paid $3,675,579 in fees to GDPS TN regional office during the year. At June 30, 2022, GDPS TN schools reported an accounts payable of $429,506 to GDPS TN regional office and an accounts receivable of $2,785,281 from GDPS TN regional office.

Note 11 - Subsequent Events

Subsequent to year-end, Bluff City High School was in default of two loan agreements with Nonprofit Finance Fund. The default occurred due to being placed on academic probationary status and failing to maintain a growth score of 3 or above under the Tennessee Value-Added System. As long as such default is continuing, GDPS TN shall cease making any and all payments under the shared service agreement unless otherwise preapproved by Nonprofit Finance Fund. GDPS TN is working towards removing the probationary status and complying with the terms in all loan agreements.

Required Supplementary Information
June 30, 2022

Green Dot Public Schools Tennessee

Teacher Legacy Pension Plan - Achievement	2021	2020	2019	2018	2017	2016
GDPS TN's proportion of the net pension liability (asset)	0.131882%	0.149358%	0.151205%	0.137437%	0.129817%	0.063552%
GDPS TN's proportionate share of the net pension liability (asset)	$ (5,688,384)	$ (1,138,961)	$ (1,554,656)	$ (483,631)	$ (42,473)	$ 397,162
GDPS TN's covered - employee payroll	$ 4,328,589	$ 4,971,005	$ 5,070,112	$ 4,812,616	$ 4,819,251	$ 2,294,081
GDPS TN's proportionate share of the net pension liability (asset) as a percentage of its covered - employee payroll	-131.41%	-22.91%	-30.66%	-10.05%	-0.88%	17.31%
Plan fiduciary net position as a percentage of the total pension liability (asset)	116.13%	103.09%	104.28%	101.49%	100.14%	97.14%

Teacher Legacy Pension Plan - Bluff City	2021	2020	2019	2018
GDPS TN's proportion of the net pension liability (asset)	0.018904%	0.013723%	0.011976%	0.008677%
GDPS TN's proportionate share of the net pension liability (asset)	$ (815,388)	$ (104,648)	$ (123,130)	$ (30,533)
GDPS TN's covered - employee payroll	$ 620,471	$ 456,738	$ 401,556	$ 303,831
GDPS TN's proportionate share of the net pension liability (asset) as a percentage of its covered - employee payroll	-131.41%	-22.91%	-30.66%	-10.05%
Plan fiduciary net position as a percentage of the total pension liability (asset)	116.13%	103.09%	104.28%	101.49%

Teacher Hybrid Retirement Plan - Achievement	2021	2020	2019	2018	2017	2016
GDPS TN's proportion of the net pension liability (asset)	0.266079%	0.081129%	0.405550%	0.474202%	0.678577%	0.488770%
GDPS TN's proportionate share of the net pension liability (asset)	$ (288,220)	$ (46,133)	$ (228,928)	$ (215,064)	$ (179,032)	$ (50,883)
GDPS TN's covered - employee payroll	$ 3,840,089	$ 1,023,791	$ 4,291,547	$ 4,143,953	$ 4,223,468	$ 2,150,617
GDPS TN's proportionate share of the net pension liability (asset) as a percentage of its covered - employee payroll	-7.51%	-4.51%	-5.33%	-5.19%	-4.24%	-2.37%
Plan fiduciary net position as a percentage of the total pension liability (asset)	121.53%	116.52%	123.07%	126.97%	126.81%	121.88%

Teacher Hybrid Retirement Plan - Bluff City	2021	2020	2019	2018
GDPS TN's proportion of the net pension liability (asset)	0.095774%	0.261252%	0.075178%	0.044219%
GDPS TN's proportionate share of the net pension liability (asset)	$ (103,744)	$ (148,559)	$ (42,437)	$ (20,055)
GDPS TN's covered - employee payroll	$ 1,382,225	$ 3,296,812	$ 795,537	$ 386,423
GDPS TN's proportionate share of the net pension liability (asset) as a percentage of its covered - employee payroll	-7.51%	-4.51%	-5.33%	-5.19%
Plan fiduciary net position as a percentage of the total pension liability (asset)	121.53%	116.52%	123.07%	126.97%

Teacher Legacy Pension Plan - Achievement	2022	2021	2020	2019	2018	2017	2016
Contractually required contribution	$ 469,863	$ 444,859	$ 423,686	$ 530,334	$ 436,985	$ 414,842	$ 207,385
Contributions in relation to the contractually required contribution	469,863	444,859	423,686	530,334	436,985	414,842	207,385
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -
GDPS TN's covered - employee payroll	$ 4,561,774	$ 4,331,633	$ 3,985,758	$ 5,070,112	$ 4,812,616	$ 4,819,251	$ 2,294,081
Contributions as a percentage of covered - employee payroll	10.30%	10.27%	10.63%	10.46%	9.08%	8.61%	9.04%

Teacher Legacy Pension Plan - Bluff City	2022	2021	2020	2019	2018
Contractually required contribution	$ 94,756	$ 63,722	$ 28,340	$ 42,003	$ 27,588
Contributions in relation to the contractually required contribution	94,756	63,722	28,340	42,003	27,588
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -
GDPS TN's covered - employee payroll	$ 919,957	$ 620,471	$ 266,602	$ 401,556	$ 303,831
Contributions as a percentage of covered - employee payroll	10.30%	10.27%	10.63%	10.46%	9.08%

See Notes to Required Supplementary Information

Teacher Hybrid Retirement Plan - Achievement	2022	2021	2020	2019*	2018	2017	2016
Contractually required contribution	$ 138,420	$ 131,922	$ 137,689	$ 83,256	$ 67,577	$ 178,151	$ 53,834
Contributions in relation to the contractually required contribution	138,420	131,922	137,689	83,256	165,758	178,151	86,024
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ (98,181)	$ -	$ (32,190)
District's covered - employee payroll	$ 4,138,607	$ 3,840,089	$ 6,885,582	$ 4,291,547	$ 4,143,953	$ 4,223,468	$ 2,150,617
Contributions as a percentage of covered - employee payroll	3.34%	3.44%	2.00%	1.94%	4.00%	4.22%	4.00%

Teacher Hybrid Retirement Plan - Bluff City	2022	2021	2020	2019*	2018
Contractually required contribution	$ 46,790	$ 47,014	$ 23,743	$ 15,433	$ 6,302
Contributions in relation to the contractually required contribution	46,790	47,014	23,743	15,433	15,457
Contribution deficiency (excess)	$ 93,580	$ 94,028	$ 47,486	$ -	$ (9,155)
District's covered - employee payroll	$ 1,314,922	$ 1,382,225	$ 1,184,871	$ 795,537	$ 386,423
Contributions as a percentage of covered - employee payroll	3.56%	3.40%	2.00%	1.94%	4.00%

*In FY 2019 GDPS TN placed the actuarially determined contribution rate (1.94%) of covered payroll into the pension plan and placed 2.06 percent of covered payroll into the Pension Stabilization Reserve Trust.

Note 1 - Purpose of Schedules

Schedule of Proportionate Share of the Net Pension Liability (Asset)

This schedule presents information on GDPS TN's proportionate share of the net pension liability (asset) ("NPL"), the plans' fiduciary net position and, when applicable, the State's proportionate share of the NPL associated with GDPS TN. In the future, as data becomes available, ten years of information will be presented. Teacher Legacy Pension Plan – Bluff City and Teacher Hybrid Retirement Plan – Bluff City has information starting in 2018 due to Bluff City HS opening during the fiscal year end June 30, 2018.

- *Changes in Benefit Terms* – There were no changes in benefit terms since the previous valuations for Teacher Hybrid Retirement Plan and Teacher Legacy Pension Plan.
- *Changes of Assumptions* – In 2021, the following assumptions were changed: decreased inflation rate from 2.50% to 2.25%; decreased the investment rate of return from 7.25% to 6.75%; decreased the cost-of-living adjustment from 2.25% to 2.125%; decreased salary growth graded ranges from an average of 4.25% to an average of 4.00%; and modified mortality assumptions.

Schedule of Contributions

This schedule presents information on GDPS TN's required contribution, the amounts actually contributed, and any excess or deficiency related to the required contribution. In the future, as data becomes available, ten years of information will be presented. Teacher Legacy Pension Plan – Bluff City and Teacher Hybrid Retirement Plan – Bluff City has information starting in 2018 due to Bluff City HS opening during the fiscal year end June 30, 2018.

Supplementary Information
June 30, 2022

Green Dot Public Schools Tennessee

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Assistance Listing Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education			
Passed through Achievement School District			
COVID-19 Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	[1]	$ 164,421
COVID-19 Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425D	[1]	2,699,677
COVID-19 Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425U	[1]	725,959
COVID-19 Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss	84.425U	[1]	720,558
COVID-19 Governor's Emergency Education Relief (GEER) Fund: Learning Loss Mitigation	84.425C	[1]	218,879
COVID-19 American Rescue Plan Elementary and Secondary School Emergency Relief – Homeless Children and Youth	84.425W	[1]	37,179
Subtotal			4,566,673
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	[1]	1,900,460
Title I, School Improvement Grant, Turnaround Action Grant	84.010A	[1]	125,983
Title I, School Improvement Grant, District Priority School Improvement Grant (DPSIG)	84.010A	[1]	37,492
Subtotal			2,063,935
Title II, Part A, Improving Teacher Quality	84.367	[1]	119,856
Title III, Limited English Proficiency (LEP) Student Program	84.365	[1]	10,770
Title IV, Part B, 21st Century Community Learning Centers (CCLC) - High School ASSETs	84.287	[1]	468,813
Safe and Supportive Schools	84.184Y	[1]	7,743
Special Education Cluster			
Basic Local Assistance Entitlement, Part B, Section 611	84.027	[1]	366,466
Total U.S. Department of Education			7,604,256

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Assistance Listing Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Health and Human Services			
Passed through Achievement School District			
Epidemiology and Laboratory Capacity for Infectious Diseases (ELC)	93.323	[1]	$ 54,252
Total U.S. Department of Health and Human Services			54,252
Total Federal Financial Assistance			$ 7,658,508

[1] Pass-Through Entity Identifying Number not available

Green Dot Public Schools Tennessee

Combining Balance Sheet by School – Governmental Funds

June 30, 2022

	Fairley HS Fund	Wooddale MS Fund	Hillcrest HS Fund	Kirby MS Fund	Bluff City HS Fund	Total General Fund
Assets						
Restricted investments -						
TCRS Stabilization Reserve	$ 55,403	$ 69,650	$ 68,073	$ 58,965	$ 68,247	$ 320,338
Accounts receivable	619,418	2,491,365	780,720	2,489,675	842,966	7,224,144
Prepaid expenses	8,331	8,331	91,198	87,745	23,993	219,598
Total assets	$ 683,152	$ 2,569,346	$ 939,991	$ 2,636,385	$ 935,206	$ 7,764,080
Liabilities and Fund Balances						
Liabilities						
Accounts payable	$ 1,137,626	$ 97,622	$ 858,580	$ 55,127	$ 113,400	$ 2,262,355
Fund Balances						
Nonspendable	8,331	8,331	91,198	87,745	23,993	219,598
Restricted	55,403	69,650	68,073	58,965	68,247	320,338
Unassigned	(518,208)	2,393,743	(77,860)	2,434,548	729,566	4,961,789
Total fund balances	(454,474)	2,471,724	81,411	2,581,258	821,806	5,501,725
Total liabilities and fund balances	$ 683,152	$ 2,569,346	$ 939,991	$ 2,636,385	$ 935,206	$ 7,764,080

See Notes to Supplementary Information

Green Dot Public Schools Tennessee

Combining Statement of Revenues, Expenditures, and Changes in Fund Balances by School – Governmental Funds

June 30, 2022

	Fairley HS Fund	Wooddale MS Fund	Hillcrest HS Fund	Kirby MS Fund	Bluff City HS Fund	Total General Fund
Revenues						
Basic education program revenue	$ 3,515,474	$ 5,695,930	$ 4,210,907	$ 4,915,511	$ 4,937,292	$ 23,275,114
Federal sources	1,394,357	1,873,081	1,512,687	1,563,794	1,314,589	7,658,508
Other State sources	-	486,434	-	36,147	-	522,581
Local sources	470,247	641,926	680,689	548,100	545,551	2,886,513
Total revenues	5,380,078	8,697,371	6,404,283	7,063,552	6,797,432	34,342,716
Expenditures						
Current						
Salaries and benefits	2,841,323	3,749,931	3,274,015	3,017,385	3,443,443	16,326,097
Student services	273,778	190,912	253,765	134,699	262,080	1,115,234
Materials and supplies	212,189	288,583	227,633	284,971	299,305	1,312,681
Other expenses	383,909	724,657	562,657	755,588	509,062	2,935,873
Operational services	86,448	140,392	103,500	121,006	146,631	597,977
Rental, leases, and maintenance	866,990	1,185,066	692,653	414,370	807,465	3,966,544
Professional services	563,959	885,444	681,882	773,956	770,338	3,675,579
Capital outlay	-	-	-	-	162,918	162,918
Debt service						
Principal	-	-	-	-	103,318	103,318
Interest and other	-	5,850	3,180	3,029	276,309	288,368
Total expenditures	5,228,596	7,170,835	5,799,285	5,505,004	6,780,869	30,484,589
Excess (Deficiency) of Revenues Over Expenditures	151,482	1,526,536	604,998	1,558,548	16,563	3,858,127
Other Financing Sources						
Other sources - loan proceeds	-	-	-	-	133,585	133,585
Net Change in Fund Balances	151,482	1,526,536	604,998	1,558,548	150,148	3,991,712
Fund Balance - Beginning	(605,956)	945,188	(523,587)	1,022,710	671,658	1,510,013
Fund Balance - Ending	$ (454,474)	$ 2,471,724	$ 81,411	$ 2,581,258	$ 821,806	$ 5,501,725

See Notes to Supplementary Information

Note 1 - Purpose of Schedules

Schedule of Expenditures of Federal Awards

Basis of Presentation

The accompanying schedule of expenditures of federal awards ("the Schedule") includes the federal award activity of GDPS TN under programs of the federal government for the year ended June 30, 2022. The information is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of GDPS TN, it is not intended to and does not present the financial position, or changes in net position or fund balance of GDPS TN.

Summary of Significant Accounting Policies

Expenditures reported in the schedule are reported on the modified accrual basis of accounting. When applicable, such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. No federal financial assistance has been provided to a subrecipient.

Indirect Cost Rate

GDPS TN has not elected to use the ten percent de minimis cost rate.

Food Donation

Nonmonetary assistance is reported in this schedule at the fair market value of the commodities received and disbursed. At June 30, 2022, GDPS TN did not have any food commodities in inventory.

Combining Balance Sheet by School and Combining Statement of Revenues, Expenditures, and Changes in Fund Balance by School

The Combining Balance Sheet by School and Combining Statement of Revenues, Expenditures, and Changes in Fund Balance by School is included to provide information regarding the individual schools that have been included in the General Fund.

Independent Auditor's Reports
June 30, 2022

Green Dot Public Schools Tennessee

EideBailly

CPAs & BUSINESS ADVISORS

Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Board of Directors
Green Dot Public Schools Tennessee
Memphis, Tennessee

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities and the major fund information of Green Dot Public Schools Tennessee, as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise Green Dot Public Schools Tennessee's basic financial statements and have issued our report thereon dated December 13, 2022.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Green Dot Public Schools Tennessee's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Green Dot Public Schools Tennessee's internal control. Accordingly, we do not express an opinion on the effectiveness of Green Dot Public Schools Tennessee's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Green Dot Public Schools Tennessee's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Rancho Cucamonga, California
December 13, 2022

EideBailly

CPAs & BUSINESS ADVISORS

Independent Auditor's Report on Compliance for the Major Federal Program; Report on Internal Control Over Compliance Required by the Uniform Guidance

Board of Directors
Green Dot Public Schools Tennessee
Memphis, Tennessee

Report on Compliance for the Major Federal Program

Opinion on the Major Federal Program

We have audited Green Dot Public Schools Tennessee's ("GDPS TN") compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on GDPS TN's major federal program for the year ended June 30, 2022. GDPS TN's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, GDPS TN complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2022.

Basis for Opinion on the Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America ("GAAS"); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of GDPS TN and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for the major federal program. Our audit does not provide a legal determination of GDPS TN's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to GDPS TN's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on GDPS TN's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about GDPS TN's compliance with the requirements of the major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding GDPS TN's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of GDPS TN's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of GDPS TN's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Eide Bailly LLP

Rancho Cucamonga, California
December 13, 2022

Schedule of Findings and Questioned Costs
June 30, 2022

Green Dot Public Schools Tennessee

Financial Statements

Type of auditor's report issued	Unmodified
Internal control over financial reporting	
Material weakness identified	No
Significant deficiency identified not considered to be material weaknesses	None reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major Federal programs:	
Material weakness identified	No
Significant deficiency identified not considered to be material weaknesses	None reported
Type of auditor's report issued on compliance for major Federal programs	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)	No

Identification of major programs

Name of Federal Program or Cluster	Assistance Listing Number
COVID-19 Education Stabilization Fund	84.425C, 84.425D, 84.425U, 84.425W
Dollar threshold used to distinguish between Type A and Type B programs	$750,000
Auditee qualified as low-risk auditee?	Yes

None reported.

None reported.

There were no audit findings reported in the prior year's Schedule of Findings and Questioned Costs.

Internal School Funds
June 30, 2022

Green Dot Public Schools Tennessee

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BOARD OF DIRECTORS

MEMBER	OFFICE	TERM EXPIRES
Pam Egwuekwe	Board Chair	December 2024
Larry Neal Jr.	Vice Chair	December 2024
Amertice Allen	Board Secretary	December 2024
Chilton Simmons	Member	December 2024
Omar Aquil	Member	December 2024
Matt Thiry	Member	December 2023

ADMINISTRATION

NAME	TITLE
Megan Quaile	Executive Director
Daniel Penaranda	Director of Finance & Operations

EideBailly

CPAs & BUSINESS ADVISORS

Independent Auditor's Report

Board of Directors
Green Dot Public Schools Tennessee
Memphis, Tennessee

Report on the Audit of the Financial Statements

Opinions

We have audited the combined balance sheet – regulatory basis of Green Dot Public Schools Tennessee ("GDPS TN") Internal School Funds, as of June 30, 2022, and the related combined statement of revenues, expenditures and changes in fund balances – regulatory basis for the year then ended, and the related notes to the financial statements. We also have audited the individual school balance sheets – regulatory basis, and the individual school statements of revenues, expenditures and changes in fund balances – regulatory basis as of and for the year ended June 30, 2022, as listed in the table of contents.

Unmodified Opinion on Regulatory Basis of Accounting

In our opinion, the combined financial statements present fairly, in all material respects, the regulatory basis assets, liabilities and fund balances of GDPS TN as of June 30, 2022, and the related regulatory basis revenues, expenditures and changes in fund balances for the year then ended, in conformity with the basis of accounting described in Note 1. In addition, in our opinion, the individual school financial statements present fairly, in all material respects, the regulatory basis assets, liabilities and fund balances of GDPS TN as of June 30, 2022, and the related regulatory basis revenues, expenditures and changes in fund balances for the year then ended, in conformity with the basis of accounting described in Note 1.

Adverse Opinion on U.S. Generally Accepted Accounting Principles

In our opinion, because of the significance of the matter discussed in the Basis for Adverse Opinion on U.S. Generally Accepted Accounting Principles section of our report, the financial statements do not present fairly, in accordance with accounting principles generally accepted in the United States of America, the financial position of GDPS TN, as of June 30, 2022, or the fund balance for the year then ended.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America ("GAAS"). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of GDPS TN, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Basis for Adverse Opinion on U.S. Generally Accepted Accounting Principles

As described in Note 1 of the financial statements, the financial statements are prepared by GDPS TN on the basis of the financial reporting provisions of the *Tennessee Internal School Uniform Accounting Policy Manual* issued by the Tennessee Department of Education, which is a basis of accounting other than accounting principles generally accepted in the United States of America, to meet the requirements of the Tennessee Department of Education. The effects on the financial statements of the variances between the regulatory basis of accounting described in Note 1 and accounting principles generally accepted in the United States of America, although not reasonably determinable, are presumed to be material and pervasive.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with the financial reporting provisions of the *Tennessee Internal School Uniform Accounting Policy Manual* issued by the Tennessee Department of Education, as described in Note 1. Management is also responsible for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about GDPS TN's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of GDPS TN's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about GDPS TN's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the combined financial statements – regulatory basis that collectively comprise GDPS TN's basic financial statements. In addition, our audit was conducted for the purpose of forming an opinion on the individual school financial statements – regulatory basis. The introductory section, as listed in the table of contents, is presented for purposes of additional analysis and is not a required part of the basic financial statements – regulatory basis of the schools.

The introductory section has not been subjected to the auditing procedures applied in the audit of the regulatory basis financial statements and, accordingly, we do not express an opinion or provide any assurance on them.

The supplementary schedules, as listed in the table of contents, are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements – regulatory basis. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements – regulatory basis and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements – regulatory basis themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary schedules, as listed in the table of contents, are fairly stated, in all material respects, in relation to the basic financial statements – regulatory basis as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued a report dated December 13, 2022 on our consideration of GDPS TN's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of GDPS TN's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering GDPS TN's internal control over financial reporting and compliance.

Eide Bailly LLP

Rancho Cucamonga, California
December 13, 2022

Green Dot Public Schools Tennessee

Internal School Funds

Combined Balance Sheet (Regulatory Basis) – All Schools

June 30, 2022

	Fairley HS Fund	Wooddale MS Fund	Hillcrest HS Fund	Kirby MS Fund	Bluff City HS Fund	Total
Assets						
General Fund						
Cash in bank checking	$ -	$ -	$ -	$ -	$ -	$ -
Restricted Funds						
Cash in bank checking	-	-	-	-	-	-
Total assets	$ -	$ -	$ -	$ -	$ -	$ -
Liabilities						
General Fund						
Accounts payable	$ -	$ -	$ -	$ -	$ -	$ -
Due to other funds	-	-	-	-	-	-
Restricted Funds						
Accounts payable	-	-	-	-	-	-
Due to other funds	-	-	-	-	-	-
Total liabilities	-	-	-	-	-	-
Fund Balances						
General Fund						
Unassigned	-	-	-	-	-	-
Restricted Funds	-	-	-	-	-	-
Total fund balances	-	-	-	-	-	-
Total liabilities and fund balances	$ -	$ -	$ -	$ -	$ -	$ -

See Notes to Financial Statements

Green Dot Public Schools Tennessee

Internal School Funds

Combined Statement of Revenues, Expenditures, and Changes in Fund Balances (Regulatory Basis) – All Schools

Year Ended June 30, 2022

	Fairley HS Fund	Wooddale MS Fund	Hillcrest HS Fund	Kirby MS Fund	Bluff City HS Fund	Total
Fund Balances, July 1, 2021	$ 8,416	$ -	$ -	$ -	$ 36,374	$ 44,790
Revenues						
General Fund						
School store	1,381	8,689	2,321	746	-	13,137
Fundraising	16,799	4,322	4,063	17,222	-	42,406
Total general fund	18,180	13,011	6,384	17,968	-	55,543
Restricted Fund						
Athletic Accounts						
Football	11,845	-	4,094	-	-	15,939
Basketball	2,601	-	7,847	4,939	315	15,702
Soccer	-	530	-	-	-	530
Cheerleading	-	-	1,700	-	-	1,700
Softball	-	-	240	-	-	240
General athletics	-	-	2,155	-	-	2,155
Track	-	-	-	1,187	-	1,187
Class Accounts						
Class of 2022	7,171	-	15,510	-	9,870	32,551
Club Accounts						
Student body	-	9,840	-	14,828	-	24,668
Departments						
Music	-	-	-	275	6,280	6,555
Art	-	-	-	-	750	750
Special Programs						
College Tour	-	3,619	50	-	-	3,669
Nike community impact	-	-	-	9,400	-	9,400
Total restricted fund	21,617	13,989	31,596	30,629	17,215	115,046
Total general and restricted funds	39,797	27,000	37,980	48,597	17,215	170,589

See Notes to Financial Statements

Green Dot Public Schools Tennessee

Internal School Funds

Combined Statement of Revenues, Expenditures, and Changes in Fund Balances (Regulatory Basis) – All Schools

Year Ended June 30, 2022

	Fairley HS Fund	Wooddale MS Fund	Hillcrest HS Fund	Kirby MS Fund	Bluff City HS Fund	Total
Expenditures						
General Fund						
School store	$ 1,381	$ 8,689	$ 2,321	$ 746	$ -	$ 13,137
Fundraising	16,799	4,322	4,063	17,222	-	42,406
Total general fund	18,180	13,011	6,384	17,968	-	55,543
Restricted Fund						
Assigned athletics						
Football	11,845	-	4,094	-	-	15,939
Basketball	11,017	-	7,847	4,939	315	24,118
Soccer	-	530	-	-	-	530
Cheerleading	-	-	1,700	-	-	1,700
Softball	-	-	240	-	-	240
General athletics	-	-	2,155	-	-	2,155
Track	-	-	-	1,187	-	1,187
Class Accounts						
Class of 2022	7,171	-	15,510	-	9,870	32,551
Club Accounts						
Student body	-	9,840	-	14,828	-	24,668
Departments						
Music	-	-	-	275	42,654	42,929
Art department	-	-	-	-	750	750
Special programs						
College Tour	-	3,619	50	-	-	3,669
Nike community impact	-	-	-	9,400	-	9,400
Total restricted fund	30,033	13,989	31,596	30,629	53,589	159,836
Total general and restricted funds	48,213	27,000	37,980	48,597	53,589	215,379
Excess (Deficiency) of Revenues Over Expenditures	(8,416)	-	-	-	(36,374)	(44,790)
Fund Balance - Ending	$ -	$ -	$ -	$ -	$ -	$ -

See Notes to Financial Statements

Background

Section 49-2-110, *Tennessee Code Annotated*, provides for student activity funds, establishes responsibility for those funds, and requires schools to adopt and follow a uniform accounting manual. This section excludes parent-teacher and parent-student support organizations from the accounting, record keeping, and other requirements of this section.

Note 1 - Summary of Significant Accounting Policies

Financial Reporting Entity

This report includes only the internal school funds of Green Dot Public Schools Tennessee ("GDPS TN"). Internal school funds consist of financial resources accounted for at the individual schools.

Internal School Funds

Internal school funds reported in the accompanying financial statements include donations and grants made to the individual schools; fees collected by schools; and student activity funds.

Student Activity Funds

Student activity funds include all money received from any source for school-sponsored student activities or school-sponsored events held at or in connection with a school, and specifically include, but are not limited to funds:

- Derived from a school-sponsored academic, art, athletic or social event involving students;
- Raised by school-sponsored clubs involving students;
- Raised by school-sponsored fundraisers involving students who are under the supervision of a school employee;
- Received from a commission for the direct sale of items to students pursuant to a cooperative agreement between the school and an outside organization;
- Received for the direct sale of items to students from a school-run bookstore located on school grounds;
- Raised from fees charged to students;
- Obtained from interest from any account that contains student activity funds and/or;
- Obtained from any related school-sponsored activity that involves the use of school personnel, students, and property during the school day.

Basis of Accounting

The accounting and financial reporting requirements for internal school funds are set forth in the *Tennessee Internal School Uniform Accounting Policy Manual*, issued by the Tennessee Department of Education. The requirements established in the *Tennessee Internal School Uniform Accounting Policy Manual* differ from generally accepted accounting principles primarily in the presentation of the financial statements and restricted fund revenue and expenditure accounting and reporting. The following is a summary of the basic requirements of this special purpose framework.

The financial statements consist of balance sheets and statements of revenues, expenditures and changes in fund balances.

The combined financial statements present all of the individual schools in a columnar format and are required to be presented before the notes to the financial statements. These statements focus on each of the individual schools rather than the funds within the schools. In keeping with that focus, the columnar headings identify the individual schools rather than the funds. The individual school financial statements present the detailed fund activity in each school and are included after the notes to the financial statements.

Revenues are classified by source and expenditures are classified by either function or object for the general fund but not the restricted fund. Revenues and expenditures of the restricted fund are recorded based on the specific group or activity which will benefit or expend the funds. The activity in the restricted "accounts" is presented as total revenues and transfers in and total expenditures and transfers out for each account. A corresponding "fund balance" is presented for each account. Although the restricted fund is a single fund, each account within the fund must present its portion of the restricted fund balance. Transfers reported on the financial statements represent authorized movement of funds between restricted accounts as well as between the general fund and restricted fund.

Measurement Focus/Basis of Accounting

The accompanying financial statements are reported using the current financial resources measurement focus. Accordingly, only current assets and current liabilities are included on the balance sheets and the fund balances report only spendable resources. Internal school funds use the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when they become both measurable and available. Management policies define available as collectible within 60 days after the fiscal year end. Expenditures are generally recognized when the related fund liability is incurred, if measurable.

Fund Structure

The accounts of the individual schools are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for by providing a separate set of self-balancing accounts, which are comprised of the fund's assets, liabilities, fund equity, revenues, and expenditures. The school funds are grouped in the accompanying financial statements as follows:

General Fund

The general fund is used to account for all money to be used for the general operation of the school or for the welfare of the student body. Revenues and expenditures in this fund are not restricted to any specific group or activity.

Restricted Fund

The restricted fund is used to account for money that is restricted for the use of a specific segment of the school population or legally restricted for a specific purpose and not intended to benefit the general school population.

Fund Balances

Nonspendable - amounts reported as nonspendable in the accompanying financial statements represent amounts for inventory in the general fund. GDPS TN currently does not have any nonspendable funds.

Restricted - amounts reported as restricted are the result of externally imposed restrictions placed upon certain resources accounted for in the restricted funds. This includes Basic Education Program ("BEP") funds and grant funds. GDPS TN currently does not have any restricted funds.

When both restricted and unrestricted resources are available for use, it is the school's policy to use restricted resources first, then unrestricted resources as they are needed.

Assigned - Amounts that are constrained by each school's intent to be used for specific purposes are reflected as assigned in the accompanying financial statements. This includes accounts reported in the restricted fund at the school, except for those that account for externally restricted resources, if any, as described above. Inventory amounts for restricted accounts are reflected as assigned because the use of the proceeds from the sale of those inventories is assigned. Board of Education allocation amounts not spent by the end of the fiscal year are reflected as assigned in the general fund because the Board of Directors' intent is for those resources to be expended for instruction, administration, and/or operations and maintenance.

The Board of Directors is authorized to assign amounts for specific purposes with respect to the amounts they allocate to the individual schools. The principal is the official authorized to assign all other amounts to a specific purpose. Authorization is established by the *Tennessee Internal School Uniform Accounting Policy Manual.* GDPS TN currently does not have any assigned funds.

Unassigned - In accordance with generally accepted accounting principles, the general fund is the only fund at each school that reports amounts for unassigned fund balance. This classification represents fund balance that is not restricted and has not been assigned to specific purposes within the general fund. GDPS TN currently does not have any unassigned funds.

When both assigned and unassigned resources are available for use, it is GDPS TN's policy to use assigned resources first, then unassigned resources as they are needed.

Note 2 - Related Party Transactions

Related Organizations

GDPS TN Regional Office ensures that its schools' legal requirements, and all such conditions as may have been imposed by the appropriate authorizers are fully complied with at all times. The GDPS TN Regional Office provides the following services to the schools: human resources, information technology, fund raising, facilities management, operations management, financial oversight, executive management, and curriculum development.

Individual Financial Statements
June 30, 2022

Green Dot Public Schools Tennessee

Green Dot Public Schools Tennessee

Internal School Funds

Fairley High School - Balance Sheet (Regulatory Basis)

June 30, 2022

	Assets		Liabilities and Fund Balance				
			Liabilities		Fund balance		
	Cash in Bank Checking	Total Assets	Due To/ Accounts Payable	Total Liabilities	Unassigned	Total Fund Balance	Total Liabilities and Fund Balance
General Fund	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Restricted Fund	-	-	-	-	-	-	-
Total general and restricted funds	$ -	$ -	$ -	$ -	$ -	$ -	$ -

The notes to the financial statements are an integral part of this statement.

	Fund Balance July 1, 2021	Revenue	Expenditures	Fund Balance June 30, 2022
General Fund				
School store	$ -	$ 1,381	$ 1,381	$ -
Fundraising	-	16,799	16,799	-
Total general fund	-	18,180	18,180	-
Restricted Fund				
Athletic Accounts				
Football	-	11,845	11,845	-
Basketball	8,416	2,601	11,017	-
Class Accounts				
Class of 2022	-	7,171	7,171	-
Total restricted fund	8,416	21,617	30,033	-
Total general and restricted funds	$ 8,416	$ 39,797	$ 48,213	$ -

Green Dot Public Schools Tennessee

Internal School Funds

Wooddale Middle School - Balance Sheet (Regulatory Basis)

June 30, 2022

	Assets		Liabilities and Fund Balance				
			Liabilities		Fund balance		
	Cash in Bank Checking	Total Assets	Due To/ Accounts Payable	Total Liabilities	Unassigned	Total Fund Balance	Total Liabilities and Fund Balance
General Fund	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Restricted Fund	-	-	-	-	-	-	-
Total general and restricted funds	$ -	$ -	$ -	$ -	$ -	$ -	$ -

The notes to the financial statements are an integral part of this statement.

	Fund Balance July 1, 2021	Revenue	Expenditures	Fund Balance June 30, 2022
General Fund				
School store	$ -	$ 8,689	$ 8,689	$ -
Fundraising	-	4,322	4,322	-
Total general fund	-	13,011	13,011	-
Restricted Fund				
Athletic Accounts				
Soccer	-	530	530	-
Club Accounts				
Student body	-	9,840	9,840	-
Special Programs				
College Tour	-	3,619	3,619	-
Total restricted fund	-	13,989	13,989	-
Total general and restricted funds	$ -	$ 27,000	$ 27,000	$ -

Green Dot Public Schools Tennessee

Internal School Funds

Hillcrest High School - Balance Sheet (Regulatory Basis)

June 30, 2022

	Assets		Liabilities and Fund Balance				
			Liabilities		Fund balance		
	Cash in Bank Checking	Total Assets	Due To/ Accounts Payable	Total Liabilities	Unassigned	Total Fund Balance	Total Liabilities and Fund Balance
General Fund	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Restricted Fund	-	-	-	-	-	-	-
Total general and restricted funds	$ -	$ -	$ -	$ -	$ -	$ -	$ -

The notes to the financial statements are an integral part of this statement.

	Fund Balance July 1, 2021	Revenue	Expenditures	Fund Balance June 30, 2022
General Fund				
School store	$ -	$ 2,321	$ 2,321	$ -
Fundraising	-	4,063	4,063	-
Total general fund	-	6,384	6,384	-
Restricted Fund				
Athletic Accounts				
Football	-	4,094	4,094	-
Basketball	-	7,847	7,847	-
Cheerleading	-	1,700	1,700	-
Softball	-	240	240	-
General athletics	-	2,155	2,155	-
Class Accounts				
Class of 2022	-	15,510	15,510	-
Special Programs				
College Tour	-	50	50	-
Total restricted fund	-	31,596	31,596	-
Total general and restricted funds	$ -	$ 37,980	$ 37,980	$ -

Green Dot Public Schools Tennessee

Internal School Funds

Kirby Middle School - Balance Sheet (Regulatory Basis)

June 30, 2022

	Assets		Liabilities and Fund Balance				
			Liabilities		Fund balance		
	Cash in Bank Checking	Total Assets	Due To/ Accounts Payable	Total Liabilities	Unassigned	Total Fund Balance	Total Liabilities and Fund Balance
General Fund	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Restricted Fund	-	-	-	-	-	-	-
Total general and restricted funds	$ -	$ -	$ -	$ -	$ -	$ -	$ -

The notes to the financial statements are an integral part of this statement.

	Fund Balance July 1, 2021	Revenue	Expenditures	Fund Balance June 30, 2022
General Fund				
School store	$ -	$ 746	$ 746	$ -
Fundraising	-	17,222	17,222	-
Total general fund	-	17,968	17,968	-
Restricted Fund				
Athletic Accounts				
Basketball	-	4,939	4,939	-
Track	-	1,187	1,187	-
Club Accounts				
Student body	-	14,828	14,828	-
Departments				
Music	-	275	275	-
Special Programs				
Nike community impact	-	9,400	9,400	-
Total restricted fund	-	30,629	30,629	-
Total general and restricted funds	$ -	$ 48,597	$ 48,597	$ -

Green Dot Public Schools Tennessee

Internal School Funds

Bluff City High School - Balance Sheet (Regulatory Basis)

June 30, 2022

	Assets		Liabilities and Fund Balance				
			Liabilities		Fund balance		
	Cash in Bank Checking	Total Assets	Due To/ Accounts Payable	Total Liabilities	Unassigned	Total Fund Balance	Total Liabilities and Fund Balance
General Fund	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Restricted Fund	-	-	-	-	-	-	-
Total general and restricted funds	$ -	$ -	$ -	$ -	$ -	$ -	$ -

The notes to the financial statements are an integral part of this statement.

	Fund Balance July 1, 2021	Revenue	Expenditures	Fund Balance June 30, 2022
General Fund	$ -	$ -	$ -	$ -
Restricted Fund				
Athletic Accounts				
Basketball	-	315	315	-
Class Accounts				
Class of 2022	-	9,870	9,870	-
Departments				
Music	36,374	6,280	42,654	-
Art	-	750	750	-
Total restricted fund	36,374	17,215	53,589	-
Total general and restricted funds	$ 36,374	$ 17,215	$ 53,589	$ -

Supplementary Information
June 30, 2022

Green Dot Public Schools Tennessee

Company	Philadelphia Indemnity Insurance Company
Type of Coverage	Forgery or Alteration
Amount	$300,000 each and every loss $2,500 deductible, each occurrence
Type of Coverage	Computer Fraud
Amount	$100,000 each and every loss $1,000 deductible, each occurrence
Type of Coverage	Employee Dishonesty
Amount	$500,000 each and every loss $5,000 deductible, each occurrence
Period Covered	07/01/21 - 06/30/22
Positions Covered	All Employees

Salary supplements were not paid from internal school funds.

Independent Auditor's Report
June 30, 2022

Green Dot Public Schools Tennessee

EideBailly

CPAs & BUSINESS ADVISORS

Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Board of Directors
Green Dot Public Schools Tennessee
Memphis, Tennessee

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the combined balance sheet - regulatory basis of Green Dot Public Schools Tennessee's Internal School Funds as of June 30, 2022, and the related combined statement of revenues, expenditures, and changes in fund balances – regulatory basis for the year then ended, and the related notes to the financial statements, which collectively comprise Green Dot Public Schools Tennessee's basic financial statements. We have also audited each individual school's internal school financial statements as of and for the year ended June 30, 2022 and have issued our report thereon dated December 13, 2022. Our report disclosed that the financial statements were prepared on the basis of the financial reporting provisions of the *Tennessee Internal School Uniform Accounting Policy Manual*, which is a basis of accounting other than accounting principles generally accepted in the United States of America.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Green Dot Public Schools Tennessee Internal School Funds' internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Green Dot Public Schools Tennessee Internal School Funds' internal control. Accordingly, we do not express an opinion on the effectiveness of Green Dot Public Schools Tennessee Internal School Funds' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Green Dot Public Schools Tennessee's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Rancho Cucamonga, California
December 13, 2022

Schedule of Findings and Questioned Costs
June 30, 2022

Green Dot Public Schools Tennessee

None reported.

There were no audit findings reported in the prior year's Schedule of Findings and Questioned Costs.

Financial Statements
June 30, 2023

Green Dot Public Schools Tennessee

Includes:

Fairley High School
Wooddale Middle School
Hillcrest High School
Kirby Middle School
Bluff City High School

Green Dot Public Schools Tennessee

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June 30, 2023

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CPAs & BUSINESS ADVISORS

Independent Auditor's Report

Board of Directors
Green Dot Public Schools Tennessee
Memphis, Tennessee

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the governmental activities and major fund information of the Green Dot Public Schools Tennessee ("GDPS TN") as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise GDPS TN's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and major fund information of GDPS TN, as of June 30, 2023, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States *(Government Auditing Standards)*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of GDPS TN, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about GDPS TN's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of GDPS TN's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about GDPS TN's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, schedule of GDPS TN's proportionate share of the net pension liability (asset), and the schedule of GDPS TN's contributions , be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with GAAS, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide

any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise GDPS TN's basic financial statements. The Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, combining financial statements, and other supplementary information listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the Schedule of Expenditures of Federal Awards, combining fund financial statements, and other supplementary information listed in the table of contents are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 18, 2023 on our consideration of GDPS TN's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of GDPS TN's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering GDPS TN's internal control over financial reporting and compliance.

Eide Bailly LLP

Rancho Cucamonga, California
December 18, 2023

This section of Green Dot Public Schools Tennessee ("GDPS TN") annual financial report presents our discussion and analysis of GDPS TN's financial performance during the fiscal year that ended on June 30, 2023, with comparative information for 2022. Please read it in conjunction with GDPS TN's financial statements, which immediately follow this section.

OVERVIEW OF THE FINANCIAL STATEMENTS

The Financial Statements

The financial statements presented herein include all the activities of GDPS TN using the integrated approach as prescribed by Governmental Accounting Standards Board ("GASB") Statement No. 34.

The Government-Wide Financial Statements present the financial picture of GDPS TN from the economic resources measurement focus using the accrual basis of accounting. They present governmental activities and business-type activities separately. These statements include all assets of GDPS TN (including capital assets, right-to-use leased assets, and right-to-use subscription IT assets), deferred outflows of resources, as well as all liabilities (including long-term liabilities) and deferred inflows of resources. Additionally, certain eliminations have occurred as prescribed by the statement in regards to interfund activity, payables, and receivables.

The *Fund Financial Statements* include statements for one category of activities: governmental.

- The *Governmental Funds* are prepared using the current financial resources measurement focus and modified accrual basis of accounting.

Reconciliations of the Fund Financial Statements to the Government-Wide Financial Statements is provided to explain the differences created by the integrated approach.

The primary unit of the government is GDPS TN's five charter schools and does not include GDPS TN's Regional Office. See Note 1 for further explanation.

REPORTING GDPS TN AS A WHOLE

The Statement of Net Position and the Statement of Activities

The *Statement of Net Position* and the *Statement of Activities* report information about GDPS TN as a whole and about its activities. These statements include all assets, deferred outflows of resources, liabilities, and deferred inflows of resources of GDPS TN using the accrual basis of accounting, which is similar to the accounting used by most private-sector companies. All of the current year's revenues and expenses are taken into account regardless of when cash is received or paid.

These two statements report GDPS TN's net position and changes in them. Net position is the difference between assets and deferred outflows of resources, and liabilities and deferred inflows of resources, which is one way to measure GDPS TN's financial health, or financial position. Over time, increases or decreases in GDPS TN's net position will serve as a useful indicator of whether the financial position of GDPS TN is improving or deteriorating. Other factors to consider are changes in the GDPS TN's property tax base and the condition of the GDPS TN's facilities.

The relationship between revenues and expenses is the GDPS TN's operating results. Since the Board of Directors' responsibility is to provide services to its students and not to generate profit as commercial entities do, one must consider other factors when evaluating the overall health of GDPS TN. The quality of the education and the safety of the schools will likely be an important component in this evaluation.

In the *Statement of Net Position* and the *Statement of Activities*, all of GDPS TN activities are reported as governmental activities.

Governmental Activities – All of GDPS TN's services are reported in this category. This includes the education of students, the operation of child development activities, and the on-going effort to improve and maintain buildings and sites. State income taxes, federal grants, state grants, property taxes, and local grants finance these activities.

REPORTING GDPS TN'S MOST SIGNIFICANT FUNDS

Fund Financial Statements

The fund financial statements provide detailed information about the most significant funds - not GDPS TN as a whole. Some funds are required to be established by state law.

Governmental Funds – Most of the GDPS TN's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end that are available for spending. These funds are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the GDPS TN's general government operations and the basic services it provides. Governmental fund information helps determine whether there are more or fewer financial resources that can be spent in the near future to finance the GDPS TN's programs. The differences of results in the governmental fund financial statements to those in the government-wide financial statements are explained in a reconciliation following each governmental fund financial statement.

FINANCIAL HIGHLIGHTS

From prior year to current year, GDPS TN saw an increase in grants and contributions. Total revenue increased by approximately $1,099,043. Total expenses increased by approximately $1,484,732. The result of the increase in total revenue and increase in total expense was an overall improvement of Change In Net Position relative to the prior year. Fiscal year 2023, Change In Net Position was $4,919,313. Fiscal year 2022, Change In Net Position was $5,305,002.

GDPS TN AS A WHOLE

Net Position

GDPS TN's net position was $13,505,683 for the fiscal year ended June 30, 2023. Of this amount, $10,687,023 was unrestricted. Restricted net position is reported separately to show legal constraints that limit the Board of Directors' ability to use net position for day-to-day operations. Our analysis below, in summary form, focuses on the net position (Table 1) and change in net position (Table 2) of GDPS TN's governmental activities.

Table 1

	Governmental Activities	
	2023	2022
Assets		
Current and other assets	$ 10,555,952	$ 7,764,080
Aggregate net pension asset	2,139,346	6,895,732
Capital assets, right-to-use lease assets, and right-to-use subscription IT assets	11,277,015	10,104,441
Total assets	23,972,313	24,764,253
Deferred Outflows of Resources	2,671,301	2,878,080
Liabilities		
Current liabilities	1,944,766	2,262,355
Right-of-use lease liability	3,563,732	3,574,733
Long-term liabilities	6,964,803	10,688,036
Total liabilities	12,473,301	16,525,124
Deferred Inflows of Resources	664,630	6,105,572
Net Position		
Net investment in capital assets	963,877	(476,941)
Restricted	1,854,783	3,988,578
Unrestricted	10,687,023	5,074,733
Total net position	$ 13,505,683	$ 8,586,370

The $10,687,023, in unrestricted net position of governmental activities represents the accumulated results of all past years' operations. Unrestricted net position - the part of net position that can be used to finance day-to-day operations without constraints established by debt covenants, enabling legislation, or other legal requirements.

Changes in Net Position

The results of this year's operations for GDPS TN as a whole are reported in the Statement of Activities on page 12. Table 2 takes the information from that Statement and rearranges them slightly so you can see our total revenues for the year.

Table 2

	Governmental Activities	
	2023	2022
Revenues		
Program revenues		
Operating grants and contributions	$ 11,202,617	$ 8,433,713
General revenues		
Basic education program revenue	23,329,066	23,275,114
Other general revenues	910,076	2,633,889
Total revenues	35,441,759	34,342,716
Expenses		
Governmental activities		
Instructional		
Salaries and benefits	17,109,102	14,706,624
Student services	1,009,906	1,115,234
Materials and supplies	1,527,332	1,312,681
Nutrition	1,445	-
Other expenses	2,317,504	2,935,873
General and administrative		
Operational services	590,067	597,977
Rental, leases, and maintenance	3,168,369	3,959,310
Professional services	3,809,149	3,675,579
Depreciation and amortization	479,426	446,068
Debt service - interest	510,146	288,368
Total expenses	30,522,446	29,037,714
Change in net position	$ 4,919,313	$ 5,305,002

Governmental Activities

As reported in the Statement of Activities on page 12, the cost of all of the governmental activities this year was $30,522,446. A portion of the cost in the amount of $11,202,617 was paid by other governments and organizations who subsidized certain programs with grants and contributions. The remaining portion of governmental activities was paid with $24,329,066 in basic education program revenues and other revenues, like interest and general entitlements.

In Table 3, we have presented the cost and net cost of each of GDPS TN's largest functions: salaries and benefits, student services, materials and supplies, operational services, professional services, depreciation, debt service- interest, other expenses, and rental leases and maintenance. Net cost of services shows the financial burden that was placed on Tennessee taxpayers by each of these functions. Providing this information allows the citizens to consider the cost of each function in comparison to the benefits provided by that function.

Table 3

	Total Cost of Services		Net Cost of Services	
	2023	2022	2023	2022
Instructional				
Salaries and benefits	$ 17,109,102	$ 14,706,624	$ (9,406,139)	$ (8,726,077)
Student services	1,009,906	1,115,234	(629,805)	(830,315)
Materials and supplies	1,527,332	1,312,681	(1,185,562)	(1,100,775)
Nutrition	1,445	-	(1,445)	-
Other expenses	2,317,504	2,935,873	(322,014)	(1,726,873)
General and administrative				
Operational services	590,067	597,977	(590,067)	(597,977)
Rental, leases, and maintenance	3,168,369	3,959,310	(2,386,076)	(3,211,969)
Professional services	3,809,149	3,675,579	(3,809,149)	(3,675,579)
Depreciation and amortization	479,426	446,068	(479,426)	(446,068)
Debt service - interest	510,146	288,368	(510,146)	(288,368)
Total	$ 30,522,446	$ 29,037,714	$ (19,319,829)	$ (20,604,001)

GDPS TN'S FUNDS

As GDPS TN completed this year, the governmental funds reported a fund balance of $8,611,186, which is an increase of $3,109,461 from last year (Table 4).

Table 4

	Balances and Activity			
	July 1, 2022	Revenues and Other Financing Sources	Expenditures	June 30, 2023
General fund	$ 5,501,725	$ 35,441,759	$ 32,332,298	$ 8,611,186

CAPITAL ASSETS, RIGHT-TO-USE LEASED ASSETS, AND LONG-TERM LIABILITIES

Capital Assets and Right-to-Use Leased Assets

At June 30, 2023, GDPS TN had $11,277,015 in a broad range of capital assets and right-to-use leased assets, assets (net of depreciation and amortization), including land, buildings, furniture, and equipment, and right-to-use leased assets. This amount represents a net increase (including additions, deductions, and depreciation) of $1,172,574, or 11.60 %, from last year (Table 5).

Table 5

	Governmental	
	2023	2022
Construction in progress	$ -	$ 3,459
Intangible asset - right-to-use leased assets	3,334,614	3,400,231
Buildings and improvements	7,875,041	6,700,751
Furniture and equipment	67,360	-
Total	$ 11,277,015	$ 10,104,441

This year's additions of $1,652,000 included construction costs for the Bluff City High School project.

See Notes 3 and 6 for additional information.

Long-Term Liabilities and Right-Of-Use Lease Liability

At the end of this year, GDPS TN had $10,528,535 in long-term liabilities including right-of-use lease liability outstanding versus $10,688,036 last year, a decrease of 1.49%. Those long-term liabilities consisted of:

Table 6

	Governmental	
	2023	2022
Loans	$ 6,749,406	$ 7,006,649
Leases	3,563,732	3,574,733
Compensated absences	215,397	106,654
Total	$ 10,528,535	$ 10,688,036

See Notes 5 and 6 for additional information.

At year-end, GDPS TN has a net pension asset of $2,139,346 versus $6,895,732 last year, a decrease of $4,756,386, or 68.98%.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES

In considering the GDPS TN budget for the 2023-2024 year, the Board of Directors and management used the following criteria:

The key assumptions in our revenue forecast were:

- Updated state apportionment numbers such as Basic Education Program ("BEP") based on the current state budget.
- Changes to the state categorical funds based on up-to-date student demographics (i.e., special education and poverty) and legislature approval of the state budget.
- Updated Federal Entitlements funding based on up-to-date student demographics and overall federal funding.

The key assumptions in our expenditure forecasts were:

- Grades six through twelve enrollment of 2,273 students;
- Staffed schools as needed per the number of students at each site;
- Fixed facility expense payment based on leases; and
- Optimal per student spending on variable categories;

CONTACTING GDPS TN'S FINANCIAL MANAGEMENT

This financial report is designed to provide the citizens, taxpayers, students, investors and creditors with a general overview of GDPS TN's finances and to show GDPS TN's accountability for the money it receives. If there are any questions about this report or need any additional financial information, contact Jocquell Rodgers, Executive Director, at jocquell.rodgers@greendot.org.

	Governmental Activities
Assets	
Restricted investments - TCRS Stabilization Reserve	$ 380,067
Accounts receivable	10,124,450
Prepaid expenses	51,435
Restricted aggregate net pension asset	2,139,346
Capital assets, net of accumulated depreciation	7,942,401
Capital assets, intangible asset - right-to-use leased asset, net of accumulated amortization	3,334,614
Total assets	23,972,313
Deferred Outflows of Resources	
Deferred outflows of resources related to pensions	2,671,301
Liabilities	
Accounts payable	1,744,851
Unearned revenue	199,915
Right-of-use lease liability	
Right-of-use lease liability, due within one year	15,012
Right-of-use lease liability, due in more than one year	3,548,720
Long-term liabilities	
Long-term liabilities other than pensions due within one year	263,471
Long-term liabilities other than pensions due in more than one year	6,701,332
Total long-term liabilities	6,964,803
Total liabilities	12,473,301
Deferred Inflows of Resources	
Deferred inflows of resources related to pensions	664,630
Net Position	
Net investment in capital assets	963,877
Restricted for:	
Stabilization reserve trust	380,067
Net pension asset	1,474,716
Unrestricted	10,687,023
Total net position	$ 13,505,683

Functions/Programs	Expenses	Program Revenues: Operating Grants and Contributions	Net (Expenses) Revenues and Changes in Net Position: Total
Governmental Activities			
Instructional			
Salaries and benefits	$ 17,109,102	$ 7,702,963	$ (9,406,139)
Student services	1,009,906	380,101	(629,805)
Materials and supplies	1,527,332	341,770	(1,185,562)
Nutrition	1,445	-	(1,445)
Other expenses	2,317,504	1,995,490	(322,014)
General and administrative			
Operational services	590,067	-	(590,067)
Rental, leases, and maintenance	3,168,369	782,293	(2,386,076)
Professional services	3,809,149	-	(3,809,149)
Depreciation and amortization	479,426	-	(479,426)
Debt service - interest	510,146	-	(510,146)
Total governmental activities	$ 30,522,446	$ 11,202,617	(19,319,829)
General revenues and subventions			
Basic education program revenue			23,329,066
Miscellaneous			910,076
Total general revenues and subventions			24,239,142
Change in Net Position			4,919,313
Net Position - Beginning			8,586,370
Net Position - Ending			$ 13,505,683

Green Dot Public Schools Tennessee

Balance Sheet – Governmental Funds

June 30, 2023

	General Fund
Assets	
Restricted investments - TCRS Stabilization Reserve	$ 380,067
Accounts receivable	10,124,450
Prepaid expenses	51,435
Total assets	$ 10,555,952
Liabilities and Fund Balances	
Liabilities	
Accounts payable	$ 1,744,851
Unearned revenue	199,915
Total liabilities	1,944,766
Fund Balances	
Nonspendable	51,435
Restricted	380,067
Unassigned	8,179,684
Total fund balances	8,611,186
Total liabilities and fund balances	$ 10,555,952

Total Fund Balance - Governmental Funds		$ 8,611,186
Amounts Reported for Governmental Activities in the Statement of Net Position are different because:		
Capital assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds.		
The cost of capital assets is	$ 10,116,262	
Accumulated depreciation is	(2,173,861)	
Net capital assets		7,942,401
Right-to-use leased assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds.		
The cost of right-to-use leased assets is	3,594,973	
Accumulated amortization is	(260,359)	
Net right-to-use leased assets		3,334,614
Deferred outflows of resources represent a consumption of net position in a future period and is not reported in the governmental funds. Deferred outflows of resources amounted to and related to		
Net pension asset		2,671,301
Deferred inflows of resources represent an acquisition of net position that applies to a future period and is not reported in the governmental funds. Deferred inflows of resources amount to and related to		
Net pension asset		(664,630)
Net pension asset is not due and receivable in the current period, and is not reported as an asset in the funds.		2,139,346
Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the funds.		
Long-term liabilities at year-end consist of		
Loans	(6,749,406)	
Leases	(3,563,732)	
Compensated absences (vacations)	(215,397)	
Total long-term liabilities		(10,528,535)
Total net position - governmental activities		$ 13,505,683

	General Fund
Revenues	
Basic education program revenue	$ 23,329,066
Federal sources	9,281,866
Other state sources	2,256,281
Other local sources	444,758
Local sources - Internal school funds	129,788
Total revenues	35,441,759
Expenditures	
Current	
Instructional	
Salaries and benefits	17,478,136
Student services	1,009,906
Materials and supplies	1,527,332
Internal school funds	129,788
Nutrition	1,445
Other expenses	2,187,716
General and administrative	
Operational services	590,067
Rental, leases, and maintenance	3,164,899
Professional services	3,809,149
Capital outlay	1,655,470
Debt service	
Principal	268,244
Interest and other	510,146
Total expenditures	32,332,298
Net Change in Fund Balance	3,109,461
Fund Balance - Beginning	5,501,725
Fund Balance - Ending	$ 8,611,186

Total Net Change in Fund Balance - Governmental Funds		$ 3,109,461
Amounts Reported for Governmental Activities in the Statement of Activities are different because:		
Capital outlays to purchase or build capital assets are reported in governmental funds as expenditures; however, for governmental activities, those costs are shown in the Statement of Net Position and allocated over their estimated useful lives as annual depreciation expenses in the Statement of Activities.		
This is the amount by which capital outlays exceeds depreciation in the period.		
Capital outlays	$ 1,652,000	
Depreciation expense	(412,369)	
Net expense adjustment		1,239,631
Amortization of right to use lease assets is reported in governmental funds as expenditures; however, for governmental activities, those costs are shown in the Statement of Net Position and allocated over their estimated useful lives as annual amortization expenses in the Statement of Activities.		(65,617)
In the Statement of Activities, certain operating expenses, such as compensated absences (vacations) are measured by the amounts earned during the year. In the governmental funds, however, expenditures for these items are measured by the amount of financial resources used (i.e., the amounts actually paid). Vacation used was less than the amounts earned by $108,743.		(108,743)
In the governmental funds, pension costs are based on employer contributions made to pension plans during the year. However, in the Statement of Activities, pension expense is the net effect of all changes in the deferred outflows, deferred inflows and net pension liability during the year.		476,337

Payment of principal on long-term liabilities is an expenditure in the governmental funds, but it reduces long-term liabilities in the Statement of Net Position and does not affect the Statement of Activities.		
Loans	$ 257,243	
Leases	11,001	
Total payments		$ 268,244
Change in net position of governmental activities		$ 4,919,313

Note 1 - Summary of Significant Accounting Policies

Financial Reporting Entity

Green Dot Public Schools Tennessee ("GDPS TN") (A Tennessee Nonprofit Public Benefit Organization) was organized on May 29, 2014. Financial activity began on July 1, 2014. During the fiscal year ended June 30, 2023, GDPS TN operated five charters. Fairley High School ("Fairley HS"), Wooddale Middle School ("Wooddale MS"), Kirby Middle School ("Kirby MS") and Hillcrest High School (Hillcrest HS) operate under the approval of the Tennessee Department of Education ("TDOE") and are part of the Achievement School District. Bluff City High School (Bluff City HS) operates under the approval of the TDOE. Fairley High School, Hillcrest High School, Kirby Middle School, Wooddale Middle School, and Bluff City High School receive per-pupil funding to help support operations. In accordance with TCA § 49-13-127(b)(3), the financial statements only include the financial position and activities of the five charter schools, and do not include the financial position and management activities of the Regional Office. Accordingly, these financial statements are not intended to present fairly the financial position and results of operations of the GDPS TN in compliance with accounting principles generally accepted in the United States of America.

GDPS TN was founded upon the simple idea that every child in every community deserves to go to a great school. GDPS TN's mission is to transform public education so all students graduate prepared for college, leadership, and life. GDPS TN's academic model is designed to meet individual student needs and to provide students with a rigorous curriculum and the support they need to succeed. GDPS TN ensures that every student has a highly effective classroom experience by providing small, safe personalized schools, high expectations for all students, local control and accountability, parent participation, maximum funding in the classroom, and a longer school day and year. During the 2022-2023 fiscal year, GDPS TN served 2,615 students in three high schools and two middle schools. GDPS TN's students mirror the socio-economic demographic of their communities and local traditional schools.

Other Related Entities

Green Dot Public Schools National ("GDPS National") is a national organization providing services to schools in California, Tennessee, and South Texas. These services include, but are not limited to, Human Resources, Legal, Finance and Accounting, Information Technology, Knowledge Management, Strategic Planning, and National Expansion. In exchange, GDPS TN pays service fees to GDPS National. Each of the regional offices operates the schools and oversees educational services in its region.

GDPS National grants GDPS TN a non-transferable, non-sub-licensable, and non-exclusive license to use, reproduce, and display the Green Dot brand, which includes, but is not limited to: trademarks, service marks, design marks, trade names, domain names, and registrations in connection with GDPS TN's oversight, support activities, and related educational activities of the schools in its region.

Basis of Presentation - Fund Accounting

The accounting system is organized and operated on a fund basis. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts, which are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations. GDPS TN's funds are grouped into one fund category: governmental.

Governmental Funds Governmental funds are those through which most governmental functions typically are financed. Governmental fund reporting focuses on the sources, uses, and balances of current financial resources. Expendable assets are assigned to the various governmental funds according to the purposes for which they may or must be used. Current liabilities are assigned to the fund from which they will be paid. The difference between governmental fund assets and liabilities is reported as fund balance. GDPS TN's major governmental fund is the General Fund.

Major Governmental Funds

General Fund The General Fund is the chief operating fund for GDPS TN. It is used to account for the ordinary operations of GDPS TN. All transactions are accounted for in this fund.

Basis of Accounting - Measurement Focus

Government-Wide Financial Statements The government-wide financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting. This is the same approach used in the preparation of the proprietary fund financial statements, but differs from the manner in which governmental fund financial statements are prepared.

The government-wide statement of activities presents a comparison between expenses, both direct and indirect, of GDPS TN and for each governmental function. Direct expenses are those that are specifically associated with a service, program, or department and are therefore, clearly identifiable to a particular function. GDPS TN does not allocate indirect expenses to functions in the *Statement of Activities*, except for depreciation. Program revenues include charges paid by the recipients of the goods or services offered by the programs and grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues. The comparison of program revenues and expenses identifies the extent to which each program or business segment is self-financing or draws from the general revenues of GDPS TN.

Net position should be reported as restricted when constraints placed on net position are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation.

Fund Financial Statements Fund financial statements report detailed information about GDPS TN. The focus of governmental fund financial statements is on major funds rather than reporting funds by type. Individual charter funds are aggregated and presented in a single column.

- **Governmental Funds** All governmental funds are accounted for using the flow of current financial resources measurement focus and the modified accrual basis of accounting. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. The statement of revenues, expenditures, and changes in fund balance reports the sources (revenues and other financing sources) and uses (expenditures and other financing uses) of current financial resources. This approach differs from the manner in which the governmental activities of the government-wide financial statements are prepared. Governmental fund financial statements, therefore, include reconciliations with brief explanations to better identify the relationship between the government-wide financial statements, prepared using the economic resources measurement focus and the accrual basis of accounting, and the governmental fund financial statements, prepared using the flow of current financial resources measurement focus and the modified accrual basis of accounting.

Revenues – Exchange and Non-Exchange Transactions Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. Available means that the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter, to be used to pay liabilities of the current fiscal year. GDPS TN considers revenues to be available if they are collected within one year after year-end, except for property taxes, which are considered available if collected within 60 days. The following revenue sources are considered to be both measurable and available at fiscal year-end: State apportionments, interest, certain grants, and other local sources.

Non-exchange transactions, in which GDPS TN receives value without directly giving equal value in return, include property taxes, certain grants, entitlements, and donations. Revenue from property taxes is recognized in the fiscal year in which the taxes are received. Revenue from certain grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include time and purpose restrictions. On a modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Unearned Revenue Unearned revenues arise when resources are received by GDPS TN before it has a legal claim to them, such as when certain grants are received prior to the occurrence of qualifying expenditures. In the subsequent periods, when GDPS TN has a legal claim to the resources, the liability for unearned revenue is removed from the balance sheet and the revenue is recognized.

Expenses/Expenditures On the accrual basis of accounting, expenses are recognized at the time they are incurred. The measurement focus of governmental fund accounting is on decreases in net financial resources (expenditures) rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred. Principal and interest on long-term liabilities, which has not matured, are recognized when paid in the governmental funds as expenditures. Allocations of costs, such as depreciation, are not recognized in the governmental funds but are recognized in the entity-wide statements.

Restricted Assets

Restricted assets arise when restrictions on their use change the normal understanding of the availability of the asset. Such constraints are either imposed by creditors, contributors, grantors, or laws of other governments or imposed by enabling legislation. GDPS TN has a restricted investment in the Tennessee Consolidated Retirement System ("TCRS") Stabilization Reserve. The TCRS Stabilization Reserve is designed specifically to accumulate assets that will be used to pay pension benefits in the future.

Prepaid Expenditures (Expenses)

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both the government-wide and fund financial statements. The cost of prepaid items is recorded as expenditures/expenses when consumed rather than when purchased.

Capital Assets and Depreciation

The accounting and reporting treatment applied to the capital assets associated with a fund are determined by its measurement focus. Capital assets are long-lived assets of GDPS TN. GDPS TN maintains a capitalization threshold of $5,000. GDPS TN does not possess any infrastructure. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not capitalized, but are expensed as incurred.

When purchased, such assets are recorded as expenditures in the governmental funds and capitalized in the government-wide statement of net position. The valuation basis for capital assets is historical cost, or where historical cost is not available, estimated historical cost based on replacement cost. Donated capital assets are capitalized at acquisition value on the date donated.

Depreciation is computed using the straight-line method. Estimated useful lives of the various classes of depreciable capital assets are as follows: buildings, 20 to 30 years; improvements/infrastructure, 5 to 30 years; equipment, 2 to 15 years.

Compensated Absences

Compensated absences are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the government-wide statement of net position. For governmental funds, the current portion of unpaid compensated absences is recognized upon the occurrence of relevant events such as employee resignations and retirements that occur prior to year-end that have not yet been paid with expendable available financial resources. These amounts are reported in the fund from which the employees who have accumulated leave are paid.

Accrued Liabilities and Long-Term Liabilities

All payables, accrued liabilities, and long-term liabilities are reported in the government-wide fund financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as liabilities of the governmental funds.

However, compensated absences and contractually required pension contributions that will be paid from governmental funds are reported as a liability in the governmental fund financial statements only to the extent that they are due for payment during the current year. Other long-term liabilities are recognized as liabilities in the governmental fund financial statements when due.

Deferred Outflows/Inflows of Resources

In addition to assets, the Statement of Net Position also reports deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to a future period and so will not be recognized as an expense or expenditure until then. GDPS TN reports deferred outflows of resources for pension related items. The deferred amounts related to pension relate to contributions subsequent to measurement date, differences between contributions and GDPS TN's proportionate share of contributions, differences between expected and actual experiences, and changes of assumptions.

In addition to liabilities, the Statement of Net Position reports a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then. GDPS TN reports deferred inflows of resources for pension related items. The deferred amounts related to pension relate to differences between contributions and the GDPS TN's proportionate share of contributions, differences between expected and actual experiences, and differences between expected and actual earnings on investments.

Pensions

For purposes of measuring the net pension asset, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Teacher Legacy Pension Plan – Achievement, Teacher Legacy Pension Plan – Bluff City, Teacher Hybrid Retirement Plan – Achievement and the Teacher Hybrid Retirement Plan – Bluff City in the TCRS and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported by the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the Teacher Legacy Pension Plan. Investments are reported at fair value.

For purposes of calculating the restricted net position related to the net pension asset, GDPS TN includes the net pension asset less the related deferred inflows of resources related pensions.

Leases

A lessee should recognize a lease liability and a lease asset at the commencement of the lease term, unless the lease is a short-term lease, or it transfers ownership of the underlying asset. The lease liability should be measured at the present value of payments expected to be made during the lease term (less any lease incentives). The lease asset should be measured at the amount of the initial measurement of the lease liability, plus any payments made to the lessor at or before the commencement of the lease term and certain direct costs. Subsequently, the lease asset is amortized on a straight-line basis over the lease term or useful life of the underlying asset.

GDPS TN records the value of intangible right-to-use assets based on the underlying leased asset in accordance with GASB Statement No. 87, *Leases*. The right-to-use intangible asset is amortized each year for the term of the contract or useful life of the underlying asset.

Fund Balances - Governmental Funds

As of June 30, 2023, fund balances of the governmental funds are classified as follows:

Nonspendable - amounts that cannot be spent either because they are in nonspendable form or because they are legally or contractually required to be maintained intact.

Restricted - amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

Committed - amounts that can be used only for specific purposes determined by a formal action of the Board of Directors. The Board of Directors is the highest level of decision-making authority for GDPS TN. Commitments may be established, modified, or rescinded only through resolutions or other action as approved by the governing board. GDPS TN currently does not have any committed funds.

Assigned - amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes. Under GDPS TN's adopted policy, only the Board of Directors or Chief Financial Officer or Executive Director may assign amounts for specific purposes. GDPS TN currently does not have any assigned funds.

Unassigned - all other spendable amounts.

Spending Order Policy

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, GDPS TN considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, GDPS TN considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the governing board has provided otherwise in its commitment or assignment actions.

Net Position

Net position represents the difference between assets and deferred outflows of resources, and liabilities and deferred inflows of resources. Net position net of investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislation or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. GDPS TN first applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available. The government-wide financial statements report $1,795,050 of restricted net position.

Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

Change in Accounting Principles

Implementation of GASB Statement No. 91

As of July 1, 2022, GDPS TN adopted GASB Statement No. 91*, Conduit Debt Obligations*. The objective of this Statement is to better meet the information needs of financial statement users by enhancing the comparability and consistency of conduit debt obligation reporting and reporting of related transactions and other events by state and local government issuers. The implementation of this standard eliminates the option for issuers of conduit debt to recognize a liability for this debt on their financial statements. In addition, it requires issuers to recognize liabilities associated with additional commitments extended by issuers and to recognize assets and deferred inflows of resources related to certain arrangements associated with conduit debt obligations. There was not a significant effect on GDPS TN's financial statements as a result of the implementation of the standard.

Implementation of GASB Statement No. 94

As of July 1, 2022, GDPS TN adopted GASB Statement No. 94, *Public-Private and Public-Public Partnerships (PPP) and Availability Payment Arrangements (APA)*. The implementation of this standard establishes standards of accounting and financial reporting for PPPs and APAs. The standard requires recognition of an asset, receivable, and deferred inflow of resources. There was not a significant effect on GDPS TN's financial statements as a result of the implementation of the standard.

Implementation of GASB Statement No. 96

As of July 1, 2022, GDPS TN adopted GASB Statement No. 96, *Subscription-Based Information Technology Arrangements (SBITAs)*. The implementation of this standard establishes that a SBITA results in a right-to-use subscription IT asset - an intangible asset - and a corresponding liability. The standard provides the capitalization criteria for outlays other than subscription payments, including implementation costs of a SBITA. The Statement requires recognition of certain SBITA assets and liabilities for SBITAs that previously were recognized as outflows of resources based on the payment provisions of the contract. There was not a significant effect on GDPS TN's financial statements as a result of the implementation of the standard.

Note 2 - Receivables

Receivables at June 30, 2023, consisted of intergovernmental grants, entitlements, and other local sources. All receivables are considered collectible in full.

	General Fund
Federal Government	
Categorical aid	$ 5,023,619
State Government	
Principal apportionment	513,777
Categorical aid	100,834
GDPS TN Regional Office	4,486,220
Total	$ 10,124,450

Note 3 - Capital Assets

Capital assets activity for the fiscal year ended June 30, 2023, was as follows:

	Balance July 1, 2022	Additions	Deductions	Balance June 30, 2023
Governmental Activities				
Capital assets not being depreciated				
Construction in progress	$ 3,459	$ -	$ 3,459	$ -
Capital assets being depreciated				
Buildings and improvements	8,460,803	1,586,959	-	10,047,762
Furniture and equipment	-	68,500	-	68,500
Total capital assets being depreciated	8,460,803	1,655,459	-	10,116,262
Accumulated depreciation				
Buildings and improvements	(1,760,052)	(412,369)	-	(2,172,421)
Furniture and equipment	-	(1,440)	-	(1,440)
Total accumulated depreciation	(1,760,052)	(413,809)	-	(2,173,861)
Net depreciable assets	6,700,751	1,241,650	-	7,942,401
Governmental activities capital assets, net	6,704,210	1,241,650	3,459	7,942,401

Depreciation expense was charged as a direct expense to governmental functions as follows:

Governmental Activities	
Instructional	$ (412,369)

Note 4 - Accounts Payable

Accounts payable at June 30, 2023, consisted of the following:

	General Fund
Other accounts payable	$ 1,744,851

Note 5 - Long-Term Liabilities Other than Pensions

Summary

The changes in GDPS TN's long-term liabilities other than pensions during the year consisted of the following:

	Balance July 1, 2022	Additions	Deductions	Balance June 30, 2023	Due in One Year
Loans	$ 7,006,649	$ -	$ (257,243)	$ 6,749,406	$ 263,471
Compensated absences	106,654	108,743	-	215,397	-
Total	$ 7,113,303	$ 108,743	$ (257,243)	$ 6,964,803	$ 263,471

Loans

On August 7, 2015, GDPS TN entered into an unsecured loan agreement with CSGF Memphis, LLC, to be used by Wooddale Middle School. CSGF Memphis, LLC agreed to lend the principal sum of $585,000 with an interest rate of 1.00% per annum on the principal sum outstanding. The entire unpaid principal amount of $585,000, together with all accrued unpaid interest is due on December 31, 2025. Upon successful accomplishment of the milestones outlined in the loan, certain of the amounts due under the loan may be forgiven and treated as a charitable grant. The loans are subject to certain covenants. At June 30, 2023, the balance was $585,000.

Future loan payments are as follows:

Fiscal Year Ending June 30,	Principal	Interest	Total
2024	$ -	$ 5,850	$ 5,850
2025	-	5,850	5,850
2026	585,000	2,925	587,925
Total	$ 585,000	$ 14,625	$ 599,625

On October 5, 2016, GDPS TN entered into an unsecured loan agreement with CSGF Memphis, LLC. CSGF Memphis, LLC agreed to lend the principal sum of $820,000 with an interest rate of 1.00% per annum on the principal sum outstanding. $420,000 of the principal was to be used by Hillcrest High School and $400,000 by Kirby Middle School. At June 30, 2023, the balance was $447,000.

Future loan payments are as follows:

Fiscal Year Ending June 30,	Principal	Interest	Total
2024	$ 149,000	$ 14,279	$ 163,279
2025	149,000	15,769	164,769
2026	149,000	17,131	166,131
Total	$ 447,000	$ 47,179	$ 494,179

On April 4, 2018, GDPS TN entered into a construction loan agreement with Nonprofit Finance Fund to be used by Bluff City High School. Nonprofit Finance Fund lent the principal sum of $2,740,083 with an interest rate of 5.75% per annum on the principal sum outstanding. The loan will be paid in full by April 1, 2025. The loan is secured with GDPS TN's leasehold interest at 0 Raines Road, Memphis, Tennessee valued at $3,000,000. The loans are subject to certain covenants, including meeting a minimum debt service coverage ratio and a minimum cash balance ratio. Bluff City High School was in default with Nonprofit Finance Fund. The default occurred due to being placed on academic probationary status and failing to maintain a growth score of 3 or above under the Tennessee Value-Added System. GDPS TN shall cease making any and all payments under the shared service agreement unless otherwise preapproved by Nonprofit Finance Fund. At June 30, 2023, the balance was $2,486,269.

Future loan payments are as follows:

Fiscal Year Ending June 30,	Principal	Interest	Total
2024	$ 90,245	$ 140,607	$ 230,852
2025	2,396,024	101,975	2,497,999
Total	$ 2,486,269	$ 242,582	$ 2,728,851

On May 17, 2019, GDPS TN entered into a construction loan agreement with Nonprofit Finance Fund to be used by Bluff City High School. Nonprofit Finance agreed to lend the principal sum of $3,300,000 with an interest rate of 6.50% per annum on the principal outstanding per the modified loan agreement. GDPS has drawn down $3,143,435 with an interest rate of 6.50% per annum on the principal outstanding per the modified loan agreement. The loan will be paid in full by April 1, 2025. The loan is secured with GDPS TN's leasehold interest at 4100 Ross Road, Memphis, Tennessee valued at $3,300,000. The loans are subject to certain covenants, including meeting a minimum debt service coverage ratio and a minimum cash balance ratio. Bluff City High School was in default with Nonprofit Finance Fund. The default occurred due to being placed on academic probationary status and failing to maintain a growth score of 3 or above under the Tennessee Value-Added System. GDPS TN shall cease making any and all payments under the shared service agreement unless otherwise preapproved by Nonprofit Finance Fund. At June 30, 2023, the balance was $3,231,137.

Future loan payments are as follows:

Fiscal Year Ending June 30,	Principal	Interest	Total
2024	$ 24,226	$ 208,965	$ 233,191
2025	3,206,911	155,651	3,362,562
Total	$ 3,231,137	$ 364,616	$ 3,595,753

Compensated Absences

Compensated absences (unpaid employee vacation) for GDPS TN at June 30, 2023, amounted to $215,397.

Note 6 - Leases

GDPS TN entered into an agreement on May 17, 2019, between GDPS TN, a Tennessee nonprofit public benefit corporation and Nonprofit Finance Fund, a New York not for profit corporation to secure a loan for the renovation and improvement of certain real property and improvements knows as “Bluff City High School” leased by Borrower and located at and commonly known as 4100 Ross Road, Memphis, Tennessee. The term of the lease commences on May 1, 2020, and ends on March 1, 2052, with an additional 2 renewal terms ending in May 1, 2072. The annual interest rate charged on the lease is 4.50%. GDPS TN did not include the renewal options in the determination of the right-to-use assets and lease liabilities due to the uncertainty of exercising the options. At June 30, 2023, GDPS TN has recognized a right-to-use (net of accumulated amortization) asset of $3,334,614 and a lease liability of $3,563,732 related to this agreement. During the year, GDPS recorded $65,617 in amortization expense and $160,067 in interest expense for the right-to-use Bluff City High School.

GDPS amortized the right-to-use assets as follows during the fiscal year:

	Balance July 1, 2022	Additions	Deductions	Balance June 30, 2023
Right-to-use leased assets being amortized				
Intangible asset - right-to-use lease asset	$ 3,594,973	$ -	$ -	$ 3,594,973
Accumulated amortization				
Intangible asset - right-to-use lease asset	(194,742)	(65,617)	-	(260,359)
Net right-to-use leased assets	$ 3,400,231	$ (65,617)	$ -	$ 3,334,614

Lease liability activity for governmental activities for the year was as follows:

	Balance July 1, 2022	Additions	Deductions	Balance June 30, 2023	Due in One Year
Leases	$ 3,574,733	$ -	$ (11,001)	$ 3,563,732	$ 15,012

Remaining obligations associated with this lease are as follows:

Year Ending June 30,	Principal	Interest	Total
2024	$ 15,012	$ 160,067	$ 175,079
2025	19,276	159,304	178,580
2026	23,808	158,344	182,152
2027	28,620	157,174	185,794
2028	33,728	155,782	189,510
2029-2033	256,702	749,243	1,005,945
2034-2038	438,295	672,350	1,110,645
2039-2043	677,785	548,457	1,226,242
2044-2048	991,017	362,852	1,353,869
2049-2052	1,079,489	103,376	1,182,865
Total	$ 3,563,732	$ 3,226,949	$ 6,790,681

Note 7 - Fund Balance

The fund balance is composed of the following elements:

	General Fund
Nonspendable	
Prepaid expenses	$ 51,435
Restricted	
Stabilization reserve trust	380,067
Unassigned	8,179,684
Total	$ 8,611,186

Note 8 - Risk Management

GDPS TN is exposed to various risks of loss related to torts; theft, damage and destruction of assets; errors and omissions; injuries to employees; life and health of employees; and natural disasters. GDPS TN purchases commercial insurance for property damage with coverage of $149 million, subject to various policy sub-limits generally ranging from $1 million to $50 million and a deductible of $10,000 per occurrence. GDPS TN also purchases commercial insurance for general liability claims with coverage up to $1 million per occurrence and $3 million in the aggregate, with excess liability coverage over $23 million, subject to a deductible of $10,000 per occurrence and a per employee policy limit, subject to a deductible of $100,000 per occurrence per claim, up to a maximum of $1.5 million.

Property and Liability

GDPS TN is exposed to various risks of loss. During fiscal year ended June 30, 2023, GDPS TN contracted with Philadelphia Insurance Companies for property and liability insurance coverage. Settled claims have not exceeded this commercial coverage in any of the past three years. There has not been a significant reduction in coverage from the prior year.

Employee Medical Benefits

GDPS TN has contracted with Aetna and VSP to provide employee health benefits. Periodically, GDPS TN seeks competitive bids to provide this service. Premiums are paid monthly to the carriers who are responsible for providing benefits.

Note 9 - Employee Retirement Systems

Fairley HS, Wooddale MS, Kirby MS and Hillcrest HS are part of the Achievement School District which places the schools in the Teacher Legacy Pension Plan – Achievement and Teacher Hybrid Retirement Plan – Achievement pension plans. Bluff City HS is not part of another district, which places the school in the Teacher Legacy Pension Plan – Bluff City and Teacher Hybrid Retirement Plan – Bluff City pension plans.

Qualified employees are covered under a multiple-employer defined benefit pension plan maintained by an agency of the State of Tennessee. Certificated employees are members of the Tennessee Consolidated Retirement System. All employees who are not members of this plan must contribute to the federal social security system.

For the fiscal year ended June 30, 2023, GDPS TN reported its proportionate share of net pension liability (asset), deferred outflows of resources, deferred inflows of resources, and pension expense for each of the above plans as follows:

Pension Plan	Net Pension Liability (Asset)	Deferred Outflows of Resources	Deferred Inflows of Resources	Pension Expense (Negative Pension Expense)
Legacy - Achievement	$ (1,699,997)	$ 1,853,262	$ 374,326	$ 18,277
Legacy - Bluff City	(342,832)	351,777	191,034	(39,874)
Hybrid - Achievement	(73,665)	378,427	60,050	115,976
Hybrid - Bluff City	(22,852)	87,835	39,220	30,617
Total	$ (2,139,346)	$ 2,671,301	$ 664,630	$ 124,996

Tennessee Consolidated Retirement System Teacher Legacy Pension Plan – Achievement

Plan description

The Tennessee Consolidated Retirement System ("TCRS") was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

Teachers with membership in the TCRS before July 1, 2014, are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014 but will continue providing benefits to existing members and retirees.

Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by Local Education Agencies ("LEAs") after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan.

Benefits provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit, or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive years average compensation and the member's service credit. A reduced early retirement benefit is available at age 55 if vested. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10% and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments ("COLAs") after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index ("CPI") during the prior calendar year, capped at 3.00%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5.00% of salary. The LEAs make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by GDPS TN for the year ended June 30, 2023 to the Teacher Legacy Pension Plan were $420,157 which is 8.69% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense (Negative Pension Expense), Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions:

Pension liabilities (assets)

At June 30, 2023, GDPS TN reported a liability (asset) of $(1,699,997) for its proportionate share of the net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2022, and the total pension liability (asset) used to calculate the net pension liability (asset) was determined by an actuarial valuation as of that date. GDPS TN's proportion of the net pension liability (asset) was based on GDPS TN's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2022, GDPS TN's proportion was 0.138616%. The proportion measured as of June 30, 2021 was 0.131882%.

Pension expense (negative pension expense)

For the year ended June 30, 2023, GDPS TN recognized pension expense (negative pension expense) of $18,277.

Deferred outflows of resources and deferred inflows of resources

For the year ended June 30, 2023, GDPS TN reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 279,643	$ 287,248
Changes of assumptions	1,064,966	
Net difference between projected and actual earnings on pension plan investment	29,069	-
Change in proportion of net pension liability (asset)	59,427	87,078
Contributions subsequent to the measurement date of June 30, 2022	420,157	-
Total	$ 1,853,262	$ 374,326

GDPS TN employer contributions of $420,157, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a reduction (increase) to the net pension liability (asset) in the year ended June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflow/(Inflows) of Resources
2024	$ 168,601
2025	317,492
2026	(324,571)
2027	897,257
Total	$ 1,058,779

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions

The total pension liability (asset) in the June 30, 2022, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.25 percent
Salary increase	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	6.75 percent, net of pension plan investment expenses, including inflation
Cost-of-living adjustment	2.125 percent

Mortality rates are customized based on actual experience including adjustment for some anticipated improvements.

The actuarial assumptions used in the June 30, 2022, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016 through June 30, 2020. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2020, actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.25%. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	4.88%	31%
Developed market international equity	5.37%	14%
Emerging market international equity	6.09%	4%
Private equity and strategic lending	6.57%	20%
U.S. fixed income	1.20%	20%
Real estate	4.38%	10%
Short-term securities	0.00%	1%
Total		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 6.75% based on a blending of the factors described above.

Discount rate

The discount rate used to measure the total pension liability was 6.75%. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all the LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate

The following presents GDPS TN's proportionate share of the net pension asset calculated using the discount rate of 6.75%, as well as what GDPS TN's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is one percentage-point lower (5.75%) or one percentage-point higher (7.75%) than the current rate:

	1% Decrease (5.75%)	Current Discount Rate (6.75%)	1% Increase (7.75%)
GDPS TN's proportionate share of the net pension liability (assets)	$ 3,367,108	$ (1,699,997)	$ (5,920,558)

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2023, GDPS TN reported no payable for any outstanding amount of contributions to the pension plan required at the year ended June 30, 2023.

Tennessee Consolidated Retirement System Teacher Legacy Pension Plan – Bluff City

Plan description

The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

Teachers with membership in the TCRS before July 1, 2014, are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees.

Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by LEAs after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan.

Benefits provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit, or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive years average compensation and the member's service credit. A reduced early retirement benefit is available at age 55 if vested. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10% and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic COLAs after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the CPI during the prior calendar year, capped at 3.00%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5.00% of salary. The LEAs make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by GDPS TN for the year ended June 30, 2023 to the Teacher Legacy Pension Plan were $74,752 which is 8.69% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense (Negative Pension Expense), Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions:

Pension liabilities (assets)

At June 30, 2023, GDPS TN reported a liability (asset) of $(342,832) for its proportionate share of the net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2022, and the total pension liability used to calculate the net pension liability (asset) was determined by an actuarial valuation as of that date. GDPS TN's proportion of the net pension liability was based on GDPS TN's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2022, GDPS TN's proportion was 0.027954%. The proportion measured as of June 30, 2021, was 0.018904%.

Pension expense (negative pension expense)

For the year ended June 30, 2023, GDPS TN recognized pension expense (negative pension expense) of $(39,874).

Deferred outflows of resources and deferred inflows of resources

For the year ended June 30, 2023, GDPS TN reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 56,395	$ 57,928
Changes of assumptions	214,768	-
Net difference between projected and actual earnings on pension plan investment	5,862	-
Change in proportion of net pension liability (asset)	-	133,106
Contributions subsequent to the measurement date of June 30, 2022	74,752	-
Total	$ 351,777	$ 191,034

GDPS TN employer contributions of $74,752, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a reduction (increase) to the net pension liability (asset) in the year ended June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflow/(Inflows) of Resources
2024	$ (14,427)
2025	17,245
2026	(97,775)
2027	180,948
Total	$ 85,991

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions

The total pension liability in the June 30, 2022, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.25 percent
Salary increase	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	6.75 percent, net of pension plan investment expenses, including inflation
Cost-of-living adjustment	2.125 percent

Mortality rates are customized based on actual experience including adjustment for some anticipated improvements.

The actuarial assumptions used in the June 30, 2022, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016 through June 30, 2020. As a result of the 2020 actuarial experience study, investment and demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2020, actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.25%. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	4.88%	31%
Developed market international equity	5.37%	14%
Emerging market international equity	6.09%	4%
Private equity and strategic lending	6.57%	20%
U.S. fixed income	1.20%	20%
Real estate	4.38%	10%
Short-term securities	0.00%	1%
Total		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 6.75% based on a blending of the factors described above.

Discount rate

The discount rate used to measure the total pension liability was 6.75%. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all the LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate

The following presents GDPS TN's proportionate share of the net pension asset calculated using the discount rate of 6.75%, as well as what GDPS TN's proportionate share of the net pension liability would be if it were calculated using a discount rate that is one percentage-point lower (5.75%) or one percentage-point higher (7.75%) than the current rate:

	1% Decrease (5.75%)	Current Discount Rate (6.75%)	1% Increase (7.75%)
GDPS TN's proportionate share of the net pension liability (assets)	$ 679,033	$ (342,832)	$ 1,193,978

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2023, GDPS TN reported no payable for any outstanding amount of contributions to the pension plan required at the year ended June 30, 2023.

Tennessee Consolidated Retirement System Teacher Hybrid Retirement Plan – Achievement

Plan Description

The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

Teachers employed by GDPS TN with memberships in TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014 but will continue providing benefits to existing members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by LEAs after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan.

Benefits Provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90.

Benefits are determined by a formula using the member's highest five consecutive years average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10% and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic COLAs after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the CPI during the prior calendar year, capped at 3%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5% of salary. The LEAs make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4%, except in years when the maximum funded level, as established by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by GDPS TN for the year ended June 30, 2023 to the Teacher Retirement Plan were $143,604 which is 2.87% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets)

At June 30, 2023, GDPS TN reported a liability (asset) of $(73,665) for its proportionate share of the net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2022, and the total pension liability used to calculate the net pension liability (asset) was determined by an actuarial valuation as of that date. GDPS TN's proportion of the net pension liability (asset) was based on GDPS TN's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2022, GDPS TN's proportion was 0.243180%. The proportion measured as of June 30, 2021 was 0.266079%.

Pension expense

For the year ended June 30, 2023, GDPS TN recognized pension expense (negative pension expense) of $115,976.

Deferred outflows of resources and deferred inflows of resources

For the year ended June 30, 2023, GDPS TN reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 4,028	$ 44,756
Net difference between projected and actual earnings on pension plan investment	23,220	-
Changes of assumptions	86,295	-
Change in proportion of net pension liability (asset)	121,280	15,294
Contributions subsequent to the measurement date of June 30, 2022	143,604	-
Total	$ 378,427	$ 60,050

GDPS TN's employer contributions of $143,604, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a reduction (increase) to the net pension liability (asset) in the year ended June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflow/(Inflows) of Resources
2024	$ 13,559
2025	13,796
2026	9,980
2027	50,423
2028	16,135
Thereafter	70,880
Total	$ 174,773

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions

The total pension liability in the June 30, 2022, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.25 percent
Salary increase	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	6.75 percent, net of pension plan investment expenses, including inflation
Cost-of-living adjustment	2.125 percent

Mortality rates are customized based on experience including an adjustment for some anticipated improvements.

The actuarial assumptions used in the June 30, 2022, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016, through June 30, 2020. As a result of the 2020 actuarial experience study, investment and demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2020, actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.25%. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	4.88%	31%
Developed market international equity	5.37%	14%
Emerging market international equity	6.09%	4%
Private equity and strategic lending	6.57%	20%
U.S. fixed income	1.20%	20%
Real estate	4.38%	10%
Short-term securities	0.00%	1%
Total		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 6.75% based on a blending of the three factors described above.

Discount rate

The discount rate used to measure the total pension liability was 6.75%. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all the LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension asset to changes in the discount rate

The following presents GDPS TN's proportionate share of the net pension asset calculated using the discount rate of 6.75%, as well as what GDPS TN's proportionate share of the net pension asset would be if it were calculated using a discount rate that is one percentage-point lower (5.75%) or one percentage-point higher (7.75%) than the current rate:

	1% Decrease (5.75%)	Current Discount Rate (6.75%)	1% Increase (7.75%)
GDPS TN's proportionate share of the net pension liability (assets)	$ 386,701	$ (73,665)	$ (409,875)

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2023, GDPS TN reported no payable for any outstanding amount of contributions to the pension plan required at the year ended June 30, 2023.

Defined Contribution Plan

The TCRS Retirement Plan has a defined contribution component to the plan. Under the terms of the Plan for the defined contribution component, employees contribute 2% of their salaries to the plan, but are allowed an opt-out feature. GDPS TN is required to contribute 5% of annual salaries, to an individual employee account. For the year ended June 30, 2023, the GDPS TN recognized pension expense of $115,976 related to the defined contribution component of the plan. Employees are immediately vested in the plan.

Tennessee Consolidated Retirement System Teacher Hybrid Retirement Plan – Bluff City

Plan Description

The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

Teachers employed by GDPS TN with memberships in TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014 but will continue providing benefits to existing members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by LEAs after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan.

Benefits Provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90.

Benefits are determined by a formula using the member's highest five consecutive years average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10% and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic COLAs after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the CPI during the prior calendar year, capped at 3%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5% of salary. The LEAs make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4%, except in years when the maximum funded level, as established by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by GDPS TN for the year ended June 30, 2023 to the Teacher Retirement Plan were $40,103 which is 2.87% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets)

At June 30, 2023, GDPS TN reported a liability (asset) of $(22,852) for its proportionate share of the net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2022, and the total pension liability used to calculate the net pension liability (asset) was determined by an actuarial valuation as of that date. GDPS TN's proportion of the net pension liability (asset) was based on GDPS TN's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2022 GDPS TN's proportion was 0.075439%. The proportion measured as of June 30, 2021 was 0.095774%.

Pension expense

For the year ended June 30, 2023, GDPS TN recognized pension expense (negative pension expense) of $30,617.

Deferred outflows of resources and deferred inflows of resources

For the year ended June 30, 2023, GDPS TN reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 1,250	$ 13,884
Net difference between projected and actual earnings on pension plan investment	7,203	-
Changes of assumptions	26,770	-
Change in proportion of net pension liability (asset)	12,509	25,336
Contributions subsequent to the measurement date of June 30, 2021	40,103	-
Total	$ 87,835	$ 39,220

GDPS TN's employer contributions of $40,103, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a reduction (increase) to the net pension liability (asset) in the year ended June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflow/(Inflows) of Resources
2023	$ (1,155)
2024	(1,081)
2025	(2,265)
2026	10,281
2027	(356)
Thereafter	3,088
Total	$ 8,512

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions

The total pension liability in the June 30, 2022, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.25 percent
Salary increase	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	6.75 percent, net of pension plan investment expenses, including inflation
Cost-of-living adjustment	2.125 percent

Mortality rates are customized based on experience including an adjustment for some anticipated improvements.

The actuarial assumptions used in the June 30, 2022, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016, through June 30, 2020. As a result of the 2020 actuarial experience study, investment and demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2020, actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.25%. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	4.88%	31%
Developed market international equity	5.37%	14%
Emerging market international equity	6.09%	4%
Private equity and strategic lending	6.57%	20%
U.S. fixed income	1.20%	20%
Real estate	4.38%	10%
Short-term securities	0.00%	1%
Total		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 6.75% based on a blending of the three factors described above.

Discount rate

The discount rate used to measure the total pension liability was 6.75%. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all the LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension asset to changes in the discount rate

The following presents GDPS TN's proportionate share of the net pension asset calculated using the discount rate of 6.75%, as well as what GDPS TN's proportionate share of the net pension asset would be if it were calculated using a discount rate that is one percentage-point lower (5.75%) or one percentage-point higher (7.75%) than the current rate:

	1% Decrease (5.75%)	Current Discount Rate (6.75%)	1% Increase (7.75%)
GDPS TN's proportionate share of the net pension liability (assets)	$ 119,961	$ (22,852)	$ (127,150)

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2023, GDPS TN reported no payable for any outstanding amount of contributions to the pension plan required at the year ended June 30, 2023.

TCRS Stabilization Trust

Legal Provisions

GDPS TN is a member of the TCRS Stabilization Reserve Trust. GDPS TN has placed funds into the irrevocable trust as authorized by statute under Tennessee Code Annotated ("TCA"), Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of the trust. Funds of trust members are held and invested in the name of the trust for the benefit of each member. Each member's funds are restricted for the payment of retirement benefits of that member's employees. Trust funds are not subject to the claims of general creditors of GDPS TN.

The trust is authorized to make investments as directed by the TCRS Board of Trustees. GDPS TN may not impose any restrictions on investments placed by the trust on their behalf.

Investment Balances

Reserve Trust, are invested in the Tennessee Retiree Group Trust ("TRGT"). The TRGT is not registered with the Securities and Exchange Commission ("SEC") as an investment company. The State of Tennessee has not obtained a credit quality rating for the TRGT from a nationally recognized credit ratings agency. The fair value of investment positions in the TRGT is determined daily based on the fair value of the pool's underlying portfolio. Furthermore, TCRS had not obtained or provided any legally binding guarantees to support the value of participant shares during the fiscal year. There are no restrictions on the sale or redemption of shares.

Investments are reported at fair value. Securities traded on a national exchange are valued at the last reported sales price. Investment income consists of realized and unrealized appreciation (depreciation) in the fair value of investments and interest and dividend income. Interest income is recognized when earned. Securities and securities transactions are recorded in the financial statements on trade-date basis. The fair value of assets of the TRGT held at June 30, 2023, represents the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants. Assets held are categorized for fair value measurement within the fair value hierarchy established by GAAP. The hierarchy is based on the valuation inputs used to measure the fair value of the asset and give the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements).

- Level 1 - Unadjusted quoted prices for identical assets or liabilities in active markets that can be accessed at the measurement date.

- Level 2 - Quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in markets that are not active; assets or liabilities that have a bid-ask spread price in an inactive dealer market, brokered market and principal-to-principal market; and Level 1 assets or liabilities that are adjusted.

- Level 3 - Valuations derived from valuation techniques in which significant inputs are unobservable.

Investments using the Net Asset Value (“NAV”) per share have no readily determinable fair value and have been determined using amortized cost which approximates fair value.

Where inputs used in the measurement of fair value fall into different levels of the hierarchy, fair value of the instrument in its entirety is categorized based on the lowest level input that is significant to the valuation. This assessment requires professional judgement and as such management of the TRGT developed a fair value committee that worked in conjunction with the plan’s custodian and investment professionals to make these valuations. All assets held were valued individually and aggregated into classes so to be represented in the table below.

Short-term securities generally include investments in money market-type securities reported at cost plus accrued interest.

Equity and equity derivative securities classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Equity and equity derivative securities classified in Level 2 are securities whose values are derived daily from associated traded securities. Equity securities classified in Level 3 are valued with last trade data having limited trading volume.

US Treasury Bills, Bonds, Notes and Futures classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Debt and debt derivative securities classified in Level 2 are valued using a bid-ask spread price from multiple independent brokers, dealers, or market principals, which are known to be actively involved in the market. Level 3 debt securities are valued using proprietary information, a single pricing source, or other unobservable inputs related to similar assets or liabilities.

Real estate investments classified in Level 3 are valued using the last valuations provided by external investment advisors or independent external appraisers. Generally, all direct real estate investments are appraised by a qualified independent appraiser(s) with the professional designation of Member of the Appraisal Institute ("MAI"), or its equivalent, every three (3) years beginning from the acquisition date of the property. The appraisals are performed using generally accepted valuation approaches applicable to the property type.

Investments in private mutual funds, traditional private equity funds, strategic lending funds and real estate funds that report using GAAP, the fair value, as well as the unfunded commitments, were determined using the prior quarter's NAV, as reported by the fund managers, plus the current cash flows. These assets were then categorized by investment strategy. In instances where the fund investment reported using non-GAAP standards, the investment was valued using the same method, but was classified in Level 3.

At June 30, 2023, GDPS TN had the following investments held by the trust on its behalf.

Investment	Weighted Average Maturity (days)	Maturities	Fair Value
U.S. equity	N/A	N/A	$ 117,821
Developed market international equity	N/A	N/A	53,209
Emerging market international equity	N/A	N/A	15,203
Investment at Amortized Cost using the NAV			
Private equity and strategic lending	N/A	N/A	76,013
U.S. fixed income	N/A	N/A	76,013
Real estate	N/A	N/A	38,007
Short-term securities	N/A	N/A	3,801
Total			$ 380,067

Investment Type	Fair Value 6/30/2021	Fair Value Measurements Using: Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	Amortized Cost NAV
U.S. equity	$ 117,821	$ 117,821	$ -	$ -	$ -
Developed market international equity	53,209	53,209	-	-	-
Emerging market international equity	15,203	15,203	-	-	-
Private equity and strategic lending	76,013	-	-	-	76,013
U.S. fixed income	76,013	-	76,013	-	-
Real estate	38,007	-	-	38,007	-
Short-term securities	3,801	-	3,801	-	-
Total	$ 380,067	$ 186,233	$ 79,814	$ 38,007	$ 76,013

Risks and Uncertainties

The TCRS Stabilization Reserve Trust's investments include various types of investment funds, which in turn invest in any combination of stock, bonds and other investments exposed to various risks, such as interest rate, credit, and market risk. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and that such changes could materially affect the amounts reported for trust investments.

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. GDPS TN does not have the ability to limit trust investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. GDPS TN does not have the ability to limit the credit ratings of individual investments made by the trust.

Concentration of Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of the county's investment in a single issuer. GDPS TN places no limit on the amount the county may invest in one issuer.

Custodial Credit Risk

Custodial credit risk for investments is the risk that, in the event of a failure of the counterparty to a transaction, the county will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. Pursuant to the trust agreement, investments are held in the name of the trust for the benefit of GDPS TN to pay retirement benefits of GDPS TN employees.

For further information concerning the GDPS TN's investments with the TCRS Stabilization Reserve Trust, audited financial statements of the Tennessee Consolidated Retirement System may be obtained at https://comptroller.tn.gov/content/dam/cot/sa/advancedsearch/disclaimer/2019/ag18092.pdf.

401K

Effective January 1, 2016, GDPS TN established a defined contribution plan, the Green Dot Public Schools 401K, covering all eligible employees 21 years or older and with one year of eligibility service. All employees who meet the 401K plan entry requirements, which is the completion of one year of employment and 1,000 hours, are eligible for Safe Harbor Match Contributions. Safe Harbor Matching Contributions are always 100% vested and non-forfeitable. GDPS TN makes a matching contribution equal to participants' contributions to the Green Dot Public Schools 401K up to 4.00% of the participant's compensation. The employer's contribution to the Green Dot Public Schools 401K for the year ended June 30, 2023, was $313,342. Only employees not in the pension plan are eligible to participate in the 401K plan.

Note 10 - Commitments and Contingencies

Grants

GDPS TN received financial assistance from federal and state agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the General Fund. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of GDPS TN at June 30, 2023.

Litigation

GDPS TN has various outstanding claims or litigation. However, based on consultation with legal counsel, management believes that the ultimate resolution of these matters will not have a material adverse effect on GDPS TN's financial position or result of operations.

Note 11 - Related Party Transactions

Related Organizations

GDPS TN Regional Office ensures that its schools' legal requirements, and all such conditions as may have been imposed by the appropriate authorizers are fully complied with at all times. The GDPS TN regional office provides the following services to the schools: human resources, information technology, fund raising, facilities management, operations management, financial oversight, executive management, and curriculum development. GDPS TN schools paid $3,831,337 in fees to GDPS TN regional office during the year. At June 30, 2023, GDPS TN schools reported an accounts receivable of $4,486,127 and accounts payable of $1,461,645 from GDPS TN regional office.

Required Supplementary Information
June 30, 2023

Green Dot Public Schools Tennessee

Green Dot Public Schools Tennessee

Schedule of the Proportionate Share of the Net Pension Liability (Asset)

Year Ended June 30, 2023

Teacher Legacy Pension Plan - Achievement	2022	2021	2020	2019	2018	2017	2016
GDPS TN's proportion of the net pension liability (asset)	0.138616%	0.131882%	0.149358%	0.151205%	0.137437%	0.129817%	0.063552%
GDPS TN's proportionate share of the net pension liability (asset)	$ (1,699,997)	$ (5,688,384)	$ (1,138,961)	$ (1,554,656)	$ (483,631)	$ (42,473)	$ 397,162
GDPS TN's covered - employee payroll	$ 4,561,774	$ 4,331,633	$ 3,985,758	$ 5,070,112	$ 4,812,616	$ 4,819,251	$ 2,294,081
GDPS TN's proportionate share of the net pension liability (asset) as a percentage of its covered - employee payroll	-37.27%	-131.41%	-22.91%	-30.66%	-10.05%	-0.88%	17.31%
Plan fiduciary net position as a percentage of the total pension liability (asset)	-104.42%	116.13%	103.09%	104.28%	101.49%	100.14%	97.14%

Teacher Legacy Pension Plan - Bluff City	2022	2021	2020	2019	2018
GDPS TN's proportion of the net pension liability (asset)	0.027954%	0.018904%	0.013723%	0.011976%	0.008677%
GDPS TN's proportionate share of the net pension liability (asset)	$ (342,832)	$ (815,388)	$ (104,648)	$ (123,130)	$ (30,533)
GDPS TN's covered - employee payroll	$ 919,957	$ 620,471	$ 266,602	$ 401,556	$ 303,831
GDPS TN's proportionate share of the net pension liability (asset) as a percentage of its covered - employee payroll	-37.27%	-131.41%	-22.91%	-30.66%	-10.05%
Plan fiduciary net position as a percentage of the total pension liability (asset)	104.42%	116.13%	103.09%	104.28%	101.49%

Teacher Hybrid Retirement Plan - Achievement	2022	2021	2020	2019	2018	2017	2016
GDPS TN's proportion of the net pension liability (asset)	0.243180%	0.266079%	0.081129%	0.405550%	0.474202%	0.678577%	0.488770%
GDPS TN's proportionate share of the net pension liability (asset)	$ (73,665)	$ (288,220)	$ (46,133)	$ (228,928)	$ (215,064)	$ (179,032)	$ (50,883)
GDPS TN's covered - employee payroll	$ 4,152,795	$ 3,840,089	$ 6,885,582	$ 4,291,547	$ 4,143,953	$ 4,223,468	$ 2,150,617
GDPS TN's proportionate share of the net pension liability (asset) as a percentage of its covered - employee payroll	-1.77%	-7.51%	-4.51%	-5.33%	-5.19%	-4.24%	-2.37%
Plan fiduciary net position as a percentage of the total pension liability (asset)	104.55%	121.53%	116.52%	123.07%	126.97%	126.81%	121.88%

Teacher Hybrid Retirement Plan - Bluff City	2022	2021	2020	2019	2018
GDPS TN's proportion of the net pension liability (asset)	0.075439%	0.095774%	0.261252%	0.075178%	0.044219%
GDPS TN's proportionate share of the net pension liability (asset)	$ (22,852)	$ (103,744)	$ (148,559)	$ (42,437)	$ (20,055)
GDPS TN's covered - employee payroll	$ 1,288,261	$ 1,382,225	$ 1,184,871	$ 795,537	$ 386,423
GDPS TN's proportionate share of the net pension liability (asset) as a percentage of its covered - employee payroll	-1.77%	-7.51%	-4.51%	-5.33%	-5.19%
Plan fiduciary net position as a percentage of the total pension liability (asset)	104.55%	121.53%	116.52%	123.07%	126.97%

See Notes to Required Supplementary Information

Teacher Legacy Pension Plan - Achievement	2023	2022	2021	2020	2019	2018	2017	2016
Contractually required contribution	$ 420,157	$ 469,863	$ 444,859	$ 423,686	$ 530,334	$ 436,985	$ 414,842	$ 207,385
Contributions in relation to the contractually required contribution	420,157	469,863	444,859	423,686	530,334	436,985	414,842	207,385
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
GDPS TN's covered - employee payroll	$ 4,834,952	$ 4,561,774	$ 4,331,633	$ 3,985,758	$ 5,070,112	$ 4,812,616	$ 4,819,251	$ 2,294,081
Contributions as a percentage of covered - employee payroll	8.69%	10.30%	10.27%	10.63%	10.46%	9.08%	8.61%	9.04%

Teacher Legacy Pension Plan - Bluff City	2023	2022	2021	2020	2019	2018
Contractually required contribution	$ 74,752	$ 94,756	$ 63,722	$ 28,340	$ 42,003	$ 27,588
Contributions in relation to the contractually required contribution	74,752	94,756	63,722	28,340	42,003	27,588
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -
GDPS TN's covered - employee payroll	$ 860,205	$ 919,957	$ 620,471	$ 266,602	$ 401,556	$ 303,831
Contributions as a percentage of covered - employee payroll	8.69%	10.30%	10.27%	10.63%	10.46%	9.08%

Teacher Hybrid Retirement Plan - Achievement	2023	2022	2021	2020	2019*	2018	2017	2016
Contractually required contribution	$ 143,604	$ 83,471	$ 77,570	$ 66,925	$ 83,256	$ 67,577	$ 178,151	$ 53,834
Contributions in relation to the contractually required contribution	143,604	83,471	77,570	66,925	83,256	165,758	178,151	86,024
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ (98,181)	$ -	$ (32,190)
District's covered - employee payroll	$ 5,003,618	$ 4,152,795	$ 3,840,089	$ 6,885,582	$ 4,291,547	$ 4,143,953	$ 4,223,468	$ 2,150,617
Contributions as a percentage of covered - employee payroll	2.87%	2.01%	2.02%	0.97%	1.94%	4.00%	4.22%	4.00%

Teacher Hybrid Retirement Plan - Bluff City	2023	2022	2021	2020	2019*	2018
Contractually required contribution	$ 40,103	$ 46,790	$ 47,014	$ 23,743	$ 15,433	$ 6,302
Contributions in relation to the contractually required contribution	40,103	46,790	47,014	23,743	15,433	15,457
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ (9,155)
District's covered - employee payroll	$ 1,397,319	$ 1,288,261	$ 1,382,225	$ 1,184,871	$ 795,537	$ 386,423
Contributions as a percentage of covered - employee payroll	2.87%	3.63%	3.40%	2.00%	1.94%	4.00%

*In FY 2019 GDPS TN placed the actuarially determined contribution rate (1.94%) of covered payroll into the pension plan and placed 2.06 percent of covered payroll into the Pension Stabilization Reserve Trust.

Note 1 - Purpose of Schedules

Schedule of Proportionate Share of the Net Pension Liability (Asset)

This schedule presents information on GDPS TN's proportionate share of the net pension liability (asset) ("NPL"), the plans' fiduciary net position and, when applicable, the State's proportionate share of the NPL associated with GDPS TN. In the future, as data becomes available, ten years of information will be presented. Teacher Legacy Pension Plan – Bluff City and Teacher Hybrid Retirement Plan – Bluff City has information starting in 2018 due to Bluff City HS opening during the fiscal year end June 30, 2018.

- *Changes in Benefit Terms* – There were no changes in benefit terms since the previous valuations for Teacher Hybrid Retirement Plan and Teacher Legacy Pension Plan.
- *Changes of Assumptions* – In 2022, the following assumptions were changed: decreased inflation rate from 2.1% to 2.25%; decreased the investment rate of return from 7.25% to 6.75%; decreased the cost-of-living adjustment from 2.25% to 2.125%; decreased salary growth graded ranges from an average of 3.44% to an average of 8.72%; and modified mortality assumptions.

Schedule of Contributions

This schedule presents information on GDPS TN's required contribution, the amounts actually contributed, and any excess or deficiency related to the required contribution. In the future, as data becomes available, ten years of information will be presented. Teacher Legacy Pension Plan – Bluff City and Teacher Hybrid Retirement Plan – Bluff City has information starting in 2018 due to Bluff City HS opening during the fiscal year end June 30, 2018.

Supplementary Information
June 30, 2023

Green Dot Public Schools Tennessee

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal Financial Assistance Listing Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education			
Passed through Achievement School District			
COVID-19 Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425D	[1]	$ 1,514,283
COVID-19 Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425D	[1]	1,833,237
COVID-19 Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss	84.425U	[1]	626,732
COVID-19 American Rescue Plan Elementary and Secondary School Emergency Relief – Homeless Children and Youth	84.425W	[1]	20,021
COVID-19 American Rescue Plan Elementary and Secondary School Emergency Relief Innovative School Models (ARP-ESSER Federal Funds)	84.425U	[1]	112,374
Subtotal			4,106,647
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	[1]	2,549,928
Title I, School Improvement Grant, Turnaround Action Grant	84.010A	[1]	705,742
Subtotal			3,255,670
Title II, Part A, Improving Teacher Quality	84.367	[1]	122,333
Title IV, Part B, 21st Century Community Learning Centers (CCLC) - High School ASSETs	84.287	[1]	573,527
Safe and Supportive Schools	84.184Y	[1]	80,164
Special Education Cluster			
Basic Local Assistance Entitlement, Part B, Section 611	84.027	[1]	341,520
American Rescue Plan IDEA, Part B, Sec 611, Local Assistant Entitlement	84.027	[1]	156,900
IDEA, Part B: Special Education Grants to States-Best for All	84.027A	[1]	31,252
Total Special Education Cluster			529,672
Total U.S. Department of Education			8,668,013

[1] Pass-Through Entity Identifying Number not available

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal Financial Assistance Listing Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Health and Human Services			
Passed through Achievement School District			
Epidemiology and Laboratory Capacity for Infectious Diseases (ELC)	93.323	[1]	$ 477,820
Resilient School Communities	93.354	[1]	136,033
Total U.S. Department of Health and Human Services			613,853
Total Federal Financial Assistance			$ 9,281,866

[1] Pass-Through Entity Identifying Number not available

Grantor/Pass-Through Grantor	State Awards
Passed through Achievement School District	
Basic Education Program	$ 18,078,859
Passed through Memphis Shelby County Schools	
Basic Education Program	5,250,207
Charter School Facility Grant	1,537,657
Charter Scholl Facilities Grant Non-Competitive	639,515
Learning Camp Transportation	12,954
Learning Loss Bridge Camp	66,155
Total State Financial Assistance	$ 25,585,347

Description of Indebtedness	Original Amount of Issue	Interest Rate	Date of Issue	Final Maturity Date	Beginning Balance July 1, 2022	Issued During Period	Paid and/or Matured During Period	Refunded During Period	Ending Balance June 30, 2023
Governmental Activities:									
Loan payable									
Loan payable through CSGF Memphis, LLC	$ 585,000	1.00%	8/7/2015	12/31/2025	$ 585,000	$ -	$ -	$ -	$ 585,000
Loan payable through CSGF Memphis, LLC	820,000	1.00%	10/5/2016	8/1/2025	596,000	-	(149,000)	-	447,000
Loan payable through Nonprofit Finance Fund	2,740,083	5.75%	4/4/2018	4/1/2025	2,571,483	-	(85,214)	-	2,486,269
Loan payable through Nonprofit Finance Fund	3,300,000	6.50%	5/17/2019	4/1/2025	3,254,166	-	(23,029)	-	3,231,137
Total loan payable					$ 7,006,649	$ -	$ (257,243)	$ -	$ 6,749,406

	Original Amount of Issue	Interest Rate	Date of Issue	Final Maturity Date	Beginning Balance July 1, 2022	Issued During Period	Paid and/or Matured During Period	Remeasurements	Ending Balance June 30, 2023
Right-of-use lease liability									
Lease - Bluff City High School Building	$ 3,594,973	4.50%	5/1/2020	3/1/2052	$ 3,574,733	$ -	$ (11,001)	$ -	$ 3,563,732

Lease requirements by year are as follows:

Year Ending June 30,	Principal	Interest	Total
2024	$ 15,012	$ 160,067	$ 175,079
2025	19,276	159,304	178,580
2026	23,808	158,344	182,152
2027	28,620	157,174	185,794
2028	33,728	155,782	189,510
2029-2033	256,702	749,243	1,005,945
2034-2038	438,295	672,350	1,110,645
2039-2043	677,785	548,457	1,226,242
2044-2048	991,017	362,852	1,353,869
2049-2052	1,079,489	103,376	1,182,865
Total	$ 3,563,732	$ 3,226,949	$ 6,790,681

Green Dot Public Schools Tennessee
Combining Balance Sheet by School – Governmental Funds
June 30, 2023

	Fairley HS Fund	Wooddale MS Fund	Hillcrest HS Fund	Kirby MS Fund	Bluff City HS Fund	Total General Fund
Assets						
Restricted investments -						
TCRS Stabilization Reserve	$ 65,278	$ 76,918	$ 80,207	$ 69,475	$ 88,189	$ 380,067
Accounts receivable	959,798	3,405,966	1,176,363	3,504,364	1,077,959	10,124,450
Prepaid expenses	8,090	8,285	8,231	5,945	20,884	51,435
Total assets	$ 1,033,166	$ 3,491,169	$ 1,264,801	$ 3,579,784	$ 1,187,032	$ 10,555,952
Liabilities and Fund Balances						
Liabilities						
Accounts payable	$ 926,028	$ 71,883	$ 654,317	$ 51,328	$ 41,295	$ 1,744,851
Unearned revenue	39,052	41,176	35,675	50,064	33,948	199,915
Total liabilities	965,080	113,059	689,992	101,392	75,243	1,944,766
Fund Balances						
Nonspendable	8,090	8,285	8,231	5,945	20,884	51,435
Restricted	65,278	76,918	80,207	69,475	88,189	380,067
Unassigned	(5,282)	3,292,907	486,371	3,402,972	1,002,716	8,179,684
Total fund balances	68,086	3,378,110	574,809	3,478,392	1,111,789	8,611,186
Total liabilities and fund balances	$ 1,033,166	$ 3,491,169	$ 1,264,801	$ 3,579,784	$ 1,187,032	$ 10,555,952

See Notes to Supplementary Information

Green Dot Public Schools Tennessee

Combining Statement of Revenues, Expenditures, and Changes in Fund Balances by School – Governmental Funds

June 30, 2023

	Fairley HS Fund	Wooddale MS Fund	Hillcrest HS Fund	Kirby MS Fund	Bluff City HS Fund	Total General Fund
Revenues						
Basic education program revenue	$ 4,282,106	$ 5,215,622	$ 4,491,614	$ 4,089,517	$ 5,250,207	$ 23,329,066
Federal sources	1,710,504	1,938,774	1,983,877	1,932,180	1,716,531	9,281,866
Other State sources	668,369	197,927	634,001	637,211	118,773	2,256,281
Local sources	79,669	76,193	94,578	78,378	115,940	444,758
Local sources - Internal school fund	16,008	32,692	39,401	27,766	13,921	129,788
Total revenues	6,756,656	7,461,208	7,243,471	6,765,052	7,215,372	35,441,759
Expenditures						
Current						
Instructional						
Salaries and benefits	2,962,623	3,986,155	3,689,212	3,205,271	3,634,875	17,478,136
Student services	268,929	129,368	168,817	115,816	326,976	1,009,906
Materials and supplies	313,966	263,878	322,036	293,487	333,965	1,527,332
Internal School Fund	16,008	32,692	39,401	27,766	13,921	129,788
Nutrition	275	240	232	132	566	1,445
Other expenses	412,041	427,705	472,806	369,486	505,678	2,187,716
General and administrative						
Operational services	104,962	126,995	109,787	99,312	149,011	590,067
Rental, leases, and maintenance	801,048	707,347	681,016	486,592	488,896	3,164,899
Professional services	693,556	866,742	735,751	691,158	821,942	3,809,149
Capital outlay	660,688	13,700	458,138	509,244	13,700	1,655,470
Debt service						
Principal	-	-	76,317	72,683	119,244	268,244
Interest and other	-	-	(3,440)	(3,029)	516,615	510,146
Total expenditures	6,234,096	6,554,822	6,750,073	5,867,918	6,925,389	32,332,298
Net Change in Fund Balances	522,560	906,386	493,398	897,134	289,983	3,109,461
Fund Balance - Beginning	(454,474)	2,471,724	81,411	2,581,258	821,806	5,501,725
Fund Balance - Ending	$ 68,086	$ 3,378,110	$ 574,809	$ 3,478,392	$ 1,111,789	$ 8,611,186

See Notes to Supplementary Information

Note 1 - Purpose of Schedules

Schedule of Expenditures of Federal awards

Basis of Presentation
The accompanying schedule of expenditures of federal awards ("the Schedule") includes the federal activity of GDPS TN under programs of the federal government for the year ended June 30, 2023. The information is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements*, *Cost Principles*, *and Audit Requirements for Federal Awards*("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of GDPS TN, it is not intended to and does not present the financial position, or changes in net position or fund balance of GDPS TN.

Summary of Significant Accounting Policies
Expenditures reported in the schedule are reported on the modified accrual basis of accounting. When applicable, such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. No federal financial assistance has been provided to a subrecipient.

Indirect Cost Rate
GDPS TN has not elected to use the ten percent de minimis cost rate.

Food Donation
Nonmonetary assistance is reported in this schedule at the fair market value of the commodities received and disbursed. At June 30, 2023, GDPS TN did not have any food commodities in inventory.

Schedule of Expenditures of State Awards

The accompanying schedule of expenditures of state awards includes the state activity of GDPS TN under programs of the state government for the year ended June 30, 2023.

Schedule of Change in Long Term Debt By Individual Issue

Schedule of changes in long-term debt by individual issue as noted on the financial statements of the governmental activities.

Schedule of Change in Lease Obligation

Schedule of changes in lease obligation by individual issue as noted on the financial statements of the governmental activities.

Combining Balance Sheet by School and Combining Statement of Revenues, Expenditures, and Changes in Fund Balance by School

The Combining Balance Sheet by School and Combining Statement of Revenues, Expenditures, and Changes in Fund Balance by School is included to provide information regarding the individual schools that have been included in the General Fund.

Independent Auditor's Reports
June 30, 2023

Green Dot Public Schools Tennessee

EideBailly

CPAs & BUSINESS ADVISORS

Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Board of Directors
Green Dot Public Schools Tennessee
Memphis, Tennessee

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States *(Government Auditing Standards)*, the financial statements of the governmental activities and the major fund information of Green Dot Public Schools Tennessee ("GDPS TN"), as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the District's basic financial statements and have issued our report thereon dated December 18, 2023.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered GDPS TN's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of GDPS TN's internal control. Accordingly, we do not express an opinion on the effectiveness of GDPS TN's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of GDPS TN's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether GDPS TN's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of GDPS TN's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering GDPS TN's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Eide Bailly LLP

Rancho Cucamonga, California
December 18, 2023

EideBailly

CPAs & BUSINESS ADVISORS

Independent Auditor's Report on Compliance for Each Major Federal Program; Report on Internal Control Over Compliance Required by the Uniform Guidance

Board of Directors
Green Dot Public Schools Tennessee
Memphis, Tennessee

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Green Dot Public Schools Tennessee's ("GDPS TN") compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of GDPS TN's major federal programs for the year ended June 30, 2023. GDPS TN's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, GDPS TN complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200*, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of GDPS TN and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of GDPS TN's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to GDPS TN's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on GDPS TN's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about GDPS TN's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding GDPS TN's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of GDPS TN's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of GDPS TN's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Eide Bailly LLP

Rancho Cucamonga, California
December 18, 2023

Schedule of Findings and Questioned Costs
June 30, 2023

Green Dot Public Schools Tennessee

Financial Statements

Type of auditor's report issued	Unmodified
Internal control over financial reporting	
Material weakness identified	No
Significant deficiency identified not considered to be material weaknesses	None reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major Federal programs:	
Material weakness identified	No
Significant deficiency identified not considered to be material weaknesses	None reported
Type of auditor's report issued on compliance for major Federal programs	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)	No

Identification of major programs

Name of Federal Program or Cluster	Federal Financial Assistance Listing Number
Title I, Part A, Basic Grants Low-Income and Neglected and Title I, School Improvement Grant, Turnaround Action Grant	84.010, 84.010A
COVID-19 Education Stabilization Fund	84.425D, 84.425U, 84.425W

Dollar threshold used to distinguish between Type A and Type B programs	$750,000
Auditee qualified as low-risk auditee?	Yes

None reported.

None reported.

There were no audit findings reported in the prior year's Schedule of Findings and Questioned Costs.

Internal School Funds
June 30, 2022

Green Dot Public Schools Tennessee

Green Dot Public Schools Tennessee

Internal School Funds

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June 30, 2022

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BOARD OF DIRECTORS

MEMBER	OFFICE	TERM EXPIRES
Pam Egwuekwe	Board Chair	December 2024
Larry Neal Jr.	Vice Chair	December 2024
Amertice Allen	Board Secretary	December 2024
Chilton Simmons	Member	December 2024
Omar Aquil	Member	December 2024
Matt Thiry	Member	December 2023

ADMINISTRATION

NAME	TITLE
Megan Quaile	Executive Director
Daniel Penaranda	Director of Finance & Operations

EideBailly

CPAs & BUSINESS ADVISORS

Independent Auditor's Report

Board of Directors
Green Dot Public Schools Tennessee
Memphis, Tennessee

Report on the Audit of the Financial Statements

Opinions

We have audited the combined balance sheet – regulatory basis of Green Dot Public Schools Tennessee ("GDPS TN") Internal School Funds, as of June 30, 2022, and the related combined statement of revenues, expenditures and changes in fund balances – regulatory basis for the year then ended, and the related notes to the financial statements. We also have audited the individual school balance sheets – regulatory basis, and the individual school statements of revenues, expenditures and changes in fund balances – regulatory basis as of and for the year ended June 30, 2022, as listed in the table of contents.

Unmodified Opinion on Regulatory Basis of Accounting

In our opinion, the combined financial statements present fairly, in all material respects, the regulatory basis assets, liabilities and fund balances of GDPS TN as of June 30, 2022, and the related regulatory basis revenues, expenditures and changes in fund balances for the year then ended, in conformity with the basis of accounting described in Note 1. In addition, in our opinion, the individual school financial statements present fairly, in all material respects, the regulatory basis assets, liabilities and fund balances of GDPS TN as of June 30, 2022, and the related regulatory basis revenues, expenditures and changes in fund balances for the year then ended, in conformity with the basis of accounting described in Note 1.

Adverse Opinion on U.S. Generally Accepted Accounting Principles

In our opinion, because of the significance of the matter discussed in the Basis for Adverse Opinion on U.S. Generally Accepted Accounting Principles section of our report, the financial statements do not present fairly, in accordance with accounting principles generally accepted in the United States of America, the financial position of GDPS TN, as of June 30, 2022, or the fund balance for the year then ended.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America ("GAAS"). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of GDPS TN, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Basis for Adverse Opinion on U.S. Generally Accepted Accounting Principles

As described in Note 1 of the financial statements, the financial statements are prepared by GDPS TN on the basis of the financial reporting provisions of the *Tennessee Internal School Uniform Accounting Policy Manual* issued by the Tennessee Department of Education, which is a basis of accounting other than accounting principles generally accepted in the United States of America, to meet the requirements of the Tennessee Department of Education. The effects on the financial statements of the variances between the regulatory basis of accounting described in Note 1 and accounting principles generally accepted in the United States of America, although not reasonably determinable, are presumed to be material and pervasive.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with the financial reporting provisions of the *Tennessee Internal School Uniform Accounting Policy Manual* issued by the Tennessee Department of Education, as described in Note 1. Management is also responsible for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about GDPS TN's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of GDPS TN's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about GDPS TN's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the combined financial statements – regulatory basis that collectively comprise GDPS TN's basic financial statements. In addition, our audit was conducted for the purpose of forming an opinion on the individual school financial statements – regulatory basis. The introductory section, as listed in the table of contents, is presented for purposes of additional analysis and is not a required part of the basic financial statements – regulatory basis of the schools.

The introductory section has not been subjected to the auditing procedures applied in the audit of the regulatory basis financial statements and, accordingly, we do not express an opinion or provide any assurance on them.

The supplementary schedules, as listed in the table of contents, are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements – regulatory basis. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements – regulatory basis and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements – regulatory basis themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary schedules, as listed in the table of contents, are fairly stated, in all material respects, in relation to the basic financial statements – regulatory basis as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued a report dated December 13, 2022 on our consideration of GDPS TN's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of GDPS TN's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering GDPS TN's internal control over financial reporting and compliance.

Eide Bailly LLP

Rancho Cucamonga, California
December 13, 2022

Green Dot Public Schools Tennessee

Internal School Funds

Combined Balance Sheet (Regulatory Basis) – All Schools

June 30, 2022

	Fairley HS Fund	Wooddale MS Fund	Hillcrest HS Fund	Kirby MS Fund	Bluff City HS Fund	Total
Assets						
General Fund						
Cash in bank checking	$ -	$ -	$ -	$ -	$ -	$ -
Restricted Funds						
Cash in bank checking	-	-	-	-	-	-
Total assets	$ -	$ -	$ -	$ -	$ -	$ -
Liabilities						
General Fund						
Accounts payable	$ -	$ -	$ -	$ -	$ -	$ -
Due to other funds	-	-	-	-	-	-
Restricted Funds						
Accounts payable	-	-	-	-	-	-
Due to other funds	-	-	-	-	-	-
Total liabilities	-	-	-	-	-	-
Fund Balances						
General Fund						
Unassigned	-	-	-	-	-	-
Restricted Funds	-	-	-	-	-	-
Total fund balances	-	-	-	-	-	-
Total liabilities and fund balances	$ -	$ -	$ -	$ -	$ -	$ -

See Notes to Financial Statements

Green Dot Public Schools Tennessee

Internal School Funds

Combined Statement of Revenues, Expenditures, and Changes in Fund Balances (Regulatory Basis) – All Schools

Year Ended June 30, 2022

	Fairley HS Fund	Wooddale MS Fund	Hillcrest HS Fund	Kirby MS Fund	Bluff City HS Fund	Total
Fund Balances, July 1, 2021	$ 8,416	$ -	$ -	$ -	$ 36,374	$ 44,790
Revenues						
General Fund						
School store	1,381	8,689	2,321	746	-	13,137
Fundraising	16,799	4,322	4,063	17,222	-	42,406
Total general fund	18,180	13,011	6,384	17,968	-	55,543
Restricted Fund						
Athletic Accounts						
Football	11,845	-	4,094	-	-	15,939
Basketball	2,601	-	7,847	4,939	315	15,702
Soccer	-	530	-	-	-	530
Cheerleading	-	-	1,700	-	-	1,700
Softball	-	-	240	-	-	240
General athletics	-	-	2,155	-	-	2,155
Track	-	-	-	1,187	-	1,187
Class Accounts						
Class of 2022	7,171	-	15,510	-	9,870	32,551
Club Accounts						
Student body	-	9,840	-	14,828	-	24,668
Departments						
Music	-	-	-	275	6,280	6,555
Art	-	-	-	-	750	750
Special Programs						
College Tour	-	3,619	50	-	-	3,669
Nike community impact	-	-	-	9,400	-	9,400
Total restricted fund	21,617	13,989	31,596	30,629	17,215	115,046
Total general and restricted funds	39,797	27,000	37,980	48,597	17,215	170,589

See Notes to Financial Statements

Green Dot Public Schools Tennessee

Internal School Funds

Combined Statement of Revenues, Expenditures, and Changes in Fund Balances (Regulatory Basis) – All Schools

Year Ended June 30, 2022

	Fairley HS Fund	Wooddale MS Fund	Hillcrest HS Fund	Kirby MS Fund	Bluff City HS Fund	Total
Expenditures						
General Fund						
School store	$ 1,381	$ 8,689	$ 2,321	$ 746	$ -	$ 13,137
Fundraising	16,799	4,322	4,063	17,222	-	42,406
Total general fund	18,180	13,011	6,384	17,968	-	55,543
Restricted Fund						
Assigned athletics						
Football	11,845	-	4,094	-	-	15,939
Basketball	11,017	-	7,847	4,939	315	24,118
Soccer	-	530	-	-	-	530
Cheerleading	-	-	1,700	-	-	1,700
Softball	-	-	240	-	-	240
General athletics	-	-	2,155	-	-	2,155
Track	-	-	-	1,187	-	1,187
Class Accounts						
Class of 2022	7,171	-	15,510	-	9,870	32,551
Club Accounts						
Student body	-	9,840	-	14,828	-	24,668
Departments						
Music	-	-	-	275	42,654	42,929
Art department	-	-	-	-	750	750
Special programs						
College Tour	-	3,619	50	-	-	3,669
Nike community impact	-	-	-	9,400	-	9,400
Total restricted fund	30,033	13,989	31,596	30,629	53,589	159,836
Total general and restricted funds	48,213	27,000	37,980	48,597	53,589	215,379
Excess (Deficiency) of Revenues Over Expenditures	(8,416)	-	-	-	(36,374)	(44,790)
Fund Balance - Ending	$ -	$ -	$ -	$ -	$ -	$ -

See Notes to Financial Statements

Background

Section 49-2-110, *Tennessee Code Annotated*, provides for student activity funds, establishes responsibility for those funds, and requires schools to adopt and follow a uniform accounting manual. This section excludes parent-teacher and parent-student support organizations from the accounting, record keeping, and other requirements of this section.

Note 1 - Summary of Significant Accounting Policies

Financial Reporting Entity

This report includes only the internal school funds of Green Dot Public Schools Tennessee ("GDPS TN"). Internal school funds consist of financial resources accounted for at the individual schools.

Internal School Funds

Internal school funds reported in the accompanying financial statements include donations and grants made to the individual schools; fees collected by schools; and student activity funds.

Student Activity Funds

Student activity funds include all money received from any source for school-sponsored student activities or school-sponsored events held at or in connection with a school, and specifically include, but are not limited to funds:

- Derived from a school-sponsored academic, art, athletic or social event involving students;
- Raised by school-sponsored clubs involving students;
- Raised by school-sponsored fundraisers involving students who are under the supervision of a school employee;
- Received from a commission for the direct sale of items to students pursuant to a cooperative agreement between the school and an outside organization;
- Received for the direct sale of items to students from a school-run bookstore located on school grounds;
- Raised from fees charged to students;
- Obtained from interest from any account that contains student activity funds and/or;
- Obtained from any related school-sponsored activity that involves the use of school personnel, students, and property during the school day.

Basis of Accounting

The accounting and financial reporting requirements for internal school funds are set forth in the *Tennessee Internal School Uniform Accounting Policy Manual*, issued by the Tennessee Department of Education. The requirements established in the *Tennessee Internal School Uniform Accounting Policy Manual* differ from generally accepted accounting principles primarily in the presentation of the financial statements and restricted fund revenue and expenditure accounting and reporting. The following is a summary of the basic requirements of this special purpose framework.

The financial statements consist of balance sheets and statements of revenues, expenditures and changes in fund balances.

The combined financial statements present all of the individual schools in a columnar format and are required to be presented before the notes to the financial statements. These statements focus on each of the individual schools rather than the funds within the schools. In keeping with that focus, the columnar headings identify the individual schools rather than the funds. The individual school financial statements present the detailed fund activity in each school and are included after the notes to the financial statements.

Revenues are classified by source and expenditures are classified by either function or object for the general fund but not the restricted fund. Revenues and expenditures of the restricted fund are recorded based on the specific group or activity which will benefit or expend the funds. The activity in the restricted "accounts" is presented as total revenues and transfers in and total expenditures and transfers out for each account. A corresponding "fund balance" is presented for each account. Although the restricted fund is a single fund, each account within the fund must present its portion of the restricted fund balance. Transfers reported on the financial statements represent authorized movement of funds between restricted accounts as well as between the general fund and restricted fund.

Measurement Focus/Basis of Accounting

The accompanying financial statements are reported using the current financial resources measurement focus. Accordingly, only current assets and current liabilities are included on the balance sheets and the fund balances report only spendable resources. Internal school funds use the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when they become both measurable and available. Management policies define available as collectible within 60 days after the fiscal year end. Expenditures are generally recognized when the related fund liability is incurred, if measurable.

Fund Structure

The accounts of the individual schools are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for by providing a separate set of self-balancing accounts, which are comprised of the fund's assets, liabilities, fund equity, revenues, and expenditures. The school funds are grouped in the accompanying financial statements as follows:

General Fund

The general fund is used to account for all money to be used for the general operation of the school or for the welfare of the student body. Revenues and expenditures in this fund are not restricted to any specific group or activity.

Restricted Fund

The restricted fund is used to account for money that is restricted for the use of a specific segment of the school population or legally restricted for a specific purpose and not intended to benefit the general school population.

Fund Balances

Nonspendable - amounts reported as nonspendable in the accompanying financial statements represent amounts for inventory in the general fund. GDPS TN currently does not have any nonspendable funds.

Restricted - amounts reported as restricted are the result of externally imposed restrictions placed upon certain resources accounted for in the restricted funds. This includes Basic Education Program ("BEP") funds and grant funds. GDPS TN currently does not have any restricted funds.

When both restricted and unrestricted resources are available for use, it is the school's policy to use restricted resources first, then unrestricted resources as they are needed.

Assigned - Amounts that are constrained by each school's intent to be used for specific purposes are reflected as assigned in the accompanying financial statements. This includes accounts reported in the restricted fund at the school, except for those that account for externally restricted resources, if any, as described above. Inventory amounts for restricted accounts are reflected as assigned because the use of the proceeds from the sale of those inventories is assigned. Board of Education allocation amounts not spent by the end of the fiscal year are reflected as assigned in the general fund because the Board of Directors' intent is for those resources to be expended for instruction, administration, and/or operations and maintenance.

The Board of Directors is authorized to assign amounts for specific purposes with respect to the amounts they allocate to the individual schools. The principal is the official authorized to assign all other amounts to a specific purpose. Authorization is established by the *Tennessee Internal School Uniform Accounting Policy Manual.* GDPS TN currently does not have any assigned funds.

Unassigned - In accordance with generally accepted accounting principles, the general fund is the only fund at each school that reports amounts for unassigned fund balance. This classification represents fund balance that is not restricted and has not been assigned to specific purposes within the general fund. GDPS TN currently does not have any unassigned funds.

When both assigned and unassigned resources are available for use, it is GDPS TN's policy to use assigned resources first, then unassigned resources as they are needed.

Note 2 - Related Party Transactions

Related Organizations

GDPS TN Regional Office ensures that its schools' legal requirements, and all such conditions as may have been imposed by the appropriate authorizers are fully complied with at all times. The GDPS TN Regional Office provides the following services to the schools: human resources, information technology, fund raising, facilities management, operations management, financial oversight, executive management, and curriculum development.

Individual Financial Statements
June 30, 2022

Green Dot Public Schools Tennessee

Green Dot Public Schools Tennessee

Internal School Funds

Fairley High School - Balance Sheet (Regulatory Basis)

June 30, 2022

	Assets		Liabilities and Fund Balance				
			Liabilities		Fund balance		
	Cash in Bank Checking	Total Assets	Due To/ Accounts Payable	Total Liabilities	Unassigned	Total Fund Balance	Total Liabilities and Fund Balance
General Fund	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Restricted Fund	-	-	-	-	-	-	-
Total general and restricted funds	$ -	$ -	$ -	$ -	$ -	$ -	$ -

The notes to the financial statements are an integral part of this statement.

	Fund Balance July 1, 2021	Revenue	Expenditures	Fund Balance June 30, 2022
General Fund				
School store	$ -	$ 1,381	$ 1,381	$ -
Fundraising	-	16,799	16,799	-
Total general fund	-	18,180	18,180	-
Restricted Fund				
Athletic Accounts				
Football	-	11,845	11,845	-
Basketball	8,416	2,601	11,017	-
Class Accounts				
Class of 2022	-	7,171	7,171	-
Total restricted fund	8,416	21,617	30,033	-
Total general and restricted funds	$ 8,416	$ 39,797	$ 48,213	$ -

Green Dot Public Schools Tennessee

Internal School Funds

Wooddale Middle School - Balance Sheet (Regulatory Basis)

June 30, 2022

	Assets		Liabilities and Fund Balance				
			Liabilities		Fund balance		
	Cash in Bank Checking	Total Assets	Due To/ Accounts Payable	Total Liabilities	Unassigned	Total Fund Balance	Total Liabilities and Fund Balance
General Fund	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Restricted Fund	-	-	-	-	-	-	-
Total general and restricted funds	$ -	$ -	$ -	$ -	$ -	$ -	$ -

The notes to the financial statements are an integral part of this statement.

	Fund Balance July 1, 2021	Revenue	Expenditures	Fund Balance June 30, 2022
General Fund				
School store	$ -	$ 8,689	$ 8,689	$ -
Fundraising	-	4,322	4,322	-
Total general fund	-	13,011	13,011	-
Restricted Fund				
Athletic Accounts				
Soccer	-	530	530	-
Club Accounts				
Student body	-	9,840	9,840	-
Special Programs				
College Tour	-	3,619	3,619	-
Total restricted fund	-	13,989	13,989	-
Total general and restricted funds	$ -	$ 27,000	$ 27,000	$ -

Green Dot Public Schools Tennessee

Internal School Funds

Hillcrest High School - Balance Sheet (Regulatory Basis)

June 30, 2022

	Assets		Liabilities and Fund Balance				
			Liabilities		Fund balance		
	Cash in Bank Checking	Total Assets	Due To/ Accounts Payable	Total Liabilities	Unassigned	Total Fund Balance	Total Liabilities and Fund Balance
General Fund	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Restricted Fund	-	-	-	-	-	-	-
Total general and restricted funds	$ -	$ -	$ -	$ -	$ -	$ -	$ -

The notes to the financial statements are an integral part of this statement.

	Fund Balance July 1, 2021	Revenue	Expenditures	Fund Balance June 30, 2022
General Fund				
School store	$ -	$ 2,321	$ 2,321	$ -
Fundraising	-	4,063	4,063	-
Total general fund	-	6,384	6,384	-
Restricted Fund				
Athletic Accounts				
Football	-	4,094	4,094	-
Basketball	-	7,847	7,847	-
Cheerleading	-	1,700	1,700	-
Softball	-	240	240	-
General athletics	-	2,155	2,155	-
Class Accounts				
Class of 2022	-	15,510	15,510	-
Special Programs				
College Tour	-	50	50	-
Total restricted fund	-	31,596	31,596	-
Total general and restricted funds	$ -	$ 37,980	$ 37,980	$ -

Green Dot Public Schools Tennessee

Internal School Funds

Kirby Middle School - Balance Sheet (Regulatory Basis)

June 30, 2022

	Assets		Liabilities and Fund Balance				
			Liabilities		Fund balance		
	Cash in Bank Checking	Total Assets	Due To/ Accounts Payable	Total Liabilities	Unassigned	Total Fund Balance	Total Liabilities and Fund Balance
General Fund	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Restricted Fund	-	-	-	-	-	-	-
Total general and restricted funds	$ -	$ -	$ -	$ -	$ -	$ -	$ -

The notes to the financial statements are an integral part of this statement.

	Fund Balance July 1, 2021	Revenue	Expenditures	Fund Balance June 30, 2022
General Fund				
School store	$ -	$ 746	$ 746	$ -
Fundraising	-	17,222	17,222	-
Total general fund	-	17,968	17,968	-
Restricted Fund				
Athletic Accounts				
Basketball	-	4,939	4,939	-
Track	-	1,187	1,187	-
Club Accounts				
Student body	-	14,828	14,828	-
Departments				
Music	-	275	275	-
Special Programs				
Nike community impact	-	9,400	9,400	-
Total restricted fund	-	30,629	30,629	-
Total general and restricted funds	$ -	$ 48,597	$ 48,597	$ -

Green Dot Public Schools Tennessee

Internal School Funds

Bluff City High School - Balance Sheet (Regulatory Basis)

June 30, 2022

	Assets		Liabilities and Fund Balance				
			Liabilities		Fund balance		
	Cash in Bank Checking	Total Assets	Due To/ Accounts Payable	Total Liabilities	Unassigned	Total Fund Balance	Total Liabilities and Fund Balance
General Fund	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Restricted Fund	-	-	-	-	-	-	-
Total general and restricted funds	$ -	$ -	$ -	$ -	$ -	$ -	$ -

The notes to the financial statements are an integral part of this statement.

	Fund Balance July 1, 2021	Revenue	Expenditures	Fund Balance June 30, 2022
General Fund	$ -	$ -	$ -	$ -
Restricted Fund				
Athletic Accounts				
Basketball	-	315	315	-
Class Accounts				
Class of 2022	-	9,870	9,870	-
Departments				
Music	36,374	6,280	42,654	-
Art	-	750	750	-
Total restricted fund	36,374	17,215	53,589	-
Total general and restricted funds	$ 36,374	$ 17,215	$ 53,589	$ -

Supplementary Information
June 30, 2022

Green Dot Public Schools Tennessee

Company	Philadelphia Indemnity Insurance Company
Type of Coverage	Forgery or Alteration
Amount	$300,000 each and every loss $2,500 deductible, each occurrence
Type of Coverage	Computer Fraud
Amount	$100,000 each and every loss $1,000 deductible, each occurrence
Type of Coverage	Employee Dishonesty
Amount	$500,000 each and every loss $5,000 deductible, each occurrence
Period Covered	07/01/21 - 06/30/22
Positions Covered	All Employees

Salary supplements were not paid from internal school funds.

Independent Auditor's Report
June 30, 2022

Green Dot Public Schools Tennessee

EideBailly

CPAs & BUSINESS ADVISORS

Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Board of Directors
Green Dot Public Schools Tennessee
Memphis, Tennessee

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the combined balance sheet - regulatory basis of Green Dot Public Schools Tennessee's Internal School Funds as of June 30, 2022, and the related combined statement of revenues, expenditures, and changes in fund balances – regulatory basis for the year then ended, and the related notes to the financial statements, which collectively comprise Green Dot Public Schools Tennessee's basic financial statements. We have also audited each individual school's internal school financial statements as of and for the year ended June 30, 2022 and have issued our report thereon dated December 13, 2022. Our report disclosed that the financial statements were prepared on the basis of the financial reporting provisions of the *Tennessee Internal School Uniform Accounting Policy Manual*, which is a basis of accounting other than accounting principles generally accepted in the United States of America.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Green Dot Public Schools Tennessee Internal School Funds' internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Green Dot Public Schools Tennessee Internal School Funds' internal control. Accordingly, we do not express an opinion on the effectiveness of Green Dot Public Schools Tennessee Internal School Funds' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Green Dot Public Schools Tennessee's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Rancho Cucamonga, California
December 13, 2022

Schedule of Findings and Questioned Costs
June 30, 2022

Green Dot Public Schools Tennessee

None reported.

There were no audit findings reported in the prior year's Schedule of Findings and Questioned Costs.

Internal School Funds
June 30, 2023

Green Dot Public Schools Tennessee

Green Dot Public Schools Tennessee

Internal School Funds

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June 30, 2023

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BOARD OF DIRECTORS

MEMBER	OFFICE	TERM EXPIRES
Amertice Allen	Board Chair	December 2024
Pam Egwuekwe	Vice Board Chair	December 2024
Terrell Monger	Member	December 2025
Chilton Simmons	Member	December 2024
Matt Thiry	Member	December 2023
Pedro Velasquez	Member	December 2025
Tamika Young	Member	December 2025

ADMINISTRATION

NAME	TITLE
Jocquell Rodgers	Executive Director

EideBailly

CPAs & BUSINESS ADVISORS

Independent Auditor's Report

Board of Directors
Green Dot Public Schools Tennessee
Memphis, Tennessee

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying combined balance sheet – regulatory basis of Green Dot Public Schools Tennessee ("GDPS TN") Internal School Funds, as of June 30, 2023, and the related combined statement of revenues, expenditures and changes in fund balances – regulatory basis for the year then ended, and the related notes to the financial statements, which collectively comprise GDPS TN Internal School Funds' basic financial statements, as listed in the table of contents. We also have audited the individual school balance sheets – regulatory basis, and the individual school statements of revenues, expenditures and changes in fund balances – regulatory basis as of and for the year ended June 30, 2023, as listed in the table of contents.

Unmodified Opinion on Regulatory Basis of Accounting

In our opinion, the accompanying combined financial statements present fairly, in all material respects, the regulatory basis assets, liabilities and fund balances of GDPS TN as of June 30, 2023, and the related regulatory basis revenues, expenditures and changes in fund balances for the year then ended in accordance with the financial reporting provisions of the *Tennessee Internal School Uniform Accounting Policy Manual* described in Note 1. In addition, in our opinion, the accompanying individual school financial statements present fairly, in all material respects, the regulatory basis assets, liabilities and fund balances of GDPS TN Internal School Funds as of June 30, 2023, and the related regulatory basis revenues, expenditures and changes in fund balances for the year then ended, in accordance with the financial reporting provisions of the *Tennessee Internal School Uniform Accounting Policy Manual* described in Note 1.

Adverse Opinion on U.S. Generally Accepted Accounting Principles

In our opinion, because of the significance of the matter discussed in the Basis for Adverse Opinion on U.S. Generally Accepted Accounting Principles section of our report, the accompanying financial statements do not present fairly, in accordance with accounting principles generally accepted in the United States of America, the financial position of GDPS TN, as of June 30, 2023, or the fund balance for the year then ended.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America ("GAAS") and the standards applicable to financial audits contained in *Government Auditing Standards (Government Auditing Standards)*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of GDPS TN, Internal School Funds, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Basis for Adverse Opinion on *U.S. Generally Accepted Accounting Principles*

As described in Note 1 of the financial statements, the financial statements are prepared by GDPS TN Internal School Funds on the basis of the financial reporting provisions of the *Tennessee Internal School Uniform Accounting Policy Manual* issued by the Tennessee Department of Education, which is a basis of accounting other than accounting principles generally accepted in the United States of America, to meet the requirements of the Tennessee Department of Education. The effects on the financial statements of the variances between the regulatory basis of accounting described in Note 1 and accounting principles generally accepted in the United States of America, although not reasonably determinable, are presumed to be material and pervasive.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with the financial reporting provisions of the *Tennessee Internal School Uniform Accounting Policy Manual* issued by the Tennessee Department of Education, as described in Note 1. Management is also responsible for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of GDPS TN Internal School Funds' internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about GDPS TN Internal School Funds' ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the combined financial statements – regulatory basis that collectively comprise GDPS TN Internal School Funds' basic financial statements. In addition, our audit was conducted for the purpose of forming an opinion on the individual school financial statements –regulatory basis. The introductory section, as listed in the table of contents, is presented for purposes of additional analysis and is not a required part of the basic financial statements – regulatory basis of the schools. As described in Note 1 of the combined financial statements – regulatory basis, the supplementary schedules, as listed in the table of contents, are prepared by GDPS TN Internal School Funds on the basis of the financial reporting provisions of the *Tennessee Internal School Uniform Accounting Policy Manual*, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America.

The supplementary schedules, as listed in the table of contents, are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements – regulatory basis. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements – regulatory basis and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements – regulatory basis themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary schedules, as listed in the table of contents, are fairly stated, in all material respects, in relation to the basic financial statements – regulatory basis as a whole.

Other Information

Management is responsible for the other information included in the annual financial report. The other information comprises the introductory section but does not include the basic financial statements – regulatory basis and our auditor's report thereon. Our opinions on the basic financial statements – regulatory basis do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements – regulatory basis, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements – regulatory basis, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued a report dated December 18, 2023 on our consideration of GDPS TN Internal School Funds' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of GDPS TN Internal School Funds' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering GDPS TN Internal School Funds' internal control over financial reporting and compliance.

Eide Bailly LLP

Rancho Cucamonga, California
December 18, 2023

Green Dot Public Schools Tennessee

Internal School Funds

Combined Balance Sheet (Regulatory Basis) – All Schools

June 30, 2023

	Fairley HS Fund	Wooddale MS Fund	Hillcrest HS Fund	Kirby MS Fund	Bluff City HS Fund	Total
Assets						
General Fund						
Cash in bank checking	$ -	$ -	$ -	$ -	$ -	$ -
Restricted Funds						
Cash in bank checking	-	-	-	-	-	-
Total assets	$ -	$ -	$ -	$ -	$ -	$ -
Liabilities						
General Fund						
Accounts payable	$ -	$ -	$ -	$ -	$ -	$ -
Due to other funds	-	-	-	-	-	-
Restricted Funds						
Accounts payable	-	-	-	-	-	-
Due to other funds	-	-	-	-	-	-
Total liabilities	-	-	-	-	-	-
Fund Balances						
General Fund						
Unassigned	-	-	-	-	-	-
Restricted Funds	-	-	-	-	-	-
Total fund balances	-	-	-	-	-	-
Total liabilities and fund balances	$ -	$ -	$ -	$ -	$ -	$ -

See Notes to Financial Statements

Green Dot Public Schools Tennessee

Internal School Funds

Combined Statement of Revenues, Expenditures, and Changes in Fund Balances (Regulatory Basis) – All Schools

Year Ended June 30, 2023

	Fairley HS Fund	Wooddale MS Fund	Hillcrest HS Fund	Kirby MS Fund	Bluff City HS Fund	Total
Fund Balances, July 1, 2022	$ -	$ -	$ -	$ -	$ -	$ -
Revenues						
General Fund						
School store	10	4,852	1,061	3,420	-	9,343
Fundraising	138	7,390	203	3,779	-	11,510
Total general fund	148	12,242	1,264	7,199	-	20,853
Restricted Fund						
Athletic Accounts						
Football	5,650	1,253	990	3,498	1,845	13,236
Basketball	6,010	4,079	14,063	3,921	1,528	29,601
Volleyball	-	-	203	508	-	711
Cheerleading	1,000	-	3,240	400	-	4,640
Softball	1,000	-	558	-	-	1,558
General athletics	1,700	-	65	1,483	490	3,738
Track	500	-	-	2,351	-	2,851
Dance	-	15	-	938	-	953
Class Accounts						
Class of 2023	-	-	18,115	-	10,058	28,173
6th grade activity	-	2,148	-	3,200	-	5,348
7th grade activity	-	-	-	265	-	265
8th grade activity	-	11,255	-	-	-	11,255
Club Accounts						
Student body	-	-	903	4,003	-	4,906
Special Programs						
College Tour	-	1,700	-	-	-	1,700
Total restricted fund	15,860	20,450	38,137	20,567	13,921	108,935
Total general and restricted funds	16,008	32,692	39,401	27,766	13,921	129,788

See Notes to Financial Statements

Green Dot Public Schools Tennessee

Internal School Funds

Combined Statement of Revenues, Expenditures, and Changes in Fund Balances (Regulatory Basis) – All Schools

Year Ended June 30, 2023

	Fairley HS Fund	Wooddale MS Fund	Hillcrest HS Fund	Kirby MS Fund	Bluff City HS Fund	Total
Expenditures						
General Fund						
School store	$ 10	$ 4,852	$ 1,061	$ 3,420	$ -	$ 9,343
Fundraising	138	7,390	203	3,779	-	11,510
Total general fund	148	12,242	1,264	7,199	-	20,853
Restricted Fund						
Assigned athletics						
Football	5,650	1,253	990	3,498	1,845	13,236
Basketball	6,010	4,079	14,063	3,921	1,528	29,601
Volleyball	-	-	203	508	-	711
Cheerleading	1,000	-	3,240	400	-	4,640
Softball	1,000	-	558	-	-	1,558
General athletics	1,700	-	65	1,483	490	3,738
Track	500	-	-	2,351	-	2,851
Dance		15	-	938	-	953
Class Accounts						
Class of 2023	-	-	18,115	-	10,058	28,173
6th grade activity	-	2,148	-	3,200	-	5,348
7th grade activity	-	-	-	265	-	265
8th grade activity	-	11,255	-	-	-	11,255
Club Accounts						
Student body	-	-	903	4,003	-	4,906
Special programs						
College Tour	-	1,700	-	-	-	1,700
Total restricted fund	15,860	20,450	38,137	20,567	13,921	108,935
Total general and restricted funds	16,008	32,692	39,401	27,766	13,921	129,788
Excess (Deficiency) of Revenues Over Expenditures	-	-	-	-	-	-
Fund Balance - Ending	$ -	$ -	$ -	$ -	$ -	$ -

See Notes to Financial Statements

Background

Section 49-2-110, *Tennessee Code Annotated*, provides for student activity funds, establishes responsibility for those funds, and requires schools to adopt and follow a uniform accounting manual. This section excludes parent-teacher and parent-student support organizations from the accounting, record keeping, and other requirements of this section.

Note 1 - Summary of Significant Accounting Policies

Financial Reporting Entity

This report includes only the internal school funds of Green Dot Public Schools Tennessee ("GDPS TN"). Internal school funds consist of financial resources accounted for at the individual schools.

Internal School Funds

Internal school funds reported in the accompanying financial statements include donations and grants made to the individual schools; fees collected by schools; and student activity funds.

Student Activity Funds

Student activity funds include all money received from any source for school-sponsored student activities or school-sponsored events held at or in connection with a school, and specifically include, but are not limited to funds:

- Derived from a school-sponsored academic, art, athletic or social event involving students;
- Raised by school-sponsored clubs involving students;
- Raised by school-sponsored fundraisers involving students who are under the supervision of a school employee;
- Received from a commission for the direct sale of items to students pursuant to a cooperative agreement between the school and an outside organization;
- Received for the direct sale of items to students from a school-run bookstore located on school grounds;
- Raised from fees charged to students;
- Obtained from interest from any account that contains student activity funds and/or;
- Obtained from any related school-sponsored activity that involves the use of school personnel, students, and property during the school day.

Basis of Accounting

The accounting and financial reporting requirements for internal school funds are set forth in the *Tennessee Internal School Uniform Accounting Policy Manual*, issued by the Tennessee Department of Education. The requirements established in the *Tennessee Internal School Uniform Accounting Policy Manual* differ from generally accepted accounting principles primarily in the presentation of the financial statements and restricted fund revenue and expenditure accounting and reporting. The following is a summary of the basic requirements of this special purpose framework.

The financial statements consist of balance sheets and statements of revenues, expenditures and changes in fund balances.

The combined financial statements present all of the individual schools in a columnar format and are required to be presented before the notes to the financial statements. These statements focus on each of the individual schools rather than the funds within the schools. In keeping with that focus, the columnar headings identify the individual schools rather than the funds. The individual school financial statements present the detailed fund activity in each school and are included after the notes to the financial statements.

Revenues are classified by source and expenditures are classified by either function or object for the general fund but not the restricted fund. Revenues and expenditures of the restricted fund are recorded based on the specific group or activity which will benefit or expend the funds. The activity in the restricted "accounts" is presented as total revenues and transfers in and total expenditures and transfers out for each account. A corresponding "fund balance" is presented for each account. Although the restricted fund is a single fund, each account within the fund must present its portion of the restricted fund balance. Transfers reported on the financial statements represent authorized movement of funds between restricted accounts as well as between the general fund and restricted fund.

Measurement Focus/Basis of Accounting

The accompanying financial statements are reported using the current financial resources measurement focus. Accordingly, only current assets and current liabilities are included on the balance sheets and the fund balances report only spendable resources. Internal school funds use the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when they become both measurable and available. Management policies define available as collectible within 60 days after the fiscal year end. Expenditures are generally recognized when the related fund liability is incurred, if measurable.

Fund Structure

The accounts of the individual schools are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for by providing a separate set of self-balancing accounts, which are comprised of the fund's assets, liabilities, fund equity, revenues, and expenditures. The school funds are grouped in the accompanying financial statements as follows:

General Fund

The general fund is used to account for all money to be used for the general operation of the school or for the welfare of the student body. Revenues and expenditures in this fund are not restricted to any specific group or activity.

Restricted Fund

The restricted fund is used to account for money that is restricted for the use of a specific segment of the school population or legally restricted for a specific purpose and not intended to benefit the general school population.

Fund Balances

Nonspendable - amounts reported as nonspendable in the accompanying financial statements represent amounts for inventory in the general fund. GDPS TN currently does not have any nonspendable funds.

Restricted - amounts reported as restricted are the result of externally imposed restrictions placed upon certain resources accounted for in the restricted funds. This includes Basic Education Program ("BEP") funds and grant funds. GDPS TN currently does not have any restricted funds.

When both restricted and unrestricted resources are available for use, it is the school's policy to use restricted resources first, then unrestricted resources as they are needed.

Assigned - Amounts that are constrained by each school's intent to be used for specific purposes are reflected as assigned in the accompanying financial statements. This includes accounts reported in the restricted fund at the school, except for those that account for externally restricted resources, if any, as described above. Inventory amounts for restricted accounts are reflected as assigned because the use of the proceeds from the sale of those inventories is assigned. Board of Education allocation amounts not spent by the end of the fiscal year are reflected as assigned in the general fund because the Board of Directors' intent is for those resources to be expended for instruction, administration, and/or operations and maintenance.

The Board of Directors is authorized to assign amounts for specific purposes with respect to the amounts they allocate to the individual schools. The principal is the official authorized to assign all other amounts to a specific purpose. Authorization is established by the *Tennessee Internal School Uniform Accounting Policy Manual.* GDPS TN currently does not have any assigned funds.

Unassigned - In accordance with generally accepted accounting principles, the general fund is the only fund at each school that reports amounts for unassigned fund balance. This classification represents fund balance that is not restricted and has not been assigned to specific purposes within the general fund. GDPS TN currently does not have any unassigned funds.

When both assigned and unassigned resources are available for use, it is GDPS TN's policy to use assigned resources first, then unassigned resources as they are needed.

Note 2 - Related Party Transactions

Related Organizations

GDPS TN Regional Office ensures that its schools' legal requirements, and all such conditions as may have been imposed by the appropriate authorizers are fully complied with at all times. The GDPS TN Regional Office provides the following services to the schools: human resources, information technology, fund raising, facilities management, operations management, financial oversight, executive management, and curriculum development.

Individual Financial Statements
June 30, 2023

Green Dot Public Schools Tennessee

Green Dot Public Schools Tennessee

Internal School Funds

Fairley High School - Balance Sheet (Regulatory Basis)

June 30, 2023

	Assets		Liabilities and Fund Balance				
			Liabilities		Fund Balance		
	Cash in Bank Checking	Total Assets	Due To/ Accounts Payable	Total Liabilities	Unassigned	Total Fund Balance	Total Liabilities and Fund Balance
General Fund	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Restricted Fund	-	-	-	-	-	-	-
Total general and restricted funds	$ -	$ -	$ -	$ -	$ -	$ -	$ -

The notes to the financial statements are an integral part of this statement.

	Fund Balance July 1, 2022	Revenue	Expenditures	Fund Balance June 30, 2023
General Fund				
School store	$ -	$ 10	$ 10	$ -
Fundraising	-	138	138	-
Total general fund	-	148	148	-
Restricted Fund				
Athletic Accounts				
Football	-	5,650	5,650	-
Basketball	-	6,010	6,010	-
Cheerleading	-	1,000	1,000	-
Softball	-	1,000	1,000	-
General athletics	-	1,700	1,700	-
Track	-	500	500	-
Total restricted fund	-	15,860	15,860	-
Total general and restricted funds	$ -	$ 16,008	$ 16,008	$ -

Green Dot Public Schools Tennessee

Internal School Funds

Wooddale Middle School - Balance Sheet (Regulatory Basis)

June 30, 2023

	Assets		Liabilities and Fund Balance				
			Liabilities		Fund Balance		
	Cash in Bank Checking	Total Assets	Due To/ Accounts Payable	Total Liabilities	Unassigned	Total Fund Balance	Total Liabilities and Fund Balance
General Fund	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Restricted Fund	-	-	-	-	-	-	-
Total general and restricted funds	$ -	$ -	$ -	$ -	$ -	$ -	$ -

The notes to the financial statements are an integral part of this statement.

	Fund Balance July 1, 2022	Revenue	Expenditures	Fund Balance June 30, 2023
General Fund				
School store	$ -	$ 4,852	$ 4,852	$ -
Fundraising	-	7,390	7,390	-
Total general fund	-	12,242	12,242	-
Restricted Fund				
Athletic Accounts				
Football	-	1,253	1,253	-
Basketball	-	4,079	4,079	-
Dance	-	15	15	-
Class Accounts				
6th grade activity	-	2,148	2,148	-
8th grade activity	-	11,255	11,255	-
Special Programs				
College Tour	-	1,700	1,700	-
Total restricted fund	-	20,450	20,450	-
Total general and restricted funds	$ -	$ 32,692	$ 32,692	$ -

Green Dot Public Schools Tennessee

Internal School Funds

Hillcrest High School - Balance Sheet (Regulatory Basis)

June 30, 2023

	Assets		Liabilities and Fund Balance				
			Liabilities		Fund Balance		
	Cash in Bank Checking	Total Assets	Due To/ Accounts Payable	Total Liabilities	Unassigned	Total Fund Balance	Total Liabilities and Fund Balance
General Fund	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Restricted Fund	-	-	-	-	-	-	-
Total general and restricted funds	$ -	$ -	$ -	$ -	$ -	$ -	$ -

The notes to the financial statements are an integral part of this statement.

	Fund Balance July 1, 2022	Revenue	Expenditures	Fund Balance June 30, 2023
General Fund				
School store	$ -	$ 1,061	$ 1,061	$ -
Fundraising	-	203	203	-
Total general fund	-	1,264	1,264	-
Restricted Fund				
Athletic Accounts				
Football	-	990	990	-
Basketball	-	14,063	14,063	-
Volleyball	-	203	203	-
Cheerleading	-	3,240	3,240	-
Softball	-	558	558	-
General athletics	-	65	65	-
Class Accounts				
Class of 2023	-	18,115	18,115	-
Club Accounts				
Student body	-	903	903	-
Total restricted fund	-	38,137	38,137	-
Total general and restricted funds	$ -	$ 39,401	$ 39,401	$ -

Green Dot Public Schools Tennessee

Internal School Funds

Kirby Middle School - Balance Sheet (Regulatory Basis)

June 30, 2023

	Assets		Liabilities and Fund Balance				
			Liabilities		Fund Balance		
	Cash in Bank Checking	Total Assets	Due To/ Accounts Payable	Total Liabilities	Unassigned	Total Fund Balance	Total Liabilities and Fund Balance
General Fund	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Restricted Fund	-	-	-	-	-	-	-
Total general and restricted funds	$ -	$ -	$ -	$ -	$ -	$ -	$ -

The notes to the financial statements are an integral part of this statement.

	Fund Balance July 1, 2022	Revenue	Expenditures	Fund Balance June 30, 2023
General Fund				
School store	$ -	$ 3,420	$ 3,420	$ -
Fundraising	-	3,779	3,779	-
Total general fund	-	7,199	7,199	-
Restricted Fund				
Athletic Accounts				
Football	-	3,498	3,498	-
Basketball	-	3,921	3,921	-
Volleyball	-	508	508	-
Cheerleading	-	400	400	-
General athletics	-	1,483	1,483	-
Track	-	2,351	2,351	-
Dance	-	938	938	-
Class Accounts				
6th grade activity	-	3,200	3,200	-
7th grade activity	-	265	265	-
Club Accounts				
Student body	-	4,003	4,003	-
Total restricted fund	-	20,567	20,567	-
Total general and restricted funds	$ -	$ 27,766	$ 27,766	$ -

Green Dot Public Schools Tennessee

Internal School Funds

Bluff City High School - Balance Sheet (Regulatory Basis)

June 30, 2023

	Assets		Liabilities and Fund Balance				
			Liabilities		Fund Balance		
	Cash in Bank Checking	Total Assets	Due To/ Accounts Payable	Total Liabilities	Unassigned	Total Fund Balance	Total Liabilities and Fund Balance
General Fund	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Restricted Fund	-	-	-	-	-	-	-
Total general and restricted funds	$ -	$ -	$ -	$ -	$ -	$ -	$ -

The notes to the financial statements are an integral part of this statement.

	Fund Balance July 1, 2022	Revenue	Expenditures	Fund Balance June 30, 2023
General Fund	$ -	$ -	$ -	$ -
Restricted Fund				
Athletic Accounts				
Football	-	1,845	1,845	-
Basketball	-	1,528	1,528	-
General athletics	-	490	490	-
Class Accounts				
Class of 2023	-	10,058	10,058	-
Total restricted fund	-	13,921	13,921	-
Total general and restricted funds	$ -	$ 13,921	$ 13,921	$ -

Supplementary Information
June 30, 2023

Green Dot Public Schools Tennessee

Company	Philadelphia Indemnity Insurance Company
Type of Coverage	Forgery or Alteration
Amount	$300,000 each and every loss $2,500 deductible, each occurrence
Type of Coverage	Computer Fraud
Amount	$100,000 each and every loss $1,000 deductible, each occurrence
Type of Coverage	Employee Dishonesty
Amount	$500,000 each and every loss $5,000 deductible, each occurrence
Period Covered	07/01/22 - 06/30/23
Positions Covered	All Employees

Salary supplements were not paid from internal school funds.

Independent Auditor's Report
June 30, 2023

Green Dot Public Schools Tennessee

EideBailly

CPAs & BUSINESS ADVISORS

Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Board of Directors
Green Dot Public Schools Tennessee
Memphis, Tennessee

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the combined balance sheet - regulatory basis of Green Dot Public Schools Tennessee's Internal School Funds as of June 30, 2023, and the related combined statement of revenues, expenditures, and changes in fund balances – regulatory basis for the year then ended, and the related notes to the financial statements, which collectively comprise Green Dot Public Schools Tennessee's basic financial statements. We have also audited each individual school's internal school financial statements as of and for the year ended June 30, 2023 and have issued our report thereon dated December 18, 2023. Our report disclosed that the financial statements were prepared on the basis of the financial reporting provisions of the *Tennessee Internal School Uniform Accounting Policy Manual*, which is a basis of accounting other than accounting principles generally accepted in the United States of America.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Green Dot Public Schools Tennessee Internal School Funds' internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Green Dot Public Schools Tennessee Internal School Funds' internal control. Accordingly, we do not express an opinion on the effectiveness of Green Dot Public Schools Tennessee Internal School Funds' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Green Dot Public Schools Tennessee's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Eide Bailly LLP

Rancho Cucamonga, California
December 18, 2023

Schedule of Findings and Recommendations
June 30, 2023

Green Dot Public Schools Tennessee

None reported.

There were no audit findings reported in the prior year's Schedule of Findings.

RPT002 Balance Sheet - Internal by Company

Amount Type Ending Balance
Time Period Current Period
Balancing Worktags
Worktags
Company Green Dot Public
Period FY 2024 - 05 November
Ledger Actuals
Book FASB
Additional Options Exclude Pro Forma
Ledger Accounts and Summaries
Perform Intercompany I No
Perform Interworktag E No

Green Dot Public Schools Tennessee
Unaudited Statement of Financial Position

Ledger Account	11/30/2023 Current Period	06/30/2023 Prior Year End	Change	11/30/2022 Prior Year Current Period	Change from Prior Year	302 TN - Programatic Cos	Management and Gener	320 TN - Fairley HS	321 TN - Wooddale MS	322 TN - Hillcrest HS	323 TN - Kirby MS	324 TN - Bluff City HS	99 Balancing Cost Center
ASSETS													
Current Assets													
Cash and cash	$6,307,722	$4,462,415	$1,845,308	$3,605,385	$2,702,337	$0	$0	$0	$0	$0	$0	$0	$6,307,722
Restricted cash and	0	0	0	0	0	0	0	0	0	0	0	0	0
Accounts receivable	3,899,694	5,638,229	(1,738,535)	3,981,613	(81,919)	0	0	718,607	1,145,946	693,287	777,569	564,285	0
Intercompany	0	0	0	86,096	(86,096)	0	0	0	0	0	0	0	12,797
Intracompany	0	0	0	0	0	0	1,808,569	0	2,610,851	0	2,827,682	587,062	0
Prepaid expenses and	349,882	68,007	281,875	414,478	(64,596)	10,436	81,589	48,974	42,964	40,797	29,199	95,923	0
Total Current Assets	**10,557,299**	**10,168,651**	**388,648**	**8,087,571**	**2,469,727**	**10,436**	**1,890,158**	**767,581**	**3,799,761**	**734,084**	**3,634,450**	**1,247,271**	**6,320,519**
Non-Current Assets													
Restricted cash and	0	0	0	0	0	0	0	0	0	0	0	0	0
Note receivable	0	0	0	0	0	0	0	0	0	0	0	0	0
Intercompany	0	0	0	0	0	0	0	0	0	0	0	0	0
Security deposits	14,000	14,000	0	14,000	0	0	0	0	0	0	0	14,000	0
Right of Use Assets,	3,307,114	3,334,615	(27,501)	3,372,950	(65,836)	0	0	0	0	0	0	3,307,114	0
Property and	8,082,379	8,357,926	(275,547)	7,024,672	1,057,707	0	374,108	632,382	27,243	497,521	569,091	5,982,034	0
Total Non-Current	**11,403,493**	**11,706,541**	**(303,048)**	**10,411,621**	**991,872**	**0**	**374,108**	**632,382**	**27,243**	**497,521**	**569,091**	**9,303,148**	**0**
Total Assets	**21,960,791**	**21,875,191**	**85,600**	**18,499,193**	**3,461,599**	**10,436**	**2,264,266**	**1,399,963**	**3,827,004**	**1,231,605**	**4,203,541**	**10,550,419**	**6,320,519**
LIABILITIES													
Current Liabilities													
Accounts payable and	1,260,117	1,403,861	143,745	1,460,822	200,705	0	59,314	27,312	90,651	39,460	32,744	32,452	978,183
Intercompany payables	33,705	145,423	111,718	0	(33,705)	0	46,501	0	0	0	0	0	0
Intracompany payables	0	0	0	0	0	1,818,503	0	538,854	0	134,472	0	0	5,342,336
Interest payable	0	0	0	0	0	0	0	0	0	0	0	0	0
Deferred revenue	(87,618)	199,915	287,533	140,032	227,650	0	0	(14,219)	(15,548)	(10,413)	(13,131)	(34,307)	0
Current portion of long-	82,269	278,310	196,041	74,777	(7,491)	0	0	0	0	0	0	82,269	0
9640:Current Loans	67,257	263,298	196,041	63,775	(3,482)	0	0	0	0	0	0	67,257	0
9647:Lease Liability -	15,012	15,012	0	11,002	(4,010)	0	0	0	0	0	0	15,012	0
Total Current	**1,288,472**	**2,027,508**	**739,037**	**1,675,631**	**387,159**	**1,818,503**	**105,816**	**551,947**	**75,103**	**163,520**	**19,612**	**80,414**	**6,320,519**
Other Liabilities													
Deferred revenue -	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Other Liablities	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Long-Term Obligation													
Intercompany Payables	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-current portion of	10,245,757	10,250,226	4,469	10,520,448	274,691	43,195	51,950	29,677	610,640	189,766	158,125	9,162,405	0
9665:Compensated	216,982	215,397	(1,584)	211,544	(5,437)	43,195	51,950	29,677	25,640	37,132	12,759	16,629	0
9667:Lease Liability:	3,542,667	3,548,721	6,053	3,559,326	16,658	0	0	0	0	0	0	3,542,667	0
9669:Other General	6,486,108	6,486,108	0	6,749,578	263,470	0	0	0	585,000	152,634	145,366	5,603,108	0
Total Long-Term	**10,245,757**	**10,250,226**	**4,469**	**10,520,448**	**274,691**	**43,195**	**51,950**	**29,677**	**610,640**	**189,766**	**158,125**	**9,162,405**	**0**
Total Liabilities	**11,534,229**	**12,277,735**	**743,506**	**12,196,079**	**661,850**	**1,861,698**	**157,765**	**581,624**	**685,742**	**353,286**	**177,737**	**9,242,819**	**6,320,519**
NET ASSETS													
Beginning balance Net	0	0	0	35,000	35,000	0	0	0	0	0	0	0	0
Beginning balance Net	9,597,457	6,247,832	(3,349,625)	6,212,832	(3,384,625)	(1,667,546)	2,204,652	633,153	2,736,751	761,302	3,791,308	1,137,837	0
Current year change in	829,106	3,349,625	2,520,519	55,281	(773,824)	(183,716)	(98,152)	185,186	404,511	117,017	234,496	169,763	0
Total Net Assets	**10,426,562**	**9,597,457**	**(829,106)**	**6,303,114**	**(4,123,449)**	**(1,851,262)**	**2,106,501**	**818,339**	**3,141,262**	**878,319**	**4,025,804**	**1,307,600**	**0**
Total Liabilities and	**21,960,791**	**21,875,191**	**(85,600)**	**18,499,193**	**(3,461,599)**	**10,436**	**2,264,266**	**1,399,963**	**3,827,004**	**1,231,605**	**4,203,541**	**10,550,419**	**6,320,519**
Check Balance: Total	25,030	128,596	(103,566)	(1,049,524)	1,074,554	1,818,503	46,501	538,854	0	134,472	0	0	5,333,661
Check Balance: Total	(25,030)	(128,596)	103,566	1,049,524	(1,074,554)	(1,818,503)	(46,501)	(538,854)	0	(134,472)	0	0	(5,333,661)
Check Balance: Net	0	0	0	0	0	0	0	0	0	0	0	0	0
Check Balance: Current	0	0	0	0	0	0	0	0	0	0	0	0	0
Check Balance: Total	0	0	0	0	0	0	0	0	0	0	0	0	0

RPT001 Income Statement - Internal (by Organization)

Cost Center Hierarchy: GDPSTN
For the Period FY 2024 - 05 November

	Year-to-Date				Current Month (05 November 2023)			
	Actual	**Budget**	**Var B/(W)**	**Var %**	**Actual**	**Budget**	**Var B/(W)**	**Var %**
REVENUE								
State Apportionment	$10,535,720	$10,584,068	($48,348)	0%	$2,344,265	$2,363,409	($19,144)	1%
Federal revenue	3,797,766	2,847,214	950,553	(25%)	787,203	690,808	96,395	(12%)
Other state revenue	232,477	1,093,418	(860,941)	370%	30,114	218,684	(188,569)	626%
Contributions and grants	0	0	0	0%	0	0	0	0%
Local revenue	2,565,123	2,342,057	223,066	(9%)	670,634	519,804	150,830	(22%)
Rental income	0	0	0	0%	0	0	0	0%
Interest income	29,702	0	29,702	(100%)	9,952	0	9,952	(100%)
Net assets released from restrictions	0	0	0	0%	0	0	0	0%
Total Revenue	**17,160,788**	**16,866,757**	**294,031**	**(2%)**	**3,842,169**	**3,792,705**	**49,464**	**(1%)**
EXPENSE								
Salaries and benefits	7,648,246	7,960,459	312,213	4%	1,623,171	1,740,594	117,423	7%
Student services	5,642,691	5,348,665	(294,026)	(5%)	1,320,278	1,074,833	(245,445)	(19%)
Materials and supplies	775,279	784,912	9,633	1%	101,130	121,054	19,924	20%
Student nutrition	0	0	0	0%	0	0	0	0%
Other expenses	95	0	(95)	(100%)	0	0	0	0%
Depreciation amortization	275,547	283,352	7,805	3%	55,109	56,670	1,561	3%
Occupancy	1,825,236	2,353,062	527,826	29%	322,274	488,103	165,829	51%
Proposition construction expense	0	0	0	0%	0	0	0	0%
Interest	164,588	149,578	(15,009)	(9%)	29,919	29,916	(4)	(0%)
Operating expenses	0	0	0	0%	0	0	0	0%
Total Expenses	**16,331,683**	**16,880,029**	**548,346**	**3%**	**3,451,882**	**3,511,170**	**59,288**	**2%**
Change in Net Assets	**$829,106**	**($13,272)**	**$842,377**	**(102%)**	**$390,286**	**$281,535**	**$108,752**	**(28%)**
Check	(829,106)	13,272	842,377	(102%)	(390,286)	(281,535)	108,752	(28%)

Full Year Budget	302 TN - Programatic Costs Actual	309 TN - Management and General Costs Actual	320 TN - Fairley HS Actual	321 TN - Wooddale MS Actual	322 TN - Hillcrest HS Actual	323 TN - Kirby MS Actual	324 TN - Bluff City HS Actual
$27,128,202	$0	$0	$2,203,812	$2,561,484	$1,964,794	$1,616,514	$2,189,116
7,314,721	0	0	745,661	899,590	787,403	788,214	576,898
2,624,203	0	0	19,471	56,026	26,952	69,387	60,640
0	0	0	0	0	0	0	0
5,926,926	0	2,221,633	32,973	70,889	39,395	69,212	131,020
0	0	0	0	0	0	0	0
0	0	29,702	0	0	0	0	0
0	0	0	0	0	0	0	0
42,994,052	**0**	**2,251,335**	**3,001,918**	**3,587,990**	**2,818,545**	**2,543,327**	**2,957,674**
20,913,942	159,667	554,837	1,282,091	1,692,420	1,390,233	1,225,196	1,343,802
12,968,391	14,409	1,647,606	840,850	937,925	796,210	652,836	752,856
1,675,289	9,640	58,189	177,321	139,281	138,585	119,607	132,656
0	0	0	0	0	0	0	0
0	0	0	0	0	0	95	0
655,103	0	47,312	29,920	25,450	33,803	42,625	96,437
5,714,353	0	41,543	486,551	385,964	334,968	260,431	315,779
0	0	0	0	0	0	0	0
358,988	0	0	0	2,438	7,729	8,041	146,381
0	0	0	0	0	0	0	0
42,286,066	**183,716**	**2,349,487**	**2,816,733**	**3,183,479**	**2,701,527**	**2,308,831**	**2,787,910**
$707,986	**($183,716)**	**($98,152)**	**$185,186**	**$404,511**	**$117,017**	**$234,496**	**$169,763**
(707,986)	183,716	98,152	(185,186)	(404,511)	(117,017)	(234,496)	(169,763)

ATTACHMENT II: TRANSPORTATION (AMENDED)

VENDOR AGREEMENT

Between

GREEN DOT PUBLIC SCHOOLS TENNESSEE

and

TRANSPAR GROUP INC.

ARTICLE 1
The Parties

This Vendor Agreement ("Agreement") is entered into by and between the client, **Green Dot Public Schools Tennessee** ("Green Dot"), with its principal place of business at 4950 Fairley Road, Memphis, Tennessee, and the vendor, **Transpar Group Inc.** ("Vendor", collectively referred to with Green Dot as the "Parties"), with a principal place of business at 880 Island Park Drive, Suite 300, Charleston, SC 29492.

ARTICLE 2
Term

It is agreed and understood that Vendor shall begin performance of its duties on November 17th, 2020, and this Agreement shall remain in force and effect for until June 30th, 2024, except upon termination of the Agreement pursuant to the terms stated in Article 14 herein.

ARTICLE 3
Purpose

Vendor's services include after school programing as described in Exhibit A (collectively, the "Services").

ARTICLE 4
Duties for Vendor

Vendor agrees to be available for purposes of performance under this Agreement. Full performance by Vendor includes, but is not limited to, all services set forth in Article 3 and Exhibit A to be performed on an ongoing basis by Vendor or performed on request from Green Dot throughout the term of the agreement. The services must be made available to any person who is a Green Dot determines is eligible to receive such services at any time throughout the term of the agreement.

- Employing only persons skilled and licensed, as required by law;
- Furnishing each employee with a photo identification showing the name of the employee and clearly showing that s/he is an employee of the Vendor;

Vendor must maintain all business licenses in the State of Tennessee.

Vendor shall perform its duties set forth under this Agreement in a safe manner, including but not limited to:

- Directing its employees to be neatly attired during the performance of services hereunder;
- Ensuring no smoking, relationships with students, foul language, or fighting to be permitted on Green Dot property; and
- Informing its employees of safety and health requirements necessary to comply with the 1970 Williams-Steiger Occupational Safety and Health Act (OSHA).

Vendor shall be solely responsible for the acts and omissions of all of Vendor's personnel in connection with the Agreement.

Vendor shall provide a monthly summary report to Green Dot that includes, but is not limited to: On-time performance, Driver status, Safety and training, Accidents, Customer service, Route changes, Vehicle status, Upcoming maintenance, and Expenditures.

Vendor, at its sole expense, shall conduct reference checks, verification of previous employment, and criminal background checks as required by T.C. A. 49-5-413 for all of its personnel performing services under this Agreement. Vendor shall comply with all federal, state, and municipal laws and regulations applicable to these screening measures. Including, but not limited to, supplying a negative TB test dated for less than 60 days from the start of employment for each personnel working at the school site. Vendor shall provide fingerprint and criminal background check certification, as mentioned above, for every personnel that interacts with Green Dot students before the personnel begins providing services. Green Dot, at its sole discretion, retains the right to require replacement personnel based upon the results of the checks found above.

Vendor agrees that all student and Green Dot lists, e-mail addresses used by Green Dot employees or students, services, products, student records, plans, reports, marketing, expansion, technology, and processes of Green Dot are valuable, special, and unique assets of Green Dot (collectively "Confidential Information"). Vendor acknowledges it may have access to, and knowledge of, Confidential Information, and that access to, and knowledge of, Confidential Information is essential to the performance of its duties under this Agreement. In consideration of Vendor's access to this Confidential Information, Vendor agrees that, except as specifically authorized, in writing, by Green Dot, Vendor shall not, directly or indirectly, (i) disclose any Confidential Information to any person or entity, (ii) make use of any Confidential Information for its own purposes or for the benefit of any other person or entity, other than Green Dot. Vendor shall also comply with state and federal laws, including FERPA, that protect the privacy of student educational records.

ARTICLE 5
Duties for Green Dot

Green Dot agrees that, for purposes of acceptance of Vendor's performance under this Agreement, its sole representative shall be Green Dot's Executive Director ("ED") or Green Dot's Director of Finance and Operations ("DFO").

ARTICLE 6
Financial: Payment, Expenses, and Taxes

In consideration of Vendor's performance of its duties under this Agreement, Green Dot agrees to pay Vendor, with checks made payable to Vendor, within 30 days of receipt of an authorized and

approved invoice from Vendor upon completion of services. Vendor shall provide Green Dot with no more than one (1) invoice per month that is equal to $1/12^{th}$ of the fixed annual, found in Exhibit A, within 30 days following service rendered. The first invoice will also include the start-up fee found in Exhibit A. The fixed annual fee in Year 1 will be prorated to the start date of the contract, in contracted to the proration in Exhibit A. The invoice shall be sent by email to TAP4@greendot.org. The payment shall be sent via U.S. Mail to Vendor's address stated in Article 1 herein and deemed paid upon placement in U.S. Mail or through ACH payment.

Vendor shall pay, when and as due, any and all taxes incurred as a result of payments received by Green Dot, including estimated taxes, and shall provide Green Dot with proof of such payment on demand.

Vendor may represent, perform services for, or be employed by any additional persons, or companies as it sees fit so long as obligations do not result in a conflict of interest pursuant to Article 7 herein.
Unless otherwise agreed upon and stated in this Agreement, Vendor shall be solely responsible for any out-of-pocket or other expenses incurred in the performance of this Agreement.

Vendor agrees to assume exclusive liability for any and all payments, taxes, assessments, levies, or fines that may be paid or deemed owed by Vendor, or to any employee(s) or contractor(s) or subcontractor(s) of Vendor, related to Vendor's performance under this Agreement.

ARTICLE 7
Transfer, No Conflict of Interest

This Agreement is confidential to the extent allowable by law and shall not be transferred, communicated, or delivered to a third party, without the express prior written authorization of Green Dot and Vendor.

During the entirety of this Agreement, Vendor shall not accept work, enter into a contract or agreement, or accept an obligation that is inconsistent or incompatible with Vendor's obligations to Green Dot under this Agreement. Vendor warrants and represents that, to the best of Vendor's knowledge, there is no other contract or duty on Vendor's part that conflicts with or is inconsistent with this Agreement. Vendor further warrants and represents that none of Vendor's owners, officers, directors, or others who have a financial interest in this Agreement or otherwise are Green Dot employees.

ARTICLE 8
Ownership of Materials

Green Dot retains and reserves all rights of ownership and use of its work products and any facsimile of it. Vendor shall not make use of the work product or any portion thereof without the expressed prior written authorization of Green Dot, including, but not limited to, client advertising, client list, and product advertising. All Services provided under this Agreement and all materials, products, inventions, works and deliverables developed or prepared by Vendor under this Agreement, excluding individualized student work/projects, reports and other written documentation required under the terms of this Agreement, are the property of Vendor.

ARTICLE 9
Use of the Green Dot Brand

Vendor shall not use the name, insignia, or any facsimile of Green Dot material for any purpose, without the express prior authorization of Green Dot. Vendor shall not use for any material purpose, including, but not limited to, advertising, client list, or references, any of Green Dot's intellectual property, name, insignia, trademarks, service marks, design marks, trade names, domain names, registrations and applications for registration thereof, or any facsimile of Green Dot, and any common law rights pertaining thereto, without prior written consent from Green Dot.

ARTICLE 10
Vendor Status and Representation

None of the terms set forth in this Agreement will be construed as creating a partnership, joint venture, agency, master-servant, employment, trust, or any other relationship between Green Dot and Vendor or any of Vendor's employees.

Vendor is not entitled to any of the benefits that Green Dot provides its employees, including, but not limited to, medical, dental, vision, workers' compensation, disability insurance, vacation, or sick pay. Vendor shall be responsible for providing, at Vendor's expense, and in Vendor's name, disability, workers' compensation, or other insurance as well as licenses, credentials, and permits usual or necessary for performing the services required under this Agreement.

Vendor agrees to be solely responsible for: (a) all salaries and other compensation of all of Vendor's personnel who provide services to Green Dot hereunder; (b) making all necessary deductions and withholdings from Vendor's personnel salaries and other compensation; and (c) the payment of any and all contributions, taxes and assessments and complying with all other requirements of the federal social security, state unemployment compensation and federal withholding of income tax laws on all salary and other compensation of such Vendor's personnel. Green Dot shall not insure Vendor for workers' compensation coverage or for unemployment insurance.

During the term, any renewal term and for a period of one (1) year following termination or expiration of this agreement, Green Dot and Vendor agree that they shall not, without the prior written consent of the other, be permitted to hire an employee of the other. Should Green Dot wish to hire Vendor personnel, and personnel agree to be hired, a "finder's fee" of 20% of that individual's annual wages for one year will be paid by Green Dot to the Vendor.

Neither Green Dot nor Vendor shall have any right, power, or authority to create any obligation, expressed or implied on behalf of the other.

Vendor represents and warrants that: (a) Vendor is financially solvent and has the ability to perform its obligations hereunder; and (b) Vendor has not entered into and will not enter into any other agreement that conflicts with this Agreement or limits Vendor's ability to perform the services

related to this Agreement.

Vendor represents that Vendor has the qualifications and ability to perform the services in a professional manner, without the control or supervision of Green Dot.

ARTICLE 11
Compliance with Law

Vendor shall comply with all federal, state, and local, laws, rules, and regulations in performing the duties set forth in Article 4 of the Agreement, including Exhibit A, including but not limited to laws pertaining to school bus safety, driver qualifications and certification, operation, and minimum requirements for school buses.
Vendor is solely responsible to ensure that all of its personnel who perform services related to this Agreement are in compliance with the Immigration Reform and Control Act of 1986 ("IRCA"). Specifically, Vendor shall comply fully with the record keeping and other requirements of IRCA. Green Dot shall not be responsible for sponsorship of any workers who perform services for it at the request of Vendor. Vendor shall provide to Green Dot only workers for whom Vendor has confirmed legal eligibility to perform services as employees in the United States, and for whom all required record keeping under IRCA has been performed and maintained.

Vendor affirms that it provides equal employment opportunities for all individuals without regard to race, color, religion, national origin, sex, age, disability, sexual preference, or other characteristics protected by law. Vendor will not recruit, hire, train, assign, compensate, discipline, promote, transfer or discharge any individuals who may be assigned to provide services in violation of this equal employment opportunity policy or state or federal laws that prohibit employment discrimination.

ARTICLE 12
Working Remotely

It is understood Vendor may perform its duties while not physically present on Green Dot premises as long as such duties are those outlined in Exhibit A and are those duties are performed in a manner consistent with the language of this Agreement.

ARTICLE 13
Insurance and Indemnification

If Vendor is injured in the course of performing under this Agreement, Green Dot and its schools shall be exempt and held harmless from liability for such injuries to the extent allowed by law.

Vendor agrees to obtain adequate liability insurance and workers' compensation insurance coverage and hold harmless, defend and indemnify Green Dot, Green Dot Public Schools National, and its schools for all liabilities to third parties, known and unknown, which may arise from the performance of work performed by the Vendor. Such professional liability coverage shall have limits of not less than one million dollars ($1,000,000) per occurrence, three million dollars ($3,000,000) annual aggregate, and such general liability insurance coverage shall have limits of not less than one million ($1,000,000) combined single limit. Vendor shall add Green Dot as an additional insured. Evidence of satisfactory insurance coverage shall be provided to Green Dot

before commencement of services hereunder. Vendor agrees to provide Green Dot with at least thirty (30) days prior written notice of cancellation or modification of its above-mentioned policy.

ARTICLE 14
Termination

In addition to any other rights Green Dot may have, Green Dot shall have the right to immediately terminate the agreement:

(a) If Vendor fails, in whole or in part, to satisfactorily perform its duties under the agreement and further fails to correct its deficiencies within 30 calendar days following written notification;
(b) After 90 days written notice if Green Dot's Board of Directors decides to discontinue internal busing services;
(c) If Vendor's employee or agent has inappropriate interactions with a student and/or a student's family members and Vendor fails to correct the issue(s) (up to and including termination of the employee) within 15 calendar days following written notification; or
(d) After 90 days written notice if Green Dot has one or more charters revoked by the authorizing authority and is unsuccessful in appealing the charter revocation.

In addition to any other rights Vendor may have, Vendor shall have the right to immediately terminate the agreement if Green Dot fails to timely pay for services rendered by Vendor under the agreement unless a dispute arises between the Parties over an invoice(s).

In addition, the Parties have the option to terminate this Agreement upon the occurrence of any of the following events: (a) bankruptcy or insolvency of either party; (b) sale of the business of either party; or (c) dissolution of either party.

Restrictions on the disclosure of Confidential Information shall survive the termination of this Agreement.

Upon any termination of this Agreement, the amount owed to Vendor by Green Dot shall be limited to the amounts owed under the Agreement. Any just expectation damages shall be limited to the services rendered consistent with the terms of this Agreement.

ARTICLE 15
Governing Law, Venue, Good Faith, & Attorneys' Fees

This Agreement shall be performed and construed under the laws of the State of Tennessee without regard to its conflicts of laws provisions. In the event a dispute arises between the parties over this Agreement that cannot be resolved through informal discussions or mediation, the dispute shall be heard by a Court based in Memphis, Shelby County, Tennessee having jurisdiction over the Parties and the subject matter.

The undersigned parties jointly and severally agree to execute the terms and conditions of this Agreement in good faith and to the best of their ability.

Each party shall pay its own attorneys' fees associated with any potential mediation, arbitration, and/or litigation.

The undersigned persons are authorized by the Parties to sign this Agreement, and have read and fully understand the foregoing, and it is their intent to be bound by the terms and conditions herein.

ARTICLE 16
Severability

In the event that a court of competent jurisdiction holds any provision of this Agreement invalid or unenforceable in any circumstance, the remainder of this Agreement, and the application of such provision in any other circumstance, will not be affected thereby. Any provision of this Agreement held invalid or unenforceable only in part or degree will remain in full force and effect to the extent not held invalid or unenforceable.

ARTICLE 17
Amendments

The terms and conditions of this Agreement or and any other documents referenced herein may not be amended, waived or modified, except in a writing signed by both Parties.

ARTICLE 18
Headings

The headings of sections of this Agreement are for convenience of reference only and will not affect the meaning or interpretation of this Agreement in any way.

ARTICLE 19
Counterparts

This Agreement may be executed in counterparts, all of which when taken together constitute a single agreement.

ARTICLE 20
Force Majeure

If performance of this Agreement or any obligation under this Agreement is prevented, restricted, or interfered with by causes beyond either party's reasonable control ("Force Majeure"), and if the party unable to carry out its obligations gives the other party prompt written notice of such event, then the obligations of the party invoking this provision shall be suspended to the extent necessary by such event. The term Force Majeure shall include, without limitation, acts of God, fire, explosion, vandalism, storm or other similar occurrence, orders or acts of military or civil authority, or by national emergencies, insurrections, riots, or wars, or strikes, lock-outs, work stoppages. The excused party shall use reasonable efforts under the circumstances to avoid or remove such causes

of non-performance and shall proceed to perform with reasonable dispatch whenever such causes are removed or ceased. An act or omission shall be deemed within the reasonable control of a party if committed, omitted, or caused by such party, or its employees, officers, agents, or affiliates.

ARTICLE 20
Entire Agreement & Merger

This Agreement and any other documents referenced herein, memorializes the full terms and conditions of the Agreement between the Parties with respect to the subject matter hereof, and merges and supersedes all other communications, including but not limited to, all prior agreements and any preprinted forms, between the Parties with respect to such subject matter.

ACCEPTED AND AGREED:

TRANSPAR GROUP INC.

_____ DATE: Nov 20, 2020

NAME: Douglas Martin TITLE: President

GREEN DOT PUBLIC SCHOOLS TENNESSEE

_____ DATE: Nov 20, 2020

Megan Quaile (Nov 20, 2020 10:04 CST)

EXHIBIT A: Proposal of Services for Green Dot Public Schools



October 9, 2020

Daniel Peñaranda
Green Dot Public Schools, Tennessee
4950 Fairley Road
Memphis, TN, 38109

Mr. Peñaranda,

Following our discussion on October 8, 2020, TransPar Group, Inc. is pleased to submit this revised proposal letter to Green Dot Public Schools, which updates the proposed structure for a Transportation Management Services Agreement for the 2020-21 school year.

Our proposal continues to be designed to offer a comprehensive approach to transportation management as Green Dot begins its first year of providing transportation services. We specifically acknowledge that Green Dot's initial objectives are to utilize TransPar's expertise to assist with the regulatory compliance, fleet purchasing, driver hiring and credentialing, start-up management, and inspection tasks that the district has not had previous experience in undertaking. TransPar's corporate leadership and subject matter experts (SMEs) will be directly involved in helping the district execute these processes at the start of the contract and throughout the contract, as needed, while its local team will manage Green Dot's drivers and all day-to-day aspects of the transportation operation. We believe that our approach provides the best opportunity to promote a successful opening for the 2020-21 school year, as we will not only be focused on standing up the operation to complete standard start-up requirements (e.g. assisting the district with recruiting and retention of drivers, route planning, fleet readiness, etc.), but will also be directly focused on utilizing the tools that TransPar has created to plan for start-up in a COVID-19 environment.

TransPar proposes to provide a management team to include three employees, two offsite and one onsite:

- **One (1) Onsite Safety/Training Manager**: responsible for local level safety and compliance of the drivers and operation, and will provide additional support in the areas of routing, dispatch, and customer service
- **One (1) Onsite Garage/Utility Operations employee**: responsible for minimal maintenance repairs, such as fixing seat covers and replacing lightbulbs, with major repairs being outsourced to the dealer for warranty work or other approved district vendors; also responsible for maintaining fluid levels, including fuel, as well as the cleanliness of the buses
- **One (1) Offsite Executive Director:** responsible for corporate-level oversight of the entire operation, engaging in direct and frequent communications with District leadership, and ensuring completion of all contract specifications, and more specifically, will ensure completion of the following, including but not limited to all regulatory and compliance-related operational needs, fleet readiness tasks, driver qualification, credentialing and drug and alcohol testing, and management of both TransPar employees

TRANSPAR GROUP, INC.
880 Island Park Drive, Suite 300 | Charleston, SC 29492
transpargroup.com | (888) 518-3377

Collectively, the two onsite individuals will assume all direct daily operational tasks, including but not limited to splitting a.m. and p.m. dispatch responsibilities, conducting safety and training instruction and regular safety meetings for drivers, and conducting analysis of operational metrics to maintain the highest levels of efficiency, while the offsite Executive Director ensures the provision of quality transportation services, through the adherence to all contract specifications, and continues to cultivate a collaborative and successful partnership with GDPS leadership.

This revised proposal also provides for TransPar's two onsite employees to be insured and allowed to drive routes, in the event that Green Dot's driver corps is understaffed and/or experiencing a high-level of absenteeism during the school year.

In addition to its management team, TransPar would bring its proprietary management tools, technology and corporate support, which includes the following:

- **TEAMS™ (T**ransportation **E**fficiency and **A**ccountability **M**anagement **S**ystem)–systems and processes designed to continuously track key operational performance data in the areas of dispatch, on-time performance, maintenance, routing, customer service, and payroll data, to focus management towards continuous improvement of the operation
- **Incident Management System™ (IMS)** – system which allows us to promote quality services by ensuring that we are responsive to all customer complaints and inquiries, by tracking them in tickets within the system, assigning those tickets to the correct transportation or district staff, and making certain that they are addressed in a timely manner
- **Learning Management System (LMS)** – a web-based system with the industry's leading bus driver safety and training curriculum, developed by our partner School Bus Safety Company
- **Full support of TransPar's corporate leadership** – includes a team of subject matter experts (SMEs) in regulatory compliance, fleet management, driver safety and training, recruitment and retention, and operational analytics

TransPar has also included routing software in this revised proposal, which will not only be needed to develop and modify routes, but utilized as a central database for driver, fleet, route, and scheduling information, and an integral tool for staff to perform, support, and provide structure to the operation at the highest levels.

The proposal does not currently include a parent bus tracking application, or dispatch and payroll software, which TransPar can include at the district's request, if needed. Furthermore, this proposal still assumes that the fleet, GPS, cameras, air conditioning units, bus radios, as well as the required radio base station and frequencies will all be purchased separately and owned by Green Dot. All parts, fluids and maintenance expenses are the responsibility of Green Dot.

Given the circumstances of the 2020-21 school year, TransPar proposes that the initial term of the contract be effective from October 15, 2020 to June 30, 2024, with two (2) one-year options for renewal, and that it be executed per the following contract timelines and monthly/annual contract amounts:

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Initial Contract Term: October 15, 2020 – June 30, 2024	Monthly Amount:	Annual Amount:
Contract Start: October 15, 2020 – June 30, 2021	$22,108.33	• Prorated July, August, September and partial October • October 2020, Total Amount: $11,054.17 • November 2020 – June 2021, Total Amount: $176,866.64 • $10,000 for required start-up costs • 2020-21 Initial Contract Total: $197,920.81
Full Year One: July 1, 2021 – June 30, 2022 *3% annual increase	$22,771.58	$273,259
Full Year Two: July 1, 2022 – June 30, 2023 *3% annual increase	$23,454.73	$281,456.77
Full Year Three: July 1, 2023 – June 30, 2024 *3% annual increase	$24,158.37	$289,900.47
Optional Renewal Periods:	**Monthly Amount:**	**Annual Amount:**
Renewal Period One: July 1, 2024 – June 30, 2025 *3% annual increase	$24,883.12	$298,597.49
Renewal Period Two: July 1, 2025 – June 30, 2026 *3% annual increase	$25,629.62	$307,555.41

We pride ourselves on producing practical results and we define our success through the progress and accomplishments of our client organizations. Our implementation approach, staffing profile, and support efforts are all in service of the goal of making transportation a safe, efficient and effective contributor to the educational service delivery efforts of Green Dot. If you have any questions or need further information on any aspect of our proposal, I can be reached at (843) 480-9095 or via e-mail at dmartin@TransPar.com.

Sincerely,

Doug Martin, President

TRANSPAR GROUP, INC.
880 Island Park Drive, Suite 300 | Charleston, SC 29492
transpargroup.com | (888) 518-3377

Request for Proposals (RFP)

SY24-25 Non-Profit Schools Transportation
Contracted Bus Services

Green Dot Public Schools Tennessee
(GDPST)

April 5, 2024

Green Dot Public Schools Tennessee does not discriminate on the basis of race, color, gender, age, religion, sexual orientation, or national or ethnic origin. GDPST will provide equal opportunities without regard to race, color, gender, disability, age, religion, sexual orientation, or national or ethnic origin by requiring that any organization doing business with GDPST provide equal opportunities to persons and businesses employed by or contracting with the supplier of products or services to GDPST.

Bid # 27-TN01

1. Statement of Work

1.1. Purpose

Prospective vendors are invited to submit proposals to supply transportation services for GDPST.

1.2. Coverage & Participation

The intended coverage of this RFP, and any agreement resulting from this solicitation, is for the use of all departments at GDPST. GDPST reserves the right not to enter into any contract, to add and/or delete elements, or to change any aspect of the coverage and participation at any time without prior notification and without any liability or obligation of any kind or amount.

2. General Information

2.1. Original RFP Document

GDPST shall retain the RFP, and all related terms and conditions, exhibits, and other attachments, in their original form in an archival copy. Any modification of these, in the vendor's submission, is grounds for immediate disqualification.

2.2. The Organization

Green Dot Public Schools Tennessee is a Charter Management Organization that operates four public charter schools in Shelby County, Tennessee educating approximately 2,400 students with over 200 staff members. The schools for which GDPST is seeking services are:

Bluff City High School

- Bluff City High School serves students in grades 9^{th} – 12^{th}
- The school is located at 4100 Ross Rd, Memphis, TN 38115

Hillcrest High School

- Hillcrest High School serves students in grades 9^{th} – 12^{th}
- The school is located at 4184 Graceland Dr, Memphis, TN 38116

Wooddale Middle School

- Wooddale Middle School serves students in grades 6^{th} – 8^{th}
- The school is located at 3467 Castleman St, Memphis, TN 38118

Kirby Middle School

- Kirby Middle School serves students in grades 6^{th} – 8^{th}
- The school is located at 6670 E Raines Rd, Memphis, TN 38115

3. Proposal Preparation Instructions

3.1. Vendor's Understanding of the RFP

In responding to this RFP, the vendor accepts full responsibility to understand the RFP in its entirety, and in detail, including making any inquiries to GDPST as necessary to gain such understanding. GDPST reserves the right to disqualify any vendor who demonstrates less than such understanding. Further, GDPST reserves the right to determine, at its sole discretion, whether the vendor has demonstrated such understanding. If awarded, said right also extends to revocation of award. Such disqualification and/or cancellation shall be at no fault, cost, or liability whatsoever to GDPST.

3.2. Good Faith Statement

All information provided by GDPST in this RFP is offered in good faith. Individual items are subject to change at any time. GDPST makes no certification that any item is without error. GDPST is not responsible or liable for any use of the information or any claims asserted therefrom.

3.3. Communication

Verbal communication shall not be effective unless formally confirmed in writing by a specified official in charge of managing this RFP process. In no case shall verbal communication govern over written communication.

Questions and requests for clarifications relating to this RFP must be directed to the GDPST's Managing Director of School Operations (MDSO). The MDSO is to be the sole point of contact at GDPST in connection with this RFP for potential vendors, effective with the date of release of this RFP and until a vendor is selected to provide the above referenced services. Contact with any representative of GDPST, other than the MDSO, will result in disqualification. GDPST's MDSO is Patricia Adams who can be reached at: patricia.adams@greendot.org
Written questions and requests for clarification must be received by the MDSO by **4:00 pm CST** on **April 30, 2024**. Questions will only be accepted by email only. Questions and requests for clarification received after **4:00 pm CST on April 30, 2024**, will not be accepted, reviewed, or responded to. Final addendum (if any) issued will be submitted by **May 5, 2024**. GDPST reserves the right to change any dates contained within this RFP. Any changes to this RFP or its schedule will be posted to GDPST's website or communicated directly to all bidders.

3.4. Proposal Submission

Proposals must be emailed to patricia.adams@greendot.org using the following criteria.

3.4.1. Attach RFP document in Adobe Portable Document Format (.pdf). Other formats will not be accepted.

3.4.2. The subject of your email should be in the following format: SY24-25 GDPST Transportation RFP_Company Name.

3.4.3. File names should be in the same format as the email subject format explained above. SY24-25 GDPST Transportation RFP_Company Name.

3.4.4. You will receive a response within 24 hours confirming our receipt of your bid. If you do not receive confirmation, contact Patricia Adams at (901) 237-9780

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Proposals are due by **4:00 pm CST on May 10, 2024** via email as stated above. GDPST will not accept proposals received by fax or delivered by any shipping carrier. Vendors must submit an electronic copy only in Adobe Portable Document Format (.pdf) as stated above.

3.5. Criteria for Selection

The evaluation of each response to this RFP will be based on a weighted matrix scale (from 0-100) to include but not limited to pricing, its demonstrated competence, financial stability, and ability to complete the work. The purpose of this RFP is to identify those suppliers who can best provide GDPST with transportation services as identified in the Scope of Work.

Patricia Adams, MDSO, will sign the evaluation criterion score sheet of competitive proposals, signifying a review and approval of the selections. The individuals selected to open proposals may change with or without notice to vendors. GDPST will show due diligence in ensuring proposals are opened with a minimum of four GDPST representatives.

Total Possible Points (100)	**Criteria**
45	**Pricing** ● The vendor with the lowest price receives 45 points. ● The vendor with the second-lowest price will receive 35 points. ● The vendor with the third-lowest price receives 25 points ● All other vendors will receive 20 points
25	**Service Capability Plan** (vendor is required to provide examples of providing service to similar type schools) ● "Poor" shall mean the proposal does not meet RFP requirements. A "poor" rating equals 0 points. ● "Fair" shall mean that the proposal meets most but not all of the RFP requirements. A "fair" rating equals 10 points. ● "Good" shall mean that the proposal meets RFP requirements. A "good" rating equals 20 points. ● "Exceptional" shall mean that the proposal exceeds the RFP requirements. An "exceptional" rating equals 25 points.
10	**Years of Experience** ● The vendor with the most years of experience receives 10 points. ● Every other vendor will receive 1 point for each year of experience with a maximum of 9.

10	**Financial Conditions/Stability, Business Practices** (the vendor is required to provide examples of past audits) ● "Poor" shall mean the proposal does not meet RFP requirements. A "poor" rating equals 0 points. ● "Fair" shall mean that the proposal meets most but not all of the RFP requirements. A "fair" rating equals 2 points. ● "Good" shall mean that the proposal meets RFP requirements. A "good" rating equals 6 points. ● "Exceptional" shall mean that the proposal exceeds the RFP requirements. An "exceptional" rating equals 10 points.
10	**Accounting and Reporting Systems** (the vendor is required to provide examples of their record-keeping and logs) ● "Poor" shall mean the proposal does not meet RFP requirements. A "poor" rating equals 0 points. ● "Fair" shall mean that the proposal meets most but not all the RFP requirements. A "fair" rating equals 2 points. ● "Good" shall mean that the proposal meets RFP requirements. A "good" rating equals 6 points. ● "Exceptional" shall mean that the proposal exceeds the RFP requirements. An "exceptional" rating equals 10 points.

3.6. Selection and Notification Vendors determined by GDPST who possess the capacity to compete for this contract will be selected to move into the negotiation phase of this process. Written notification will be sent to these vendors via e-mail. Those vendors not selected for the negotiation phase will not be notified via e-mail.

RFP Released	**April 5, 2024**
Last date for questions	**April 30, 2024 – 4:00PM CST**
Final addendum (if any) issued	**May 5, 2024**
Due Date of the RFP	**May 10, 2024 – 4:00PM CST**

4. Scope of Work, Specifications & Requirements

4.1. General Scope

GDPST is releasing for bid transportation services to accommodate three schools. In the performance of such services pursuant to this RFP, its proposal, and the final contract, the successful bidder will comply with any and all applicable federal, state, and local laws, rules, ordinances, policies, and regulations, as well as all licensing and permitting requirements applicable to providing the services anticipated in this RFP, and will indemnify, defend and hold GDPST harmless from any liability from its failure to comply.

The contract resulting from this RFP is to begin tentatively **from July 01, 2024, through June 30, 2025**, with options to renew for up to 3 years. GDPST currently serves approximately 2,400 students in grades 6th-12th at those four schools.

*GDPST will communicate actual bus needs based on enrollment targets **by June 1st** of the preceding school year.

GDPST reserves the right to waive any formalities to accept any proposal as a whole, split bid, and/or receive any individual item(s) within a proposal or reject any or all proposals in the best interest of GDPST.

4.2. Routing Services

The contractor will provide routing services, including creating transportation routes based on student addresses and/or group stop locations agreed upon by the schools and the transportation provider. The contractor will complete morning pick-up and afternoon drop-off at mutually agreeable locations for each route. The days of service will be approximately 180 instructional days per school year. GDPST will communicate any school closures or schedule changes to the contractor with as much advance notice as possible.

4.3. Additional Services

To the extent possible, based on the availability of vehicles and drivers, the contractor will accommodate supplemental transportation requests, including school bus transportation for field trips, athletic contests, and special events and charter bus transportation for out-of-town, overnight field trips, or staff development trips at an agreed-upon rate. In addition, drivers and/or monitors will complete daily attendance/head count to ensure student safety during morning/afternoon runs.

4.4. COVID-19 Mitigation Services

To navigate services provided during the COVID-19 pandemic, each vendor shall submit mitigation measures to limit the possible transmission of COVID-19 while transporting students and maintain compliance with all COVID-19 laws relevant to the transporting of school students.

4.5. Vehicles

The contracted firm is responsible for providing a sufficient number of school buses capable of adequately meeting the needs of GDPST. All vehicles will have valid Tennessee Department of Safety operating certificates and maintain safe and suitable operating conditions. Additionally, it

is the responsibility of the contracted firm to ensure compliance with Tennessee Department of Education, the City of Memphis, and all other relevant GDPST reporting agencies. It is the contractor's responsibility to provide safe, proper, and appropriate maintenance on vehicles used. In addition to the necessary vehicles to meet the scheduled needs, the contractor must have at least 15% of the total fleet as light vehicles available to meet daily transportation needs when a normally used vehicle may be out of service due to maintenance or for any other reason. Stand-by drivers must be able to operate these vehicles. Camera, GPS infrastructure, and air-conditioning are requirements for all vehicles.

4.6. Employee Recruitment, Hiring, and Training

4.6.1. Qualifications of Drivers

The contractor will employ professional, properly licensed, and trained bus drivers. The contractor will be responsible for ensuring that drivers remain licensed, comply with any new training requirements that may arise, and have successful background checks on file. Drivers must undergo the physical and mental health examinations required by law before employment. During the term of this contract, all drivers must comply with Federal drug and alcohol testing and physical ability testing requirements at the contractor's expense.

4.6.2. Qualifications of Monitors

The contractor will utilize professional, properly licensed, and trained bus monitors for all 6^{th} -12^{th} routes. The contractor will be responsible for ensuring that monitors have successful background checks on file and comply with any new training requirements that may arise. The monitors must undergo necessary safety examinations required by law prior to employment. During the term of this contract, all monitors must comply with Federal drug and alcohol testing and physical ability testing requirements at the contractor's expense.

4.6.3. Compensation

The contractor will be responsible for all salaries, payroll, and other taxes, benefits, fees, and insurance required by any federal, state, and local law, statute, or regulation (including but not limited to unemployment taxes, Social Security contributions, worker's compensation premiums, and all similar taxes and payments).

4.6.4. Adherence to GDPST Policies

All contractor employees assigned to GDPST will be subject to the rules and regulations of GDPST while at any school facility. The contractor, including its employees and agents, will be responsible for knowing GDPST's' policies and procedures concerning the appropriate behavior of persons in its facilities and will comply with all such policies and procedures. GDPST will use its best efforts, as reasonably requested by the contractor, to assist the contractor in complying with all applicable policies.

4.6.5. Grievances

In case of improper employee conduct according to school policies, safety guidelines, or as otherwise identified by GDPST, the contractor will work proactively with GDPST to devise an acceptable resolution, potentially including imposing sanctions and/or removing employee(s) from the facility temporarily or permanently. GDPST may orally

or in writing request the removal or replacement of any prospective or actual employee or agent of the contractor from working under the contract. The contractor shall comply with any such request.

4.7. Insurance Requirements

Enclosed with the proposal, the bidder must include a certificate of insurance signed by an insurer(s) employee providing coverage (not an agent). The insurer's employee must possess the authority to bind that the insurer(s) will meet no less than the minimum limits of insurance required in this RFP will be completed.

4.7.1. Minimums

Minimum liability and property damage coverage shall be not less than $5,000,000.00 in combined limits (T.C.A. §49-6-2111, Rules of the State Board of Education 0520-01-050.01). Additionally, the vendor selected must list GDPST as additional insured for both General Liability and Auto Liability. A Waiver of Subrogation in favor of GDPST should also be included in the vendor's General Liability and Auto Liability coverage. The vendor selected should also provide GDPST with a certificate of insurance as proof of insurance requirements by June 01, 2024.

4.7.2. Workers Compensation

The vendor must possess worker's compensation coverage covering all employees in amounts required by Tennessee State Law.

4.7.3. Disability Benefits

The vendor must possess disability benefits covering all employees by Tennessee State Law

4.7.4. Unemployment Insurance

The vendor must possess unemployment insurance covering all employees consistent with the requirements of Tennessee State Law.
Unemployment Insurance covers all employees consistent with the requirements of Tennessee State Law.

4.7.5. Sexual Misconduct

Sexual Misconduct insurance shall be included with the General Liability policy.

5. Vendor Qualifications & References

All vendors must provide the following information for their proposal to be considered:

FORMAT OF BIDDER'S PROPOSAL:

To ensure equivalent evaluation of all proposals, Bidders must submit a proposal corresponding to the sequence and format outlined below. The Bidder should provide that its Proposal clearly explains all issues and questions addressed in this Section. In responding, it is at the Bidder's discretion to expand upon topics.

EACH PROPOSAL SHALL CONTAIN THE FOLLOWING SECTIONS:

Experiences and References
Business Stability
Organization and Staff Capacity
Service Delivery Plan
Quality Assurance Plan
COVID-19 Mitigation Measures Plan
Training Plan
Proof of insurance
Bid Pricing
Vendor Certification (section 8 of this RFP)

5.1. Experiences and References

Companies that have not contracted with GDPST within the past three years must provide the following documentation of experience and references:

To demonstrate the company's experience with similar schools or other facilities and experiences in the education sector, including a Summary Description of the company and relevant experiences and any strategic partners, if applicable. A list of clients served within the past five years (preferably schools); please include contact information (name, address, email, phone number).

5.2. Business Stability

To demonstrate sufficient financial soundness and capacity to provide the services and carry out the contractor's requirements and obligations under this RFP and the subsequent contract, please provide: (1) A company financial report for the most recent fiscal year, or (2) explanation of unavailability and equivalent alternative financial documentation, and documentation of company legal operating status. Provide copies of all relevant certificates or disclosures.

5.3. Organization and Staff Capacity

To demonstrate how personnel will manage, supervise, and perform the services and communicate with GDPST effectively to maintain a high standard of services, please include a description of the experience and qualifications of key personnel providing the services with a clear explanation of personnel roles and responsibilities. Include personnel responsible for work order completion, hiring/training, employee management, quality assurance, issue resolution/customer service, billing, compliance, and documentation. For all personnel, describe the planned level of effort, anticipated duration of involvement and on-site availability, and tenure with the contractor. Include a description of management and reporting relationships.

5.4. Quality Assurance Plan

To demonstrate how the bidder will ensure the quality of service, please include a description of how the bidder will monitor, measure, and provide service quality, safety, and reliability. Include detail on the bidder's methods/program for project management and quality assurance (e.g., work standards, inspections, resolution of unacceptable work, safety issues log).

5.5. Training Plan

To demonstrate the contractor's capacity and quality of training provided to employees, please include evidence and description of the scope of bidder's formalized in-service training and

educational programs and requirements for all employees, including a detailed list of orientation, training, subject, and other ongoing job training subjects. Description of how the bidder will ensure effective employee recruiting and/or staff transition and conduct employee training and safety programs

5.6. List of Exceptions

If applicable, submit a detailed list of any requested exceptions, including explanations, to the RFP (i.e., specific services that the bidder will not provide and justifying reasons).

5.7. Bid Pricing

Provide firm bid pricing information with a breakdown of specific costs for services. Please include a daily billable rate for routine transportation services, including the agreed-upon daily routes and bus monitors, and rate(s) for supplemental transportation.

5.8. Additional Capacities (if applicable)

If applicable, description of any other resources to be provided by the contractor which would enhance the contractor's ability to carry out the services {cost savings guarantees, etc.), specific to light maintenance.

6. Budget & Estimated Pricing

All vendors must provide a cost breakdown for the implementation of their solution for GDPST's project as described in this RFP.

7. Additional Terms & Conditions

7.1. Personal Information

7.1.1. General

Depending on the circumstances, GDPST may require information about the qualifications and experience of persons who are proposed or available to provide services, including resumes, documentation of accreditation, and/or letters of reference. The vendor should not submit as part of its response any information related to the qualifications, experience of persons who are proposed or available to provide services unless specifically requested. Unless specifically requested, any such information, whether in the form of resumes or other documentation, will be returned immediately to the vendor. GDPST will treat this information by the provisions of this Section 7.

7.1.2. Requested Personal Information

Any personal information as defined in the RFP requested from each vendor by GDPST shall only be used to *consider* the qualified individuals to undertake the project/services and confirm that the work performed is consistent with these qualifications. It is the responsibility of each vendor to obtain the consent of such individuals before providing the information to GDPST. GDPST will consider that the appropriate consents have been obtained for the disclosure to and use by GDPST of the requested information for the purposes described.

7.2. Non-Disclosure Agreement

GDPST reserves the right to require any Respondent to enter into a non-disclosure agreement.

7.3. Costs

The RFP does not obligate GDPST to pay any incurred costs of any kind whatsoever that a vendor or any third parties may have in connection with the Response. All responses and supporting documentation shall become the property of GDPST, subject to confidentiality claims in respect of the Response and supporting documentation.

7.4. Intellectual Property

The vendor should not use any intellectual property of GDPST including, but not limited to, all logos, registered trademarks, or trade names of GDPST, at any time without the prior written approval of GDPST, as appropriate.

7.5. Vendor's Responses

All accepted responses shall become the property of GDPST and will not be returned.

7.6. Governing Law

This RFP and the vendor's response shall be governed by the laws of the State of Tennessee.

7.7. No Liability

GDPST shall not be liable to any vendor, person, or entity for any losses, expenses, costs, claims, or damages of any kind:

- Arising out of, by reason of, or attributable to, the vendor responding to this RFP; or
- As a result of the use of any information, error, or omission contained in this RFP document or provided during the RFP process.

7.8. Entire RFP

This RFP, any addenda to it, and any attached schedules constitute the entire RFP.

8. Vendor Certification

This certification attests to the vendor's awareness and agreement to the content of this RFP and all accompanying calendar schedules and provisions contained herein. The vendor must ensure that the following certificate is duly completed and correctly executed by an authorized officer of your company. This vendor certification should be included as the last page of the RFP submission.

This proposal is submitted in response to the **SY24-25 GDPSTN on-Profit Schools Transportation Contracted Bus Services** issued by GDPST. The undersigned is a duly authorized officer, hereby certifies that:

Bid # 27-TN01 BID FORM A – This form is required to be submitted with your proposal.

Total RFP Proposal Amount of all Sites listed under Section 2:

The proposal must be in ink or typewritten. Write out the total amount of your proposal:

Numeric Proposal Amount:

$_____

Bid # 27-TN01 BID FORM B – This form is required to be submitted with your proposal.

CERTIFICATION

I certify that I have read enclosed **Request for Proposal** and the instructions for submitting an RFP.

In submitting this Request for Proposal, the undersigned acknowledges receipt of all Addendums issued by or on behalf of the District, as set forth below. The undersigned further confirms that this Request for Proposal incorporates and is inclusive of, all items or other matters contained in Addendums (if any) issued. The **Addendum Nos**.____**_____received, acknowledged, and incorporated into this Request for Proposal are noted above.** The undersigned hereby proposes and agrees to furnish and deliver the goods or services as quoted in accordance with the terms, conditions, specifications, and prices herein quoted.

Signature	Typed or Printed Name
Title	Company
Address	Address
Telephone	Fax
Date	E-Mail

If you are responding as a corporation, please place your corporate seal in the space below.

Bid # 27-TN01 FORM C - This form is required to be submitted with your proposal. **NON-COLLUSION AFFIDAVIT**

STATE OF TENNESSEE

COUNTY OF_____

I, _____ being first duly sworn, deposes and
(Typed or Printed Name)

says that I am the_____of_____,the party
(Title) (Bidder Name)

submitting the foregoing Request for Proposal (the "Bidder"). In connection with the foregoing Request for Proposal, the undersigned declares, states, and certifies that:

1.01 The Request for Proposal is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation.
1.02 The Request for Proposal is genuine and not collusive or sham.
1.03 The Bidder has not directly or indirectly induced or solicited any other bidder to put in a false or sham bid, and has not directly or indirectly colluded, conspired, connived, or agreed with any other bidder or anyone else to put in sham bid, or to refrain from bidding.
1.04 The Request for Proposal is genuine and not collusive or sham.
1.05 The Bidder has not directly or indirectly induced or solicited any other bidder to put in a false or shame bid, and has not directly or indirectly colluded, conspired, connived, or agreed with any other bidder or anyone else to put in sham bid, or to refrain from bidding.
1.06 The Bidder has not any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the proposal price, or that of any other bidder, or to fix any overhead, profit or cost element of the proposal price or that of any other bidder, or to secure any advantage against the public body awarding the contract or of anyone interested in the proposed contract.
1.07 All statements contained in the RFP and related documents are true.
1.08 The Bidder has not, directly, or indirectly, submitted the proposal price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, or paid, and will not pay, any fee to any person, corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof to effectuate a collusive or sham bid.

Executed this_____day of_____, 20_____at _____
(City, County and State)
I declare under penalty of perjury under the laws of the State of Tennessee that the foregoing is true and correct.

_____ _____
Signature (Address)

_____ _____
Name Printed or Typed (City, County and State)

PROPOSAL NARRATIVE TEMPLATE

Please respond to the following questions, limiting your narrative response to all sections to 50 pages total. **This means that the length of this document, including these instructions and the questions below, may be no longer than 67 pages (not including the enrollment summary).** The Enrollment Summary and Attachments are not included in the page limit.

Please keep in mind that your application is a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to open. Evaluation Teams will be able to navigate well-organized, effectively-edited documents easily, thereby focusing their energy on reviewing the content of each application. Grammar, spelling, and formatting all make an impression on an evaluator.

Please add the full name of your school to the footer of this document so that it appears on all pages, along with the page numbers.

This document must be typed with 1-inch page margins and 12-point font, single-spaced. Use the boxes provided to type your responses.

Each major section (Enrollment Summary, Executive Summary, Expansion Plan, etc.) **must** begin on a separate page.

If a particular question does not apply to your team or proposal, respond "Not Applicable," **and briefly explain why the question is not applicable to your team or proposal.**

When you have completed your response and verified that the **total length of the document does not exceed 67pages (not including the enrollment summary)**, please save this document as a PDF file. **Name your file according to this convention: NAME OF OPERATOR.Narrative.pdf.** Upload your PDF file to the online application submission portal.

ENROLLMENT SUMMARY

NOT INCLUDED IN PAGE LIMIT

(1) Complete the following table for each school to open in 2014-15. You may duplicate the table as needed. Remove any rows for grades the school will not serve as needed in each table.

Grade Level	Number of Students					
	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19	At Capacity 2014-15
9	150	150	150	150	150	150
10	150	150	150	150	150	150
11	150	150	150	150	150	150
12	150	150	150	150	150	150

(2) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

2. Green Dot Public Schools ("Green Dot") is respectfully requesting approval of a charter that would authorize the opening of 10 full transformation secondary schools (serving approximately 6,000 students) over a six-year period. We are seeking to open 10 schools since we believe this number optimizes our ability to provide a quality education to as many students as possible in Tennessee, while also helping Green Dot achieve the scale required in order to justify the opening of a Memphis Regional Office. This Regional office will provide the necessary supports that are essential to our success in the new market. For the purposes of this application, we have defined a full transformation as assuming control of an entire 600-student school campus in the first year of operation. Green Dot seeks full transformations as opposed to phase-in turnarounds due to our desire to create a single, unified school culture on a campus in order to drive results from Day One. Also, we believe in the urgency around the Achievement School District's mission and see full transformations as a way of having immediate impact on transforming education for students who are currently attending the bottom 5% of schools in Memphis.

Given the limited number of high school turnaround operators in Memphis, Green Dot plans to open one full transformation high school (grades 9-12) in 2014-15. The enrollment table above shows that we will be operating our Founding School at capacity in school year 2014-15. In subsequent years, Green Dot's growth plan includes two full school transformations per year in Years 2-5 and one full school transformation in Year 6. We plan to open high schools and feeder middle schools, with five 6th-8th and five 9th-12th charter schools in Memphis at full scale. Each transformation school would open as an entire campus (using Achievement School District facilities).

Green Dot recognizes that the size of school campuses differs across the Achievement School District (ASD). For example, several Memphis high schools on the Priority Schools list are significantly larger than a typical Green Dot school (for example, Hamilton High School, Raleigh Egypt High School and Melrose High School all have enrollment of 1,000+ students). For our Founding School in 2014-15, we are requesting to be matched with a high school that is similarly sized to Green Dot schools in California (approximately 600 students) as we scale up on our resources and support in Memphis. However, after 2014-15, we would have more flexibility in being matched to a larger-sized high school in the ASD. Beginning in 2015-16, if Green Dot is matched to an existing school with more than 900 students, we would

organize the campus into two separate schools. For the purposes of our growth plan, Green Dot would consider such a conversion as two transformation schools under the ASD.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

EXECUTIVE SUMMARY

5 PAGE LIMIT

Provide a brief overview of your proposed school, including:

- The outcomes you will achieve
- The key components of your educational model
- The organization's growth plan, both in Tennessee and elsewhere (if applicable)
- Key supporters, partners, or resources that will contribute to your school's success

TYPE YOUR EXECUTIVE SUMMARY IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Who We Are

Green Dot Public Schools ("Green Dot") is leading the charge to transform public education in Los Angeles **and beyond** so that all children receive the education they need to be successful in college, leadership and life. Founded twelve years ago, Green Dot currently operates 14 high schools and 4 middle schools serving more than 10,000 students in the greater Los Angeles area. All eighteen schools are addressing the needs of students who have traditionally struggled in the public school system, and they are achieving far greater results than comparable schools in standardized test scores, graduation rates and college matriculation.

Mission

As with all Green Dot schools, the mission of our Founding School, "Green Dot Charter High School – (insert existing school name) Campus" or "Green Dot Charter High School", will be to empower students to see their full potential and to become prepared for college, leadership and life by providing a small, college-preparatory program where all stakeholders actively engage in the education process.

Core Values

Our underlying belief is that all students can go to college. The following values embody Green Dot's philosophical core and form the basis of our schools' personal commitments to their students' success:

- **An Unwavering Belief in all Students' Potential:** Creating an environment that nurtures the potential of all and understanding how decisions impact student learning
- **Passion for Excellence:** Continuously striving to demonstrate excellence, reflecting on practice and making data-driven decisions
- **Personal Responsibility:** Assuming responsibility and accountability for performance and demonstrating personal integrity
- **Respect for Others and the Community:** Appropriately representing the school/organization and collaborating with others
- **All Stakeholders are Critical in the Education Process:** Creating an environment in which all perspectives are valued and communicating transparently with stakeholders

Track Record

In August 2000, Green Dot opened with one 9th-grade class of 140 students. Today, our organization operates 18 schools serving over 10,000 students in communities across Los Angeles. Green Dot schools average more than 76 points higher on the California Academic Performance Index (API) than comparable public schools in similar neighborhoods.

In addition, the four-year college acceptance rate of graduating seniors at Green Dot schools in 2011-2012

was 59%, and the two- or four-year acceptance rate of our graduating seniors was 86%. In comparison, based on the most recent data available from the Los Angeles Unified School District (LAUSD), the college acceptance rate of all graduates residing in Los Angeles County to California State University (CSU) and University of California (UC) schools was 19%. The state average acceptance rate in California was 18%.

Results with Turnarounds

In 2007, Green Dot took on its most complex project to date: The Locke Transformation. Locke represented a full transformation of approximately 3,000 students and was one of the worst high schools in California. Despite these difficulties, Locke has made great strides over the past several years with a recent UCLA CRESST (National Center for Research on Evaluation, Standards & Student Testing) study demonstrating that Green Dot students attending Locke are 1.5x more likely to graduate and 3.7x more likely to graduate college-ready than students attending peer neighborhood schools.

In 2011, Green Dot solidified its position as a successful turnaround operator with the transformations of Jordan High School ("Ánimo College Preparatory Academy") and Clay Middle School ("Ánimo Phillis Wheatley" and "Ánimo Western"). With Jordan and Clay, Green Dot again assumed full transformations with an aggregate of more than 1,500 students in a single year. Last year, the Academic Performance Index (API) score for Ánimo College Preparatory Academy on the Jordan campus increased 12 points while the overall API scores for Ánimo Western and Ánimo Phillis Wheatley increased 74 points.

Academic Model

Green Dot's traditional school model represents over 12 years of successful practices and has been created to ensure that Green Dot can consistently open high-quality schools in which students are being prepared for college, leadership and life. To accomplish this, four common elements are embedded in the model of each and every Green Dot school:

- **Quality Teaching and Instruction:** Green Dot schools ensure that a great teacher leads every classroom, and a great principal leads each school.
- **Master Scheduling that Meets the Needs of Students:** All of the students attending Green Dot schools are required to complete a rigorous, college-preparatory curriculum. Based on incoming student needs, a schedule of intervention and acceleration courses are offered so that students can complete the required courses for graduation.
- **Data-Driven Decision-Making:** As learning organizations, Green Dot schools use the latest technology to collect and analyze student-, school- and consortium-level data to guide decision-making and continuous improvement.
- **College-Going Culture:** Teachers and administrators ensure that a college-going culture permeates the school community. Green Dot schools have adopted standards and assessments that promote college- and career-readiness.

The six characteristics of Green Dot schools are 1) small, safe personalized school environments, 2) high expectations for all students in a college-going culture, 3) earned autonomy with extensive professional development and accountability, 4) parent participation, 5) increased funding to the classroom and 5) schools that stay open later.

The foundation for this work is Green Dot's emphasis on human capital: extensive recruiting and hiring processes, and the growth and development of strong principal leaders and effective teachers.

School Culture

Green Dot's school culture emphasizes high care, high structure and high expectations. Green Dot establishes a common identity and new culture on our school campuses through visual orderliness, uniforms, and discipline. We work with a program called Safe and Civil to help students and staff respectfully interact with each other and resolve conflict. Green Dot also ensures that all of our schools are centered on high expectations for all students. Every Green Dot student takes a rigorous, college-preparatory curriculum, participates in a weekly Advisory class to reflect on their learning and annually revisits individual Graduation Plans so that they can graduate on-time and college-ready.

Why Memphis?

Through a rigorous college-preparatory education program, Green Dot plans to catalyze change in secondary public schools. As Green Dot enters its next phase of growth, we first considered where the organization could have the greatest impact in executing our vision – within California, expanding nationally or testing other innovative models. Through this exploration, we concluded Green Dot would have the most impact through national expansion, with the widespread educational disparities and favorable reform conditions in Memphis making expansion into this city particularly appealing. Green Dot seeks to collaborate with the ASD to 1) replicate its successful turnaround model outside of California and 2) change the odds for Memphis students who attend the lowest performing schools.

Growth Plans in Memphis and California

Green Dot is respectfully requesting approval of a charter that would authorize the opening of 10 full transformation secondary schools (serving approximately 6,000 students) over a six-year period. Given the limited number of high school turnaround operators in Memphis, Green Dot plans to open one full transformation high school (grades 9-12) in 2014-15. In subsequent years, Green Dot's growth plan includes two full school transformations per year in Years 2-5 and one full school transformation in Year 6. We plan to open high schools and feeder middle schools, with five 6th-8th and five 9th-12th charter schools in Memphis at full scale. Green Dot anticipates serving a predominantly African American student population with approximately 95% Free and Reduced Lunch (FRL), 16% Special Education (SPED) and 3% English Language Learners (ELLs). Green Dot also plans to work with high quality elementary school partners to provide a K-12 feeder pattern.

In California, Green Dot plans to open one middle school in 2014-15, approximately one to two middle schools in 2015-16 and potentially one middle school in 2016-17 to serve as feeder schools to our existing California high schools.

Community Engagement

Support from the community is critical for Green Dot students to have a positive experience at the transformed school. Green Dot identifies which community members to reach out to by first building an understanding of the local institutions that are around the school or that can provide critical supports to students and families (community centers, neighborhood councils, churches, and non-profit / social service providers). We will work with the ASD to ensure that all key stakeholders are part of this plan including current teachers, media, community leaders, school Board members, elected officials, students and alumni. Once approved for authorization, Green Dot Memphis' Director of Community Engagement and the Memphis Executive Director will work to reach community members, students and families, through door-to-door meetings, house meetings, and community meetings to discuss the transformation and the community's role in student enrollment, retention and graduation.

Leadership of Green Dot Memphis

Each Green Dot Memphis school will be managed by a strong leadership team, consisting of the Principal, Assistant Principals, Deans and Department Chairs. Principals have earned autonomy within Green Dot schools and are empowered to lead. They are able to tailor the academic model to meet specific needs of their students, collaborate with key stakeholders on the budget and school culture and receive support from the Regional Director of Finance & Business Affairs on financial and operational matters.

Schools will be supported by a combination of a Regional Office in Memphis and Green Dot's Home Office in California. The Regional Office will provide specific services that require significant knowledge and collaboration directly within Memphis as well as instructional coaches that will directly support our teachers in our schools. The Regional Office will include a Memphis Executive Director, a Director of Human Resources and Human Capital, a Director of Finance and Business Affairs (whose team includes a Data and Accounting Analyst, a Maintenance Technician and a Desktop Technician), Instructional Coaches for each core content area, a Special Education Program Administrator and a Director of Community Engagement. Green Dot's Home Office services will include key academic model design elements, our teacher effectiveness and evaluation system, recruiting and screening of applicants, knowledge management and data, fundraising and branding. These Home Office services will ensure that our Memphis schools leverage best practices and lessons learned from Green Dot's twelve year history.

Green Dot's seasoned management team is experienced in leading public high school reform. The Home Office supports to Memphis will be led by our Chief Executive Officer (CEO), Marco Petruzzi, President and Chief Academic Officer (CAO), Dr. Cristina de Jesus, Chief Financial Officer (CFO), Sabrina Ayala and our National Expansion Growth Team Lead, Megan Quaile. The Memphis Executive Director will report to Megan Quaile.

Governance of Green Dot Memphis

Ultimate responsibility for the governance of Green Dot Memphis and Green Dot Memphis schools will rest with the existing Green Dot Board of Directors ("Board" or "Board of Directors") in accordance with its adopted corporate bylaws. The Board of Directors will be responsible for major strategic and policy decisions related to Memphis schools including ensuring Green Dot Memphis' financial sustainability. Each Memphis school will also have a School Advisory Council (SAC) comprised of parents, teachers, classified staff, students, community representatives and administrators. The SAC ensures fair representation of diverse thoughts and oversight of the school. Green Dot is also exploring the creation of a Local Advisory Board comprised of civic and community members (and potentially Green Dot parents) in Memphis to incorporate additional local perspectives and guidance on issues affecting Green Dot Memphis.

Outcomes We Plan to Achieve

Green Dot is committed to the ASD's goal of transforming the bottom 5% of schools into the top 25% of schools over 5 years. In addition, we will drive success in college, leadership and life for our students. Finally, we believe transformations should be measured on multiple factors: **retention of students, rigor of student coursework and student results**. Green Dot will set rigorous performance targets for our Green Dot Memphis schools and support them in achieving these ambitious goals.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

EXPANSION PLAN

Network Vision

Mission and Vision for Growth

The mission of your non-profit should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your non-profit should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement provide the foundation for the entire proposal.

(1) State the mission and vision of the proposed school(s) and network as a whole. Please describe how your mission will inform your school's daily activities.
(2) Describe the vision for your school, clearly illustrating what success will look like in terms of (a) life outcomes for students and (b) impact on community and/or society
(3) Describe the number of schools that you plan to open in Tennessee every year for at least the next five years, the year in which each school will open, and the demographic characteristics of the students to be served by each school. If your network operates multiple models, identify the model that you will open in each location.
(4) If you are simultaneously opening new schools in other states or have submitted applications to open schools in new states, provide a list including the name and location of each school, the authorizer and application status for each application, and the number of students served by each proposed school.
(5) Describe the vision for your organization after your growth plan has been implemented. In what way will your growth in Tennessee contribute to that vision?

The mission and vision should align with the purposes of the Tennessee Public Charter Schools Act and the mission of the Achievement School District.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Green Dot is leading the charge to transform public education in Los Angeles **and beyond** so that all children receive the education they need to be successful in college, leadership and life. Founded twelve years ago, Green Dot currently operates 14 high schools and 4 middle schools that serve more than 10,000 students in the greater Los Angeles area. All eighteen schools are addressing the needs of students who have traditionally struggled in the public school system, and they are achieving greater results than comparable schools in standardized test scores, graduation rates and college matriculation. Green Dot's efforts are raising the public's awareness about the need for high quality, small, public high schools.

The mission of all Green Dot Memphis schools will be to empower students to see their full potential and to become prepared for college, leadership and life by providing a small, college-preparatory program where all stakeholders actively engage in the education process.

Green Dot Public Schools' Core Values

The following values embody the philosophical core of Green Dot as well as form the basis of each of our school's personal commitments to their students' success:

- **An Unwavering Belief in all Students' Potential:** Creating an environment that nurtures the potential of all and understanding how decisions impact student learning
- **Passion for Excellence:** Continuously striving to demonstrate excellence, reflecting on practice and making data-driven decisions
- **Personal Responsibility:** Assuming responsibility and accountability for performance and demonstrating personal integrity
- **Respect for Others and the Community:** Appropriately representing the school/organization and collaborating with others

- **All Stakeholders are Critical in the Education Process:** Creating an environment in which all perspectives are valued and communicating transparently with stakeholders

2. With the joint effort of all stakeholders, Green Dot Memphis schools will empower students to achieve academic and personal success. Green Dot Memphis will create a student-centered environment that unifies the efforts of family, community and the school in order to foster **1) life-long learning**, **2) cross-cultural competency**, **3) social responsibility** and **4) academic excellence**. These four pillars define all Green Dot students as being agents of change who "do whatever it takes" to positively impact their communities. Refer to the School Structure - Culture Section for more details on these goals.

3. Green Dot is requesting approval of a charter that would authorize the opening of 10 full transformation secondary schools (serving approximately 6,000 students) over a six-year period. Green Dot plans to open one full transformation high school (grades 9-12) in 2014-15. In subsequent years, Green Dot's growth plan includes two full school transformations per year in Years 2-5 and one full school transformation in Year 6. We plan to open high schools and feeder middle schools, resulting in five 6th-8th and five 9th-12th charter schools in Memphis at capacity. Green Dot recognizes that the size of school campuses differs across the ASD and anticipates the need to tailor its growth plan based on school availability and the schools that we are matched to. Green Dot would organize any campus with more than 900 students into two separate schools in order to execute personalized learning in a small school setting. For purposes of this application, we have assumed a campus of 600 students.

Green Dot plans to continue to learn about the Memphis neighborhoods and if approved by the ASD, we will gain a deeper understanding of the needs and students in specific communities as well as develop community partnerships. Green Dot also plans to work with high quality elementary school partners to provide a K-12 feeder pattern for its students. Given our current knowledge of the concentration of ASD-eligible schools, Green Dot anticipates operating schools in neighborhoods such as Oakhaven, Depot, Melrose, North or South Memphis and Raleigh. Based on the demographics in these neighborhoods, Green Dot anticipates serving a predominantly African American student population with approximately 95% FRL, 16% SPED and 3% ELLs. Green Dot already has tremendous experience serving such a low-income, minority population at our existing schools in California. Approximately 98% of current Green Dot students are African-American or Latino and more than 92% qualify for FRL. Green Dot is also committed to serving high need students with a 23% ELL and 10% SPED population at our existing schools.

4. In California, Green Dot plans to open one middle school in school year 2014-15, approximately one to two middle schools in school year 2015-16 and potentially one middle school in school year 2016-17 to serve as feeder schools to our existing California high schools. These schools would serve approximately 500-600 students each.

5. Through a rigorous college-preparatory education program, Green Dot's vision is to catalyze change in secondary public schools. As Green Dot enters its next phase of growth, we first considered where we could have the greatest impact in executing our vision – within California, expanding nationally or testing other innovative models. Through this exploration, we concluded Green Dot would have the most impact through national expansion. In evaluating potential regions to expand into, Green Dot evaluated target cities based on 1) market need, 2) financial viability, 3) reform and charter landscape, 4) appeal to current Green Dot employees, 5) human capital providers, and 6) Common Core adoption.

Memphis emerged as an ideal city for national expansion due to the dire need to close the achievement gap in the city between students from low-income communities and their higher-income peers. In addition, the favorable philanthropic environment and progressive reform conditions make expansion into Memphis particularly appealing. The opportunity to transform schools aligns with Green Dot's theory of change – that

in order to transform public education, we must transform the schools with the lowest academic outcomes and greatest number of dropouts. Green Dot seeks to collaborate with the ASD to 1) replicate its successful turnaround model outside of California and 2) change the odds for Memphis students who attend the lowest performing schools.

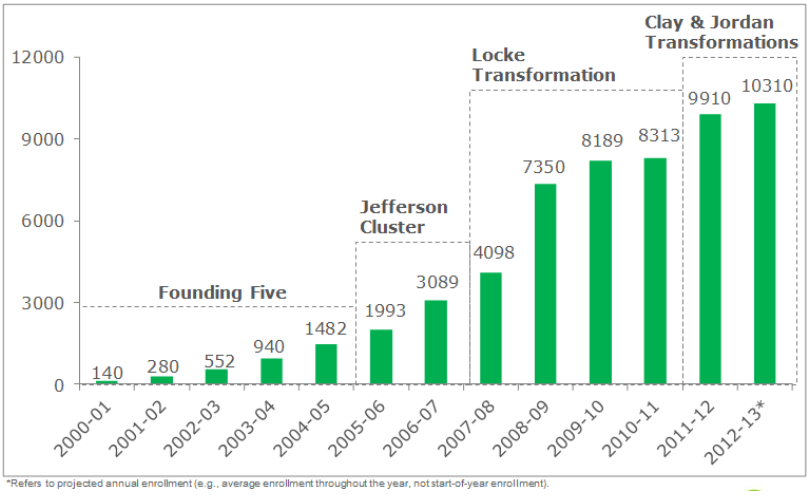
Scale Strategy

(1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the parent organization and the new schools.
(2) If your organization operates schools in other states, compare your efforts to scale operations to Tennessee to past scale efforts in other states.
(3) Describe your plan for embedding the fundamental features of each model that you described in your theory of change into the schools that you plan to open.
(4) Explain any shared or centralized support services the network organization will provide to schools in Tennessee.
(5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? (In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract provided later in **Attachment 6**.)

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Green Dot plans to create a strong, regional support structure in Memphis. Starting in the first year of school operations (2014-15), Green Dot will have 10-15 regional support staff in the Memphis Regional Office to support schools' academic, financial and operational needs. The Memphis Regional Office will be staffed with a mix of current, internal Green Dot teammates relocating to Memphis and new teammates hired locally in Memphis. This mix will help the Regional Office better leverage best practices, processes and tools from the Home Office and ensure that the support services provided stay grounded in the needs of the schools and community. Green Dot also plans to form a National Expansion Growth Team in the Home Office that will be comprised of experienced leaders in education, finance and operations. The National Expansion Growth Team will be led by Megan Quaile, formerly the VP of Education at Green Dot, and will be fully dedicated to helping develop and start up Green Dot schools and offices in new regions.

2. In August 2000, Green Dot opened with one 9th-grade class of 140 students. Today, our organization operates 18 schools serving over 10,000 students in communities across Los Angeles.



Green Dot School History

- **Founding Five:** Between 2000 and 2005, Green Dot opened five independent charter high schools in some of the toughest neighborhoods in Los Angeles. All five went on to be named in *Newsweek*'s annual ranking of the best high schools in the country and were medal winners in the annual *U.S. News and World Report* list, placing them in the top 2.5% nationally.
- **Jefferson Cluster:** In 2006, Green Dot opened a cluster of charter high schools to create a parent "zone of choice" around Thomas Jefferson High School, at the time, the lowest performing school in the LAUSD. Today, the API scores of Green Dot's three schools in the attendance area are between 100 and 200 points higher than Thomas Jefferson High School's score.
- **Locke Transformation:** Over the course of seven years, Green Dot had built 10 public charter schools in the Los Angeles area, but we were only serving 3,000 students in a district that was responsible for 700,000. We realized that growth of independent charter schools at this rate was barely going to make a dent. In 2007, Green Dot expanded its approach to focus on turning around chronically low-performing schools and took on the transformation of Locke High School. Refer to the Phase-In/Full Transformation Planning Section for details of the Locke Transformation.
- **Clay & Jordan Transformations:** In 2011, Green Dot further solidified our position as a turnaround operator with the Jordan High School (Ánimo College Preparatory Academy) and Henry Clay Middle School (Ánimo Phillis Wheatley and Ánimo Western) transformations. With Jordan and Clay, Green Dot assumed full transformations with an aggregate of more than 1,500 students in a single year. Most researchers who study school turnaround efforts acknowledge that significant, measurable gains in Year 1 of implementation are hard to come by because many of the new changes and new curricula involve "growing pains" or an adjustment period before their impact can be fully realized.[1] However, Green Dot did achieve measurable gains; after the first year of operating under Green Dot, the 2011-2012 API score for Ánimo College Preparatory Academy on the Jordan campus increased 12 points and the overall API scores for Ánimo Phillis Wheatley and Ánimo Western increased 74 points.

Through these transformations, Green Dot has learned key lessons enabling our organization to become more effective at transforming schools and the lives of the students we serve. Green Dot plans to leverage and continue to build upon these lessons by 1) assuming smaller-sized, full school transformations in Memphis and 2) staffing the Memphis region with a heavily-resourced Regional Office to support local schools, something that we would like to have had early on in California but could not afford under the fiscal crisis. While expanding across state lines will bring new challenges, Green Dot has the experience and capacity to tackle each challenge and ensure that our Memphis schools start with a solid foundation.

3. Green Dot plans to fully embed it core strengths of highly effective teachers, strong school teachers and a culture of transparency, performance and accountability in each of its Memphis schools.

- **Highly Effective Teachers:** Green Dot schools have collaborated with The College-Ready Promise ("TCRP"), a partnership of four high-performing charter management organizations, to build a Teacher Development and Evaluation System that provides a common language to guide teacher professional development, evaluation and collaboration for all Green Dot teachers. This framework will be used in our Memphis schools and aligned to Common Core and Tennessee State Standards to ensure an effective teacher is in every classroom. Refer to the Network-wide Staffing, Management & Support

[1] As cited in the Mass Insight Report, The Turnaround Challenge, which may be viewed at http://www.massinsight.org/stg/research/challenge

Section for detail on Green Dot's teacher effectiveness initiatives.

- **Strong School Leaders:** Green Dot has made a large investment to develop an Administrator-in-Residence (AIR) program in which candidates are selected to participate in an intensive 12-month, multiple school-site, training program. We plan to leverage this program to ensure a strong pipeline of administrators is equipped to lead our Memphis schools. Specifically, Memphis residents will be selected to relocate to Green Dot's California schools to complete the residency and become fully immersed in Green Dot's practices. These residents will then be placed as school leaders in future Memphis schools. Green Dot may also hire highly qualified Principals externally, including from Memphis, and place them directly into school leadership positions in Memphis schools. Refer to the Leadership for Expansion Section, Question 4, for detail on Green Dot's AIR program.
- **Culture of Transparency, Performance & Accountability:** Green Dot values results and has built systems and processes to enable accountability and earned autonomy. Memphis educators will be able to view assessment results in Green Dot's data systems and generate customizable reports with school-, department-, and individual teacher-level data. Memphis will also be able to take advantage of Green Dot's web-based portal *Connect* to access comprehensive professional evaluation data and a collection of training modules designed to improve teacher effectiveness. Students, parents and educators will have access to the web-based student information system *PowerSchool* where they can access student grades, test scores and attendance. Refer to the Driving for Results Section for additional detail on Green Dot's sophisticated data programs.

4.-5. Green Dot Memphis schools will be supported by Green Dot's Home Office based in California and a local Memphis Regional Office that sets operational and instructional guidelines to help ensure consistency in academic model and school practices, as well as drive transformational student outcomes.

Memphis Regional Office

The Memphis Regional Office will be led by a Memphis Executive Director that manages the Director of Human Capital and Human Resources, Director of Finance and Business Affairs and Director of Community Engagement along with several instructional coaches in the core content areas.

- **Memphis Executive Director**: The Memphis Executive Director is responsible for the overall success of the Green Dot Memphis region and all Green Dot Memphis charter schools. This individual will likely be selected amongst Green Dot's existing leadership team and will have experience with school leadership and administration, curriculum and instruction, and performance management. The Memphis Executive Director will manage all Directors in the Regional Office as well as the SPED Program Administrator and Instructional Coaches in the core areas of Math, Literacy, Science and Social Studies. The Executive Director will report to Green Dot's National Expansion Growth Team Lead, Megan Quaile. Megan Quaile formerly served as Green Dot's Vice President of Education and will serve as the interim Memphis Executive Director until the full-time position has been filled.
- **Director of Human Capital and Human Resources**: The Director of Human Capital and Human Resources will host local recruiting efforts to identify principal and teacher candidates for the Home Office Human Capital team to interview. In addition, he/she will manage human resources processes, compliance and onboarding for Green Dot Memphis. The Director of Human Capital and Human Resources will report to the Memphis Executive Director and have a dotted line relationship to the Home Office Vice President of Human Capital, Kelly Hurley, and Home Office Vice President of Employee Solutions, Kevin Keelen.

- **Director of Finance and Business Affairs**: The Director of Finance and Business Affairs will manage the financial and operational aspects of the Memphis Regional Office and all Green Dot Memphis schools. This individual will work closely with Principals to determine the budgets and resource allocations for the schools. The Director of Finance and Business Affairs will report to the Memphis Executive Director and have a dotted line relationship to Green Dot's CFO, Sabrina Ayala, and the Home Office Vice President of Finance and Business Affairs, Chris Humphreys. He/she will manage the Regional Data & Accounting Analyst, Maintenance Technician and Desktop Technician.
- **Director of Community Engagement**: The Director of Community Engagement will manage all community partnerships and activities for the school sites and regional office as well as coordinate parent engagement and training across Green Dot Memphis schools. He or she will also support the Regional Office Director of Finance and Business Affairs in student recruiting efforts and ensuring student enrollment targets are met. Green Dot plans to fill this position with a local community member with intimate knowledge of Memphis and the local area. The Director of Community Engagement will report to the Memphis Executive Director.
- **Instructional Coaches**: Instructional Coaches will set instructional/curriculum guidelines, support staff professional development and provide coaching and content expertise for teachers. Instructional Coaches will report to the Memphis Executive Director.

Home Office

Green Dot's seasoned management team will provide support and oversight to Green Dot Memphis. Refer to **Attachment 1** for the detailed organizational chart of Green Dot's Management Team. The Home Office supports to Memphis will primarily be led by our Chief Executive Officer (CEO), Marco Petruzzi, President and Chief Academic Officer (CAO), Dr. Cristina de Jesus, Chief Financial Officer (CFO), Sabrina Ayala and National Expansion Growth Team Lead, Megan Quaile. In Memphis, the National Expansion Growth Team's main foci will be to build processes and a strong foundation for Green Dot schools in Memphis (around human capital, instruction and operations), and to provide support and coverage for the Memphis Executive Director.

- **Academic & Human Capital Model:** The Home Office has primary responsibility for defining the academic program that guides all Green Dot schools to provide high-quality, education programs. Hiring and development for principals and teachers will also be supported by the Home Office, including our teacher effectiveness initiatives and the AIR program.
- **Finance & Operations:** The Home Office sets operational and financial strategy that impacts all Green Dot schools. This Home Office infrastructure will be responsible for supporting data and application management, setting network-wide guidelines and policies to ensure alignment across all schools and regions and providing various "back-office" functions related to finance, accounting, human resources, and data/information technology.
- **Development & Communications:** Memphis schools will also benefit from the large scale Green Dot has already achieved, advantages of national fundraising and public relations/ communications initiatives and ability to share highly advanced systems and tools that are not financially feasible for a single or a small family of schools.

In exchange for both these Home Office and Memphis Regional Office services, Green Dot will receive approximately a 9% management fee from Green Dot Memphis schools. Green Dot plans to collaborate with Green Dot Memphis schools before determining its ultimate management fee, and this management

fee may adapt over time. The successful delivery of Green Dot Home Office and Memphis Regional Office services will be measured using informal and formal methods. Formally, services will be measured at least once per year as part of Green Dot's Home Office survey (including evaluation of the Memphis Regional Office for Memphis schools). Teammates will be asked to provide feedback on various services provided by the Regional Office and Green Dot Home Office. Throughout the year, the Green Dot Home Office and Memphis Regional Office will also monitor performance dashboards for their respective departments to ensure effective delivery of services to the Memphis schools.

(6) Using the table below, summarize school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc.

Function	Network/Management Organization Decision-Making	School Decision-Making
Performance Goals	Management Team (MT) with input from Directors and Managers sets organizational goals for academics, sustainable growth and culture.	Principals with input from the Memphis Executive Director set school-specific goals.
Curriculum	Home Office (HO) & Regional Office (RO) Instructional Coaches set instructional guidelines and provide guidance on curriculum.	Principals/teachers think through how to implement the curriculum within their school.
Professional Development	HO Education Team and HO & RO Instructional Coaches develop process and tools for coaching, evaluating, and supporting teammates as well as facilitate network-wide and region-wide leadership retreats and training.	Principals and Department Chairs provide daily/weekly professional development for teachers.
Data Management and Interim Assessments	HO Information Technology Team and Knowledge Management Team maintain data infrastructure and reports that enable school-site teammates to access assessment data.	Principals and teachers administer interim assessment and review and analyze data to inform daily instruction.
Promotion Criteria	HO and RO Education team develops student promotion policies and criteria.	Principals and School Leadership Team make promotion decisions based on student data.
Culture	MT and RO Leadership define and promote the organization's core values, administer annual survey to solicit feedback on teammate, parent, and student satisfaction and affiliation.	School leadership promotes the organization's core values, cultivates and maintains school community culture.
Budgeting, Finance, and Accounting	CFO sets network-wide budget goals and objectives; HO Controller establishes network-wide accounting policies; HO Controller and VP of Finance & Business Affairs complete national reporting; Regional Director of Finance and Business Affairs develops regional and school-wide budget assumptions and completes required state and local reporting requirements.	Principals make spending decisions, ensure enrollment and attendance targets are met and conduct monthly monitoring of budget with support from Regional Director of Finance & Business Affairs.
Student Recruitment	HO VP of Finance & Business Affairs and Memphis Executive Director provide guidelines and support. Director of Finance & Business Affairs	School leadership executes student recruitment strategy.

	works with school leadership to implement the student recruitment strategy.	
School Staff Recruitment and Hiring	HO Director of Human Capital provides guidance, network-wide policies and related systems and tools and initial resume screening. RO Director of Human Capital & Human Resources develops local recruiting tools, holds recruiting events, supports school and RO screening and selection process, and disseminates onboarding materials to help new employees.	School leadership and staff participate in recruiting and screening. Principals make the final hiring decisions.
H/R Services (payroll, benefits, etc)	HO Knowledge Management and HR teams manage and maintain HR systems. HO Director of HR provides guidance around HR and payroll policies. RO Director of Human Capital & Human Resources manager oversees local payroll and employee relations needs.	School Office Managers facilitate timely submission of timesheets and ensures employees are following all required employment law and health & safety requirements.
Development/ Fundraising	HO Director of Development identifies and secures funds that benefit the entire network or groups of schools within the network.	Principals and Assistant Principals may seek out additional funding to support specific school programs.
Community Relations	Director of Communications sets overall public and community relations strategy. RO Director of Community Engagement conducts local community outreach, coordinates parent engagement/trainings across schools and supports the RO Director of Finance & Business Affairs in student recruitment/student enrollment activities.	School site leadership manages community and parent relations and partnerships.
IT	HO Information Technology team manages vendor relationship and monitors Green Dot's overall network infrastructure. RO IT team maintains local IT equipment and network.	School site staff escalates IT pain points and needs, and ensures appropriate safeguards are in place to protect IT assets.
Facilities Management	RO Director of Finance and Business Affairs negotiates new and renewed facility leases, leads major capital improvement work, and provides support in selecting facilities maintenance vendors.	Principal hire employee(s) or vendor(s) responsible for facilities maintenance.
Vendor Management / Procurement	HO Director of Finance & Business Affairs develops process to selects vendors for services and supplies. RO Director of Finance and Business Affairs identifies and selects region-wide contracts, manages local vendor relationships and purchases any significant services and goods.	Principals purchase services and goods under a certain threshold (approval needed by RO Director of Finance and Business Affairs and/or the Memphis Executive Director if limits are exceeded).
Student Support Services	HO Director of Community Engagement and HO Director of Public Affairs collect and disseminate best practices and provide support to individual regions or schools. RO support provides day-to-day support and implementation of best practices.	School site leadership identifies and delivers support services to individual students.

(7) Provide, as **Attachment 1**, the following organization charts:
   a. Year 1 network as a whole (including both network management and schools within the network)
   b. Year 3 network as a whole
   c. Year 5 network as a whole
   d. Year 1 school-level organization chart for the proposed 2014-15 school(s)
   e. School-level organization chart at full expansion for the proposed 2014-15 school(s).

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. The school-level organization charts should likewise present clear lines of authority and reporting within the school. If the school intends to contract with a charter management organization or other non-profit education management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed.

Academic Plan

Transformational Change

The ASD is committed to authorizing applicants that seek transformational change for the communities they serve, meaning the operator:

- *Puts forth a model that will result in double digit academic gains, and*
- *Seeks to take schools from the bottom 5% to the top 25% in TN within 5 years.*

(1) Articulate the organization's approach to education. Describe the most fundamental features of a school that ensures successful student outcomes in schools with a high concentration of high needs students (academically behind).

(2) Describe the fundamental features of the organization's educational model that will drive outcomes in your proposed school(s). Key features may include:

- Programs (ex. curriculum, PD, afterschool program, parent program, etc…)
- Principles (ex. no excuses, individualized learning, learn at your own pace)
- Structures (ex. blended learning, small learning communities, small class sizes, etc…)

(3) Describe the mechanisms by which the fundamental features you described in (2) will dramatically influence student success. Please provide evidence where possible.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. To execute Green Dot's strengths of highly effective teachers, strong principal teachers and a culture of transparency, performance and accountability, every Green Dot school must contain four elements:

- **Quality Teaching and Instruction:** Instruction is the core activity of all Green Dot schools. While several important factors contribute to student achievement, research has demonstrated that the quality of classroom instruction has twice the impact on student achievement as school-wide policies regarding curriculum, assessment, staff collegiality and community involvement.[2] Green Dot schools ensure that a great teacher leads every classroom, and a great principal leads each school through our teacher effectiveness initiatives and Administrator-In-Residence training program.
- **Master Scheduling that Meets the Needs of Students:** All of the students attending Green Dot schools are required to complete a rigorous, college-preparatory curriculum, with intervention and acceleration courses offered beyond the core content areas. Intensive interventions, including literacy and math support, Advisory and test preparation, are built into the school day to ensure that all

[2] Marzano, 2003.

students are successful. All elective courses support core content development.

- **Data-Driven Decision-Making:** As learning organizations, Green Dot schools use the latest technology to collect and analyze student-, school- and consortium-level data to guide decision-making and continuous improvement. Each Green Dot school also requires all students to complete rigorous, college-preparatory requirements and uses quarterly interim assessments and benchmarks to evaluate student progress and identify opportunities for intervention and acceleration.
- **College-Going Culture:** Teachers and administrators ensure that a college-going culture permeates the school community. Green Dot schools have adopted standards and assessments that promote college- and career-readiness. Students annually complete and revisit Graduation Plans, which detail their customized course sequences, so that they can graduate on-time and college-ready. To further ensure a "college-going" culture, counselors organize college field trips for every grade level, and students are encouraged to pursue additional college-related opportunities such as summer college programs for youth at local campuses.

2.-3. Green Dot's school model represents over 12 years of consistently launching and operating high-quality schools in which students are being prepared for college, leadership and life. Green Dot will fully leverage the fundamental features of its educational model listed below to take Memphis schools from the bottom 5% to the top 25% in within five years.

Rigorous, College-Preparatory Curriculum

Green Dot students enroll in college at a significantly higher rate than students in the rest of LAUSD, California and the nation. The four-year college acceptance rate for graduating seniors at Green Dot schools in 2011-2012 is 59%, and the two- or four-year acceptance rate of our graduating seniors was 86%. In comparison, based on the most recently available data from LAUSD, the college acceptance rate of all graduates residing in Los Angeles County to California State University (CSU) and University of California (UC) schools was 19%. The comparable state average acceptance rate in California is 18%. Green Dot schools are centered on high expectations for all students; every student takes a rigorous, college-preparatory curriculum. Green Dot Memphis' master schedule will include four years of ELA and math, three years of science and history and a minimum of two years of foreign language. The curriculum for all core content areas will be mapped against college-level standards, and students will be encouraged to enroll in Advanced Placement courses. Teachers will provide quarterly benchmark exams and interim assessments in core content areas to monitor their students' progress and will be available for additional support during teacher office-hours. Green Dot Memphis will also offer a range of electives to provide opportunities for students to explore their passions.

Individual Graduation Plan

When compared to their peers, students at Green Dot schools are 29% more likely to graduate from high school (88% compared with 59% at comparison schools)[3] and four times more likely to graduate with the A-G requirements needed for acceptance into the UC and CSU systems (61% compared with 15% at LAUSD). To accomplish this, Green Dot students work with counselors to create an individual Graduation Plan that lays out a course sequence based on individual interest and goals. This individual Graduation Plan, developed and revisited twice a year by the student and counselor, articulates the student's personal learning objectives and path. Counselors administer interest-inventories at the start of the process. The end product is a recommended course sequence mapped against graduation requirements and based on the

[3] The average graduation rate indicated is an average NCES graduation rate.

student's skills and interests. Each Green Dot Memphis student will meet with his/her counselor twice a year to provide feedback on his/her Graduation Plan and to review his/her progress.

Methods of Instruction

Green Dot's Teacher Development and Evaluation system provides a research-based framework for effective teaching that creates a common definition and criteria for effective classroom teaching. At the heart of Green Dot's Teacher Development and Evaluation system is the College-Ready Teaching Framework (CRTF) – a rubric that defines the core competencies expected of all Green Dot teachers. The College-Ready Teaching Framework is comprised of five domains, derived from Charlotte Danielson's research-based *Framework for Teaching* (2011). These five domains include: 1) Data-Driven Planning and Assessing Student Learning, 2) The Classroom Learning Environment, 3) Instruction, 4) Developing Professional Practice and 5) Developing Partnerships with Family and Community.

Throughout the CRTF, three priorities are also reflected in Green Dot's descriptors of teacher performance that highlight our organization's underlying beliefs around what constitutes good instruction:

- **Constructivism**: Individuals construct new knowledge from their experiences and prior understandings. The learner does the work of learning; for example, through thinking, talking, writing or making. Teachers create and facilitate opportunities for students to construct meaning through inquiry, academic discourse, meta-cognitive activities, experiential learning and problem solving.
- **Cognitive Engagement:** Individuals give sustained, engaged attention to a task requiring mental effort and that is within the zone of proximal development. As a result, teachers demonstrate high level of performance when their students are meaningfully engaged in cognitively complex learning.
- **College Readiness**: Individuals have the knowledge, skills and attributes to succeed in college including key cognitive strategies, key academic knowledge and skills, academic behaviors including self-monitoring and study skills and contextual skills and awareness such as "college knowledge."

Green Dot teachers will also draw from the following research-based practices:

- **Planning and Preparation**: *"Essential Elements of Effective Instruction" by Madeline Hunter*
  This approach to teaching uses Direct Instruction (DI) as the framework for planning. DI refers to a highly scripted method that is fast-paced and provides constant interaction with students.
- **Assessment and Learning**: *"Understanding by Design" by Jay McTighe and Grant Wiggins*
  Understanding by Design focuses on "backward design" – the practice of identifying the desired outcomes in order to design curriculum units, performance assessments and classroom instruction.
- **Instructional Techniques:** *"Teach Like a Champion" by Doug Lemov*
  Teach Like a Champion offers teaching techniques to help teachers become champions in the classroom. Ten signature strategies employed in Green Dot classrooms include 'Cold Call', 'Everybody Writes', 'No Opt Out', 'Ratio', 'Right is Right', 'Stretch It', 'Sweat the Details', 'Wait Time', 'Break It Down' and 'At Bat'.

Social and Life Skills Development

Green Dot Memphis students will participate in a weekly Advisory class with the same group of students and teachers for the entirety of their high school career. Advisory serves as a structured time and space for students to reflect on their learning and to discuss the connection between learning and life-long success. Advisory activities are organized around four pillars: 1) school culture and safety, 2) academics, 3) social life skills and 4) civic engagement. During Advisory, students may receive academic support from their

Advisor and peers, learn study and test-taking skills, engage in 'college-knowledge' lessons and explore issues related to their school experience. In this class, students also meet with their Advisory teacher every two weeks to review academic progress and address the invariable challenges that arise. Working with the same teacher and student peers for the duration of high school, students benefit from a familiar support system built into the school day. These relationships serve as the foundation for safe, personalized learning environments where students can develop academically, emotionally and socially. The high level of attention that Green Dot devotes to developing such personalized, teacher-student relationships is best demonstrated through our 2011-2012 School Stakeholder Surveys in which more than 80% of students across all Green Dot schools agreed or strongly agreed with the statements that 1) My teacher makes me feel that s/he really cares about me and 2) Teachers and administrators treat me with respect.

Academic Interventions

Green Dot is committed to serving the needs of every student, no matter their background. In school year 2010-11, at our two high school transformations, approximately 60% of students entered the school substantially below grade level in English and 80% entered substantially below grade level in Math. Green Dot succeeds with some of the most socioeconomically-disadvantaged student populations in the city and has specific academic interventions and strategies to support such high need students:

- **Reading and Math Intervention Programs:** Read 180 and Math Support, standards-aligned programs for reading and math, are provided to students that test low in reading and/or math. Typically, these courses are given to 9th graders through an elective class or during Advisory.
- **Read-In:** Read-In focuses on the importance of reading at the school by providing structured time for students to fill out reading logs and provide evidence of comprehension through writing. Typically, students will read silently during the first 20 minutes of Advisory.
- **Credit Recovery:** Multiple pathways and options are customized for severely credit-deficient students that enable them to fulfill their graduation requirements in a fifth year.
- **English Learners:** Hampton-Brown Edge, a core reading/language arts program designed for students below grade level, provides intensive supports for students entering school as beginning ELLs, including a fifth year of study if identified in an Individual Learning Plan.
- **After School Tutoring:** Students who are not achieving a satisfactory grade within a particular class and/or need more support in a subject can attend tutoring, which is offered for an hour every day after school and run by a credentialed teacher.
- **Office Hours:** Teachers hold office hours twice a week after school to provide additional support.

Integrated Wraparound Services

Green Dot also recognizes the critical importance of in-school and community-based services in addressing the out-of-school challenges that inhibit learning and stall further gains in achievement. Green Dot Memphis plans to partner with national and local organizations to provide an integrated set of wraparound services including health screenings and teen dating violence prevention. Green Dot Memphis will also seek out opportunities to partner with organizations providing high-quality, culturally competent services for students.

Parental Involvement

Green Dot is committed to actively integrating parents and guardians into all aspects of their students' school experience. Green Dot Memphis will offer Green Dot Parent Academy, an eight-month program that consists of one 2-hour workshop per month from October through May with Parent Graduation in June.

Green Dot schools will also recommend parents to provide 35 service hours to the school each year. Green Dot conducts an annual School Stakeholder survey at each of its schools to gauge family involvement and satisfaction as well as incorporate family feedback. In 2011-2012, more than 90% of families across all Green Dot schools either agreed or strongly agreed with the statements that 1) teachers at this school have helped my student set high academic goals and 2) teachers at this school have helped my student to meet his/her academic goals. For specific details on how families will be involved in Green Dot Memphis schools, refer to the Parent & Community Involvement Section.

Past School Performance

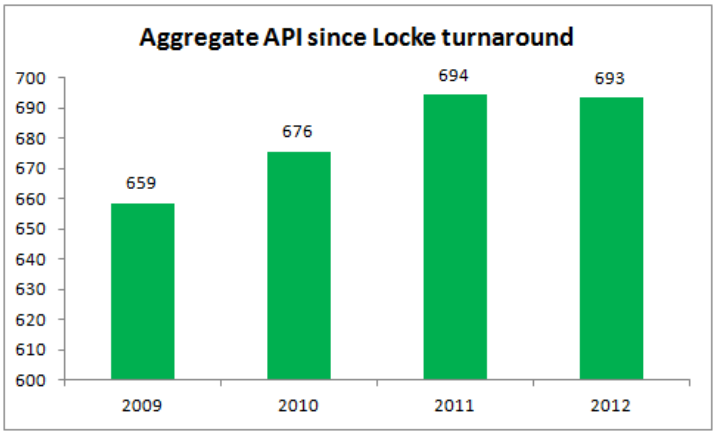
The ASD will use the information provided in the Intent to Apply packet to assemble past performance data on schools that your organization currently operates or has previously operated.

Provide a brief accompanying narrative that describes your organization's success educating a similar demographic population to the population you intend to educate in Tennessee. *Please note that the ASD may contact your other authorizers*. In addition, describe the causes that led to and the current status of:

(1) Any performance deficiencies or compliance violations that have led to authorizer intervention
(2) Any litigation involving your organization or a school that you operate
(3) Any material audit findings for your organization or a school that you operate

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Green Dot's Overall Results



Green Dot schools average more than 76 points higher on the California Academic Performance Index (API) than comparable public schools in similar neighborhoods. API scores are a measure released annually by the California Department of Education that indicates how well students in a school or district performed on a composite of state standardized tests. Green Dot has consistently increased our aggregate network API in the three years following the launch of the Locke turnaround. In 2011-12, we maintained our network API score while launching full transformations at Jordan High School and Clay Middle School.

Independent Schools' Results

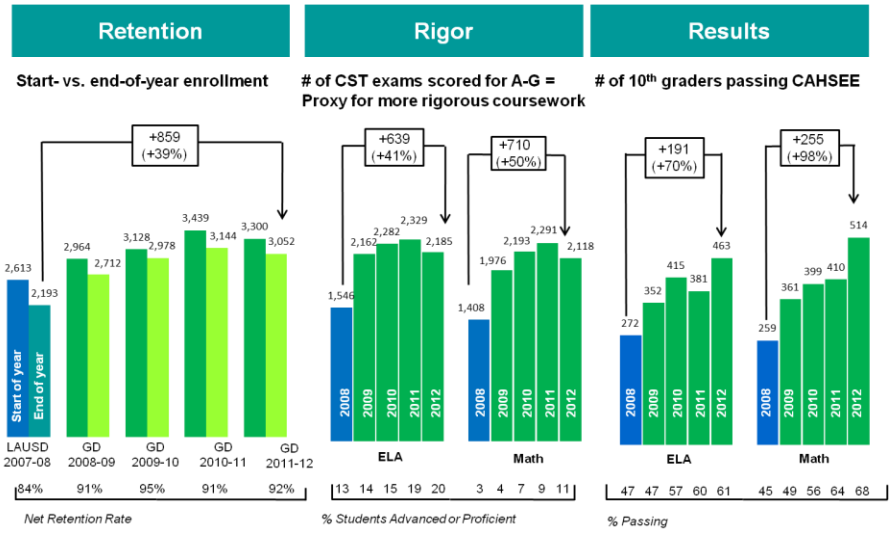
Our independent schools routinely exceed the API scores of other neighborhood schools by even wider margins, in some cases by nearly 200 points. Two of our schools, Ánimo Leadership High School and Ánimo Westside Charter Middle School, exceed the statewide API goal of 800; several more are poised to pass it in the next few years. Our independent schools are also graduating students at rates previously unheard of in the communities they serve - 91.4% as compared with 69.1% for comparison schools.[4]

Transformation Schools' Results

Green Dot has developed a model for whole school turnaround that, in a short period of time, has already achieved significant gains in persistently low-achieving schools. Through our emphasis on **retention**, **rigor**,

[4] Average NCES graduation rate.

and **results**, Green Dot has dramatically improved student outcomes at the Locke Family of Schools. Refer to the Phase-In/Full Transformation Planning Section for additional details on our transformation schools' results.



- **Retention:** Green Dot prioritizes keeping students in school, which is reflected in the increases in student enrollment and **retention** in the above figure. This is also reflected in Locke's improved graduation rate under Green Dot, measured by the 2012 UCLA CRESST study at 80%, compared with 55% for peer schools. Greater retention also means that many lower-performing students who would have otherwise dropped out remain in school and are counted in standardized testing results.[5]
- **Rigor:** Green Dot's emphasis on **rigor** has resulted in a marked increase in the number of students taking college prerequisites and graduating with diplomas that meet the CSU/UC "A-G" college entrance requirements. According to the same 2012 study, 48% of Green Dot's Locke students graduate having completed A-G requirements, nearly four times the 13% rate at peer schools.
- **Results:** Finally, our drive towards **results** at Locke has resulted in measurable improvement in student achievement. Under Green Dot management, there has been a dramatic increase in the number of 10th graders passing the California High School Exit Examination (CAHSEE) test.

1. **Ánimo Watts:** Green Dot received a conditional renewal on its charter for Ánimo Watts College Preparatory Academy for the 2010-11 school year due to lower than desired CST scores and CAHSEE passage rates. Green Dot and the Los Angeles Unified School District agreed to academic targets and benchmarks to measure progress. Green Dot pursued a variety of strategies, including adding a math support class for struggling 9th graders, providing intensive coaching for math teachers, increasing targeted interventions for students, and providing "Safe & Civil" professional development for teachers. To date, Ánimo Watts has met its targets, improved school culture, and dramatically improved parent engagement.

Supplemental Education Services (SES): In 2008, when Green Dot took over Locke High School, it inherited the school's Year 5 Program Improvement (PI) status under No Child Left Behind (NCLB). As such, Locke 1, Locke 2 and Locke 3 are currently in PI status. Three (3) other Green Dot schools are under

[5] Sources: National Center for Research on Evaluation, Standards and Student Testing (CRESST), Center for the Study of Evaluation (CSE), Graduate School of Education & Information Studies, UCLA, "Evaluation of Green Dot's Locke Transformation. Project: Findings for Cohorts 1 and 2 Students", February 2012.

Year 2 Program Improvement status, Ánimo South Los Angeles, Ánimo Locke Tech and Ánimo Watts. Ánimo Locke Tech and Ánimo Watts are part of the Locke Family of Schools. Green Dot is offering SES for students at schools with Year 2 or higher Program Improvement status under NCLB.

Quality Education Investment Act (QEIA): In 2011, Green Dot submitted a petition for its QEIA funding due to non-compliance on the act's Teacher Experience Index requirement. Green Dot was successful in seeking approval and received a waiver from the California State Board of Education.

2. **CCSA Green Dot, PUC et al. v. LAUSD 2008:** Green Dot and other Los Angeles-based charter management organizations were involved in a lawsuit against LAUSD to enforce charter school facilities rights under Proposition 39. The law serves to ensure "that public school facilities should be shared fairly among all public school pupils, including those in charter schools." Proposition 39 requires school districts to make "reasonably equivalent" facilities available to charter schools upon request. This litigation was successful.

Emily Vaughn Henry v. Green Dot Public Schools and Kenneth Zeff (Los Angeles County Superior Court Case No. BC495497): In July 2012, Ms. Henry, former Green Dot Vice President of Technology, filed a tort claim against Green Dot Public Schools and Kenneth Zeff, former Green Dot Chief Operating Officer. The tort claim was denied. Ms. Henry timely filed a Complaint with the Los Angeles County Superior Court on November 2012 against Green Dot and Mr. Zeff. This case is currently in the initial discovery phase and is being handled by Green Dot's insurance excess liability carrier and has been assigned to the law firm of Hinshaw & Culbertson, LLP.

3. Green Dot and our schools have not had any material audit findings.

Driving for Results

The ASD will evaluate the performance of every charter school annually and for renewal purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement. The academic performance standards will consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants may propose to supplement, but not replace, the ASD's performance standards with school-specific academic or organizational goals.

(1) Describe any mission-specific academic goals and targets that the school(s) will have. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.
(2) Describe any mission-specific organizational goals and targets that the school(s) will have. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.
(3) In addition to the mandatory TCAP and end of course (EOC) assessments, identify the primary interim assessments the school(s) will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and state standards.
(4) Explain how the school(s) will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract.
(5) Articulate who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.
(6) Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

(7) Describe the corrective actions the school(s) will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, and/or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.
(8) Explain how the proposed school(s) will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports that will be provided.
(9) Explain how the school(s) will identify and meet the needs of intellectually gifted students (TN law makes intellectually gifted students eligible for special education services).

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1-2. Green Dot is committed to transforming schools from the bottom 5% to the top 25% in Memphis within five years. To ensure high academic, financial and organizational performance standards, Green Dot Memphis will undertake an annual target setting process that involves the Management Team, Memphis Executive Director and Principals. This goal-setting process will mirror the existing processes in place for our California Green Dot schools. Each Memphis school will be held accountable to an extensive set of Key Performance Indicators (KPIs), including mission-specific as well as organizational goals. These KPIs will be tracked quarterly in school dashboards generated by the Home Office Knowledge Management Team.

These comprehensive dashboards guide organizational goals and targets at the school level in four key areas 1) student outcomes, 2) instructional quality, 3) operational excellence and 4) sustainability. The metrics in these categories, particularly student outcomes, will be aligned with Common Core and Tennessee State Standards for Green Dot Memphis schools. Required KPI and metrics include:

- Average Daily Attendance Rate of 95%
- 9th Grade Cohort Graduating in 4 years of 75%
- 4-Year College Acceptance Rate of 80%
- 100% of students complete three college applications
- 100% of students complete 40 service hours before graduation
- 80% of parents recommend the school to a friend per School Stakeholder Survey results
- 70% of students recommend the school to a friend per School Stakeholder Survey results

3. Green Dot relies heavily on data collected from assessments to personalize learning for each student, ensure proper placement in classes and measure students' proficiency levels. The following placement exams and interim assessments will be used at Green Dot Memphis schools:

- **Placement Exams**: In Year 1, Green Dot plans for all incoming 9th graders and returning 10th-12th graders to take two placement exams (Scholastic Reading Inventory Diagnostic Test and the Green Dot Math Diagnostic Test). In Year 2 and onward, Green Dot would assess only incoming 9th graders. The reading test is taken from Read 180, a standards-aligned reading acceleration program, and this test determines a student's lexile level so that Green Dot can determine which students are reading at a basic or below basic level. The Green Dot Math Diagnostic test is used to determine Algebra readiness. Students who score basic or below basic on the reading assessments are placed in a year-long Read 180 course to support them in language arts. Students who score basic or below basic on the math assessments are placed in a course to support them in mathematics.
- **Interim Assessments**: Green Dot Memphis will also use quarterly interim assessments in core areas such as English, Math, Science and History. In school year 2014-2015, these interim assessments will be aligned to grade-level Common Core Standards in English and Math and Tennessee State

Standards in Science and History. These benchmarks will 1) provide the ability for schools to track individual student progress, 2) create common assessments across Green Dot schools and 3) provide opportunities for students to become accustomed to standardized testing. Following each benchmark exam, Green Dot Memphis will host quarterly "Data Days," during which teachers from all grades review interim assessment results together and find best practices among them. Then, teachers look at specific subject areas in which students have struggled so that they can return to the classroom and re-teach that information.

4. Green Dot Memphis will use various formative assessments as well as the Tennessee state summative assessments to assist in identifying strengths and weaknesses at a student, classroom, grade, school and organization level. Green Dot Memphis will collect and analyze data on student achievement on a regular basis and will provide student achievement data to staff, parents and the ASD.

- **Individual Student Performance:** Staff will receive data on student achievement during staff meetings and will use this data to monitor and improve Green Dot's education program. If a student is performing below proficiency on interim assessments and benchmarks, the classroom teacher would identify and implement the appropriate opportunities for intervention. If a classroom's performance is falling short of academic expectations or goals, the Principal and Regional Instructional Coaches would work with the teacher to implement strategies for performance improvement such as attending in-house workshops on issues as diverse as behavior management and data analysis, using peer collaboration on lesson planning and delivery and utilizing a video library of best classroom practices.
- **Student Cohorts and School-Wide Performance:** On a weekly basis, the Memphis Executive Director will provide coaching to each Principal. Through this approach, the Memphis Executive Director will be able to consistently monitor the performance of each school and the region. Every summer, each school will have a staff retreat to analyze data and develop school-wide plans for professional development. The Management Team, including the Memphis Executive Director, will meet quarterly to review regional and network-wide data, identify issues and determine action plans.

The performance of each Green Dot Memphis school will also be formally assessed annually through Program Reviews. The Program Review is a four-hour planning session with the Home Office Education Team, Memphis Executive Director and school leadership to create a roadmap for increasing student achievement over the next two-to-three years. The recommendations are based on ensuring that each school develops and meets the four elements of success: 1) quality teaching and instruction, 2) master scheduling focusing on students' needs, 3) data-driven decision making and 4) college-going culture.

5.-6. Green Dot's knowledge-sharing platform *Connect* enables educators to access all of Green Dot schools' various data systems, including *PowerSchool* (student information), *DataDirector* (assessment results) and *BloomBoard* (calibrated professional development resources). The data warehouse is managed by Green Dot's Home Office Information Technology and Knowledge Management teams. One notable feature is Tableau reports, generated from Green Dot's data warehouse that collects and stores data from different source systems and turns that data into a format that teammates can use for analytical purposes. Tableau reports provide comprehensive student enrollment, demographic and achievement data, enabling teachers and Principals to spend more time garnering insight and developing action plans rather than searching and aggregating the data on their own. The Data & Accounting Analyst in the Memphis Regional Office will work with Green Dot's Home Office Knowledge Management team to ensure that the Tableau reports are useful and applicable to Green Dot Memphis.

Principals, Department Chairs and Instructional Coaches will be responsible for using the student

performance data in Tableau reports to identify areas for improvement and professional development opportunities for teachers and region-wide. Principals will be supported by the Memphis Executive Director, Instructional Coaches, and Data & Accounting Analyst based out of the Regional Office to interpret performance data or decision-making. The Executive Director will help each Principal understand his/her school's data, benchmark it against other Green Dot schools and share best practices and suggestions for improvement. Instructional Coaches will help Principals understand progress and improvement of teachers using data. During the school year, teachers will be supported by their Department Chairs and peers in learning to gather the appropriate data, interpret results, and develop an action plan.

7. The National Expansion Growth Team Lead and Memphis Executive Director will perform an annual performance analysis for Memphis schools that takes into account 1) student achievement, 2) school culture and 3) school model. Refer below for metrics that will be reviewed in each of these categories:

Indicator # 1 – School Achievement

- Did the school meet its Tennessee Comprehensive Assessment Program (TCAP) target?

Indicator #2 – Eight Vital Signs of School Culture

- **Mission Effectiveness:** Does the staff feel like the school is successfully achieving its mission to prepare students for college, leadership and life?
- **Effective Leadership:** Does the staff rate administrator(s) favorably on leadership skills?
- **Structures for Community Engagement:** Does the school provide effective structures to ensure that staff, parents and students own school success?
- **Staff Stability:** Is a large portion of the staff new to Green Dot? Have there been a significant number of conflicts escalated to the Executive Director because they could not be resolved in other ways?
- **Effective Faculty:** Are the teachers and counselors successfully executing their duties?
- **Affiliation with Green Dot:** Does the staff support the larger Green Dot mission? Do they participate in organization-wide initiatives?
- **Stakeholder Satisfaction:** Do parents and students feel that the school is effectively preparing them for college, leadership and life?
- **Student Safety & Engagement:** Do students understand the importance of school? Is the school a safe place to learn?

Indicator #3 – School Model

- **Fidelity**: How well do the school leaders/teachers implement the Green Dot curricular model?
- **Will**: Does the school possess the desire to implement the Green Dot curricular model?

Schools that are not achieving success on any of these indicators are identified as "Hot Schools". The National Expansion Growth Team Lead and Memphis Executive Director would work with Hot Schools to create a customized plan for performance improvement. For instance, a school identified as being "Hot" on School Achievement may receive additional coaching resources to support teaching effectiveness or the Memphis Executive Director may meet with these Principals twice a week instead of once to focus on implementing Green Dot's intervention pathways in literacy, math and special education. Hot Schools may also receive additional support in terms of Regional Office and Home Office services such as assessment results or teacher coaching. On a quarterly basis, the National Expansion Growth Team Lead and Memphis

Executive Director would review a Hot School's data and spend time identifying ways to support each school according to its individual needs.

8. Green Dot is committed to serving academically low-achieving students. To meet these needs, Green Dot uses a data-driven approach to understanding student needs as early as possible in order to adequately plan the right portfolio of services and programs and develop Individualized Learning Plans (ILP) for much of the student population. Green Dot's approach to implementing a portfolio of interventions for high-needs students includes 1) using data to understand and ensure targeted interventions and 2) providing tailored academic as well as non-academic supports that promote high achievement:

- **Summer Bridge:** All new students registering at a Green Dot school are brought together at a Green Dot campus during the summer for an introduction to our culture of high expectations and personal accountability. In the first year of assuming any full transformation school, Green Dot would seek to hold Summer Bridge for its entire campus depending on the availability of funding. If unable to hold Summer Bridge for the entire campus, Green Dot plans to hold a 9th Grade Summer Bridge. During Summer Bridge, students meet with their future teachers, attend classes and take initial placement exams. Throughout the summer, Green Dot academic teams analyze test scores and students assessed below grade level are assigned to Response to Intervention levels. Counselors, special education teachers, and curriculum specialists review Individual Education Plans and student transcripts, developing appropriate interventions that are shared with classroom teachers.
- **Response to Intervention (RTI):** Not every child who struggles with school, whether academically or behaviorally, is classified as having special needs. In fact, the large majority of students at risk of failing school do not have an identifiable disability. Green Dot's Response to Intervention model was developed to meet the needs of such students. Green Dot's RTI model encompasses a three-tier approach for employing a particular research-based intervention for a group of students with similar problems in a given domain. Tiers 1 and 2 are classroom prevention steps, and Tier 3 is focused on intensive, individualized education. Refer to the Special Populations and At-Risk Students Section for more detail.

9. Green Dot Memphis will also serve the needs of intellectually gifted students in accordance with Tennessee law and policies. Students achieving above grade level will be identified through standardized test scores, teacher assessments and grades, and benchmark data. Green Dot Memphis will support all instructors in the development of materials and curricular enrichment activities so that gifted students are pushed across content areas. Specifically, students found to be achieving above grade level will have an opportunity to excel in Honors or Advanced Placement Courses as well as Community Service/ Leadership courses. The Community Service/ Leadership course will push intellectually gifted students to apply their gifts to projects focused on improving the Green Dot Memphis school culture, structure and environment (i.e., organizing field trips, assuming school leadership positions).

Special Populations and At-Risk Students

Schools are responsible for hiring licensed and endorsed special educators pursuant to law. School personnel shall participate in developing Individualized Education Programs (IEPs); identify and refer students for assessment of special education needs; maintain records; and cooperate in the delivery of special education instruction and services, as appropriate.

Special Education

(1) Track Record: Please explain the extent to which the organization has experience working with special needs students. If applicable, describe your track record of academic success for students with disabilities.

(2) Identification: How will the operator collaborate with the ASD to identify any student who is enrolled in its schools who is presenting academic or behavioral problems to determine whether that child should be referred for a special education evaluation?

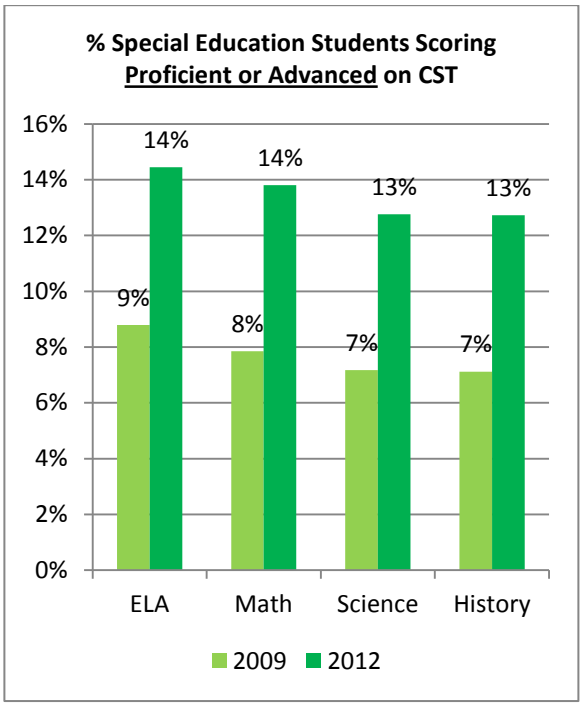
(3) Staffing & Administration: How will special education and related service personnel collaborate with general education teachers (e.g. team teach, team planning, etc.)?

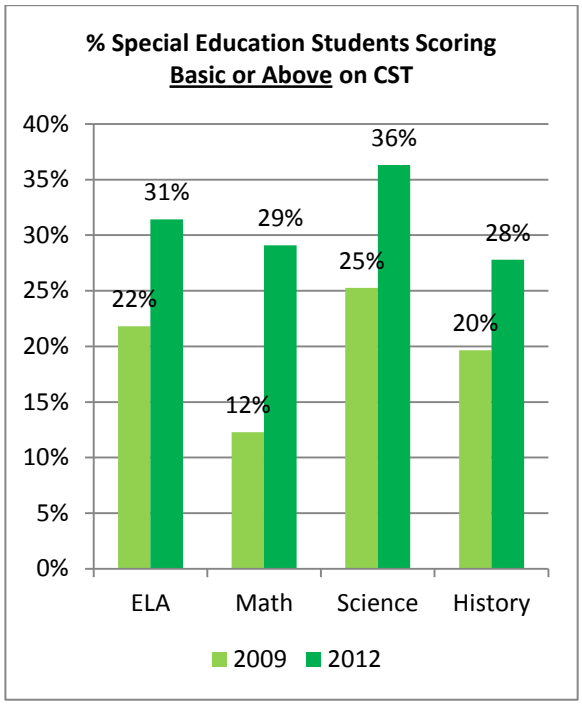
(4) Curriculum & Instruction: What is the operator's plan to modify delivery of curriculum (e.g. integration of assistive technology) to ensure that all students can access the general education curriculum? How does the school plan to train teachers to modify the curriculum and instruction to address the unique needs of students with disabilities? How will curriculum and instruction decisions be tracked and monitored by IEP teams and school personnel?

(5) Discipline: Explain how the school(s) will protect the rights of students with disabilities in disciplinary actions and proceedings.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Green Dot believes in the potential of all students to succeed in college, leadership, and life, and our school is committed to serving the needs of every student, no matter what level at which they enter our schools. Across all of our independent and transformation schools, Green Dot serves a 10% SPED population. The average across our transformation schools is 16%, with some schools serving a 20% SPED population. Since 2009, Green Dot has grown the percentage of its SPED students scoring **Proficient or Advanced** on California Standards Tests (CSTs) by five percentage points in ELA and six percentage points in Math. Similarly, Green Dot has grown the percentage of its special education students scoring **Basic or Above** on the CSTs by nine percentage points in ELA and 17 percentage points in Math.



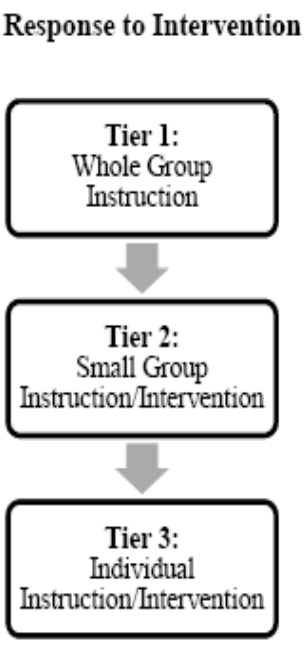


2. Green Dot Memphis will follow child-find procedures to identify all students who may require assessment for special education and related services. If a student is referred to be assessed for special education, Green Dot Memphis will comply with all provisions of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974, and the Americans with Disabilities Act of 1990, Title II. Green Dot Memphis leaders (primarily the Regional SPED Program Administrator) will work with Green

Dot's Home Office Special Education Team and outside organizations to create an environment where all students are held to high expectations but still individually supported.

Green Dot Memphis will use a Student Success Team (SST) and the Response to Intervention (RTI) model to ensure students receive high-quality instruction matched to their individual needs.

- **Student Success Team:** Green Dot Memphis will implement a Student Success Team (SST) to ensure that all students who are struggling academically or behaviorally are identified by key stakeholders. Members of the SST can include administrators, teachers, counselors, parents, students as well as outside service providers, if applicable. The SST team reviews the student's cumulative file records to identify history and analyzes various sources of data such as attendance, grades, standardized tests and other assessments, teacher reports and observations. Through the examination of this data, students will be grouped into tiers of leveled support each fall. Strategies of various intensity levels will be applied to students within each RTI tier at the start of school.
- **Response to Intervention:** RTI is a process that improves academic success through data analysis, targeted instruction and interventions and progress monitoring to prepare students for college, leadership and life. Green Dot's RTI process builds on extensive intervention programs and supports that are primarily implemented in the 9th and 10th grade. It also monitors the progress of the students who are receiving targeted interventions and utilizes data to identify how students are responding to interventions. Additional interventions are then determined to meet the targeted population that are making little to no progress. Please refer to the chart below for additional detail on interventions within the three tiers:
  - Tier I RTI Intervention: A classroom teacher is expected to deliver high-quality instruction to the whole class. To do so, teachers must differentiate their lessons, adapting objectives, modeling concepts, providing instruction and developing activities, to address a range of learning styles and educational needs. Teachers assess student progress regularly and identify those struggling to keep up, in which case, they are placed in Tier II.



  - Tier II RTI Intervention: Students in Tier II (approximately 20% of a class) are placed in small working groups within the classroom to focus three or four times a week on more targeted learning objectives and activities. Group work, directed by the teacher, gives students the opportunity to work through ideas at their own pace and the teacher the freedom to tailor his or her instruction to individual students. Students are evaluated on an ongoing basis and when objectives are achieved, they return to Tier I general instruction. Students who do not respond to Tier II intervention are placed in Tier III.
  - Tier III RTI Intervention: Students in Tier III (approximately 5% of a class) receive more focused, daily one-on-one instruction from either the classroom teacher or a SPED specialist either within the classroom or in out-of-class sessions. Students continue to be evaluated on, at a minimum, a weekly basis. When objectives are achieved, they are moved back into Tier II or Tier I settings. Students who remain unresponsive are referred for clinical evaluation by a school psychologist to determine the presence of any learning disabilities.

The RTI process identifies and tracks interventions for approximately six weeks to determine whether or not the student is responding. In the event of inadequate progress, the SST proceeds with making a referral for the student to be evaluated for SPED and related services.

3. Once it has been determined that a student qualifies for SPED and/or related services, the IEP team will meet to discuss the identified areas of need. The team will collaborate to create an IEP for the student that includes strengths, weaknesses, measurable annual learning goals and behavioral goals that may include the development of a Functional Assessment of Behavior (FAB) and Behavior Intervention Plan (BIP) for students with identified difficulties in behavior. Green Dot Memphis will provide appropriate personnel, including SPED and related service personnel, with copies of the IEP and training in using IEP strategies.

Green Dot Memphis will hire SPED teachers and SPED aides to serve students with disabilities in accordance with the support level needed to implement the related services and specialized instruction detailed on the IEP. Similarly, all personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. Speech language, occupational, and physical therapy services may be provided internally or contracted to external providers for students who qualify. These SPED and related service providers will have the opportunity to collaborate with their general education peers in grade-level department meetings.

4. Students will be grouped in heterogeneous classrooms where all teachers use differentiated instruction. Differentiated instruction will take a number of forms, including purposeful group structures, varying assessments based on need and accommodations and modifications for students with disabilities. This flexible grouping provides all students with individualized, challenging instruction. Teachers will use an appropriate mix of direct instruction, cooperative learning and individual student practice for all lessons. Refer to the Special Populations and At Risk Students Section for detail on Green Dot's RTI model.

5. In the case of a student who has an IEP or a student who has a 504 Plan, Green Dot will ensure that it follows disciplinary procedures that comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Act of 1973.

English Language Learners

(1) Explain how the school(s) will meet the needs of English Language Learner (ELL) students, including the following:
   a. Methods for identifying ELL students (and avoiding misidentification);
   b. Specific instructional programs, practices, and strategies the school(s) will employ to ensure academic success and equitable access to the core academic program for these students;
   c. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;
   d. Means for providing qualified staffing for ELL students.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. a.-d. Green Dot Memphis will serve English Language Learners (ELLs) based on the U.S. Department of Education's six steps of progression through an ELL program:

1) **Enrollment:** Green Dot will not discriminate based on English language proficiency or immigration status. Our enrollment form will not request a social security number. We will provide our families communication in a language they understand. Once we identify the percentage of ELL students at our schools, we will tailor our ELL staffing needs, including designating an ELL Coordinator.

2) **Identification:** The identification process for every student will include a Home Language Survey that

will serve to identify all students' primary or home language as well as a family's potential need for interpretation or translation. The ELL Coordinator will meet with guardians of all students identified as having a primary or home language other than English to discuss the results of the assessment and the educational plan the school will follow to support their child's educational needs.

3) **Assessing Students' Language Proficiency:** If a student's Home Language Survey indicates that a language other than English is spoken in the home, the Green Dot school will administer the Tennessee English Language Placement Assessment (TELPA) within 30 calendar days of initial enrollment and annually thereafter during the state-established testing window until the student is re-designated as fluent English proficient.

4) **Placement and Services:** Green Dot will use a number of bilingual teaching strategies in addition to its core program, including Specially Designed Academic Instruction in English (SDAIE). On a bi-monthly basis, the ELL Coordinator will meet with both classroom teachers and grade level teams to assess the progress of ELL students. The ELL Coordinator and classroom teachers will be responsible for monitoring the assessment of ELL students, reevaluating ELL services and communicating with ELL students' families on a quarterly basis about their children's progress.

5) **Transition/Exiting ELL Support:** The progress of ELL students towards proficiency will be assessed annually using the English Language Development Assessment (ELDA). Results will be used to determine whether each ELL student is meeting Annual Measurable Achievement Objectives for English language proficiency, as well as determine which students are no longer considered ELLs. The ELDA results will be used to regularly assess a student's ELL designation and ongoing need for any extra language support.

6) **Monitoring:** Once a student gains sufficient proficiency in English, he/she will be re-classified and no longer participate in extra language support programs. The ELL Coordinator and the classroom teachers will continue to monitor the student's progress for an additional two years.

School Structure – Schedule

(1) Discuss the annual academic schedule for the school(s). Explain how the calendar reflects the needs of the educational program. In **Attachment 2**, provide the school(s)' proposed calendar for the first year of operation, including total number of days/hours of instruction.

(2) Describe the structure of the school(s) day and week. Include the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school(s) day, including start and dismissal times. Explain why the school(s)' daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school(s) will devote to academic instruction in each grade. Your response in **Attachment 2** should include a sample daily and weekly schedule for each division of the school(s).

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Green Dot Memphis will work with its teachers to implement a longer school year to maximize learning:

- **School Year**: Green Dot Memphis will provide approximately 190 days of instruction, which is 10 more days more than required by Tennessee state law.
- **Daily Instructional Hours:** The number of daily instructional hours will be 6.5 hours (excluding lunch). Out of the 190 days, Green Dot plans to have approximately 10 early release days for parent-teacher conferences, exams and teacher professional development. The number of daily instructional hours for early release days will be approximately 4.5 hours (excluding lunch).

Refer to **Attachment 2** for a draft Green Dot Memphis school calendar and bell schedule. Green Dot plans to adapt our school calendar and bell schedule once we our matched and the district calendar is finalized.

2. The Memphis Executive Director and School Leadership Team will work together to determine the final bell schedule that best meets the needs of each school. Based on the above guidelines, all Green Dot Memphis students will receive more instructional time in a year than their traditional public school peers.

- **School Day:** All of the students attending Green Dot will be required to complete a rigorous, college-preparatory curriculum. The regular school day will start at approximately 8:45am and end at approximately 3:45pm, meeting the number of required instructional minutes in Tennessee state law.
- **Interventions:** Based on initial placement exams administered during Summer Bridge, students identified as needing additional support in English Language Arts will be given an additional period of Reading in lieu of an elective. Similarly, students identified as needing additional support in Math be given an additional period of Math in lieu of an elective.
- **Gifted & Talented**: Based on initial placement exams administered during Summer Bridge, students identified as being gifted would follow an Advanced Pathway by taking Honors and AP courses in the 10-12th grades.

School Structure - Culture

(1) Describe the culture or ethos of the proposed school(s). Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
(2) Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.
(3) Provide any social/cultural goals or objectives the school(s) will have for its students. Please include how these goals are set, measured, and monitored and by whom.
(4) Discuss your approach to reinforcing positive student behavior and ensuring that all students remain on track to achieve the academic and social objectives set out in the mission of your school(s).
(5) Describe how the school(s) plan to align staff and students around high expectations for student learning and behavior.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1.-2. Green Dot's school culture emphasizes high care, high structure, and high expectations. To do this, we first establish a new culture of safety, structure and routines that promote a class-going culture. Once attitudes, behaviors and expectations about learning and school begin to change, then we move to creating a culture of college readiness. To create a different climate from day one, Green Dot establishes a culture of success, ensures a safe and secure campus, and provides robust student programs and supports.

Visual Signs of Change

The Memphis Regional Office and Principal will be on campus as soon as possible after school assignment to speak with teachers and students about the cultural challenges of the school. The Principal will be the face of the school and the Regional Office team will primarily handle issues that indirectly impact the classroom**.** The Operations Lead from the National Expansion Growth Team will work with the RO Director of Finance & Business Affairs to ensure visual signs of change to the campus such as clean and orderly facilities and hallways, zero tolerance for graffiti, and banners and signs promoting new school images.

Safe & Civil Program

Green Dot uses a program called "Safe and Civil" to build a safe and orderly environment at all of its schools. Safe & Civil emphasizes effective communication and conflict resolution for students and

describes how adults provide non-contingent attention (versus attention tied to discipline). The Safe and Civil course is taught over 3 years. Principals, Assistant Principals and Deans provide ongoing professional development to support the Safe & Civil philosophy around school culture and classroom norms. Safe and Civil training is built into initial training for teachers and administrators and taught at Summer Bridge. For students who enroll mid-year, the Advisory class serves to integrate them into the Green Dot culture.

Shared School-Level Expectations

Principals will tailor the Green Dot practices listed below to their specific school community in order to set shared school-level expectations across teachers and students on day one.

- **Required School Uniforms:** Uniforms whelp establish a common identity and new culture. School staff will maintain strict enforcement.
- **Strict Attendance Policies:** A Student Attendance Review Team (SART) will be assembled at the start of the year to manage attendance. Principals and school staff will ensure strict enforcement of attendance policies and create an environment where students want to come to school.
- **Extensive College Exposure:** The school will have regular assemblies to reinforce college expectations with college tours beginning in the 9th grade. Principals, counselors and teachers will provide support for the college application process during Advisory and school time.

3. Refer to the Mission and Vision for Growth Section for a detailed description of Green Dot's core values. Green Dot Memphis Principals will also administer Stakeholder Surveys to assess cultural success by asking students whether they feel the school is effectively preparing them for college, leadership and life and whether they understand the importance of school and feel it is a safe place to learn. All Green Dot students will also be expected to complete 40 service hours prior to graduation.

Each Green Dot school will also develop personalized social goals for its students based on student, teacher and community input. These social goals must align with the four pillars that Green Dot deems critical for 21st century learners (below) and are monitored by classroom and Advisory teachers as well as SACs. Below is a sample of students' social goals:

Pillar #1 Life-Long Learning • Understand the importance of continual goal setting • Utilize self-reflection as a tool for personal growth	**Pillar #2 Cross-Cultural Competency** • Demonstrate respect for diverse groups in society • Collaborate and manage interpersonal relationships within diverse groups and settings
Pillar #3 Social Responsibility • Understand and participate in the democratic process and recognize its value • Assess individual/community needs and develop plans to meet those needs	**Pillar #4 Academic Excellence** • Produce quality work across all curriculum • Possess knowledge with regards to educational pathways and career choices

4. Green Dot has based its discipline philosophy on **Restorative Practice**. Restorative Practice means that individuals who hurt the school community must make amends and give back to the community for their infraction. Green Dot Memphis schools will have the opportunity to use the demerit/merit program that is being implemented at many of Green Dot's California schools. Students receive a merit and demerit card. The demerit card tracks minor infractions. When a staff member observes an offense, s/he respectfully asks for a student's demerit card and records the following: code of offense, date of offense, signature.

After receiving a certain number of demerits, the student is assigned an afterschool detention. The merit card tracks exemplary behavior/actions. When a staff member observes exemplary behavior, s/he will ask for the merit card and provide a merit. Students that meet merit goals are awarded according to an incentive menu. This demerit/merit program serves as the foundation to Green Dot's approach to reinforcing positive behavior.

5. The combination of Summer Bridge, Save & Civil, Advisory and a rigorous college-preparatory program ensures student alignment around high expectations for student learning and behavior. To ensure staff is equally aligned around these goals and expectations for students, Green Dot Memphis plans to have an induction practice through Summer Professional Development. A component of Summer Professional Development will be solely focused on creating a culture of high expectations as well as reviewing the school's strategic plan to align around school-wide goals.

School Structure - Student Discipline

Provide as **Attachment 3** the proposed school(s)' Student Handbook including the student discipline plan. Please be sure the handbook outlines procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school(s) will employ for students facing expulsion.

School Structure - Day in the Life

(1) Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation.

(2) Describe a typical day for a teacher in a grade that will be served in your first year of operation.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Time	Activity
8:30–8:45	I arrive at school and am greeted by Principal Johnson as I enter the campus. I head to the cafeteria to eat breakfast with my fellow students. At 8:40, the bell rings, and our group heads to class. Arriving at class, Mr. Torres greets me with a "Good morning, Kiera" and a hearty handshake.
8:45-10:30	My first class begins – Calculus! It's definitely my hardest subject this year. I review the math "Do Now" on the white board and begin to tackle the problem. Mr. Torres collects homework and takes attendance. After our class finishes the "Do Now", we complete independent practice on the math concepts we learned last week and share our responses to the class. I feel frustrated that I missed four out of the ten practice problems but make a note to myself to stop by Mr. Torres' office hours so I can work on this with him.
10:35-11:35	We start Advisory reading silently for twenty minutes. Afterwards, Ms. Smith moves around the class, working with us on our personal statements.
11:40-12:05	During lunch, I eat with my friends and talk about the upcoming basketball tournament happening this weekend at our school.
12:10-1:55	Finally, it is time for my favorite class – English Literature. Our class is currently working on our poetry unit. Last class, we worked in small groups focusing on understanding one poem. Today, we go around the room and one student from

	each group leads a discussion of their group's interpretation. I'm excited to share my group's insights!
2:00-3:45	My next class is Art. This year, our school has been working on a project to improve our outdoor space, and we spend the class painting a mural together.
4:00-5:00	I walk to the afterschool program to meet with my tutor and practice for the ACT. During this time, I also work on completing any homework assignments for tomorrow. Around 5pm, I head home to enjoy some family time.

2. Time	Activity
7:30-8:30	I arrive at school. The energy level is invigorating as teachers are already making copies, checking e-mails, and meeting with families. I set up my classroom, and write out the day's agenda, homework and aim on the whiteboard. Next, I meet with my department team to collaborate on lesson planning.
8:30–8:45	Students begin to flow into the building, eating their breakfast and preparing for the day. Mike, a student that had struggled in the early months, comes into my classroom a few minutes early to ask for help on last night's homework. It's incredible to see how much progress Mike has made in the past month, and I enthusiastically give him a five-high once he completes the problem.
8:45-10:30	Today, I'm excited to begin a brand new unit in Algebra! After teaching the new concept to my students, my students work independently and then in partners. I spend every second of in-class time working with students to be sure they are mastering the algebra concepts to get them to college.
10:35-11:35	My students start Advisory reading silently. Afterwards, I teach a mini-lesson on financial responsibility and the importance of saving for college.
11:40-12:05	I eat in the staff lounge and chat with other teachers on strategies to improve rigor and ratio in our classrooms.
12:10-1:55	My second math class begins. After reviewing the "Do Now" with the class, I put several problems on the board and have small groups work on them. When I see groups become stuck, I come over to assist them. Before the class ends, I review the homework assignment for tomorrow.
2:00-3:45	During my planning period, I review this week's formative assessments and adjust my weekly plan based on the data. A few minutes into the period, Principal Johnson stops by my classroom to give me feedback on yesterday's lesson. I love the frequency of feedback that I receive at my school, and I'm eager to implement Principal Johnson's recommendations into my next lesson plan.
4:00-5:30	On Wednesdays, I hold office hours for my students. Providing one-on-one tutoring to my students is the favorite part of my week since it helps me learn so much more about their needs and how to improve their growth. Around 5:30pm, I pack up. This evening, I'll complete my lesson plans for the week.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

ORGANIZATIONAL MODEL

Leadership for Expansion

(1) For any school expected to open for the 2014-2015 school year, identify the key members of the school and management team's leadership. Identify *only* individuals who will play a substantial and ongoing role in school development, governance and/or operation, and will thus share responsibility for the school and/or network's educational success. These may include current or proposed governing board members, school leadership/management, CMO management, and any essential partners who will play an important ongoing role in the school's development and operation.

(2) Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
   a. School leadership, administration, and governance;
   b. Curriculum, instruction, and assessment;
   c. Performance management; and
   d. Parent and community engagement.

(3) Describe the group's ties to and/or knowledge of the target community.

(4) Describe the operator's current or planned process for sourcing and training potential school leaders for schools opening in subsequent years. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

(5) Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.

(6) Identify the proposed regional director candidate, if identified, and explain why this individual is well-qualified to lead the expansion of the organization. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.

(7) If a regional director candidate has not yet been identified, provide the job description or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

(8) Describe the responsibilities and qualifications of the school's leadership/management team beyond the regional director and principal/head of school. If known, identify the individuals who will fill these positions and provide, as **Attachment 4**, the resumes and professional biographies for these individuals. If these positions are not yet filled, explain the timeline and process for recruitment and hiring, and provide the job description or qualifications for these positions.

(9) Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Key school site leaders for each Green Dot Memphis school will include:

- **Principal**: The Principal is the primary leader of the school and is accountable for the school's academic performance and operations. The Principal reports to the Memphis Executive Director.
- **Assistant Principals**: Two Assistant Principals will support the Principal in instructional leadership, summer planning, academic interventions, special education, budget, school evaluation and oversight, parent and community outreach, testing, enrollment and attendance, extracurricular programs and activities and other school-site responsibilities. The Assistant Principals report to the Principal.
- **Dean**: The Dean manages school safety and discipline and reports to the Principal.

Each school will also have a **School Leadership Team** (SLT), comprised of the Principal, Assistant Principals, Dean, Counselor(s) and Department Chairs, that will regularly review the school's performance and make key decisions concerning the school.

School-site leaders will be supported by the Memphis Regional Office. Key Regional Office leaders include:

- **Memphis Executive Director** (Megan Quaile, Interim Executive Director)
- **Cluster Director**
- **Director of Finance and Business Affairs**
- **Director of Human Capital/HR**
- **Director of Community Engagement**

In addition, the **National Expansion Growth Team** will play a key role in Green Dot Memphis' leadership. This team will include the 1) National Expansion Growth Team Lead (Megan Quaile), 2) National Expansion Growth Finance Lead and 3) National Expansion Growth Operations Lead. The Finance and Operations Leads have not yet been identified but will likely come from among Green Dot's existing leaders. Refer to the Scale Strategy Section for additional detail on the Memphis Regional Office leaders and **Attachment 4** for leadership resumes and job descriptions.

2. **Megan Quaile** will serve as Green Dot's Interim Executive Director until the full-time Memphis Executive Director is hired. Megan will then transition into her full-time role as the National Expansion Growth Team Lead. Prior to this role, Megan served as Green Dot's Vice President of Education for four years. In this role, Megan was responsible for overseeing the development and implementation of Green Dot's academic model at its existing 18 schools in Los Angeles. In addition, she has been instrumental in Green Dot's teacher effectiveness and performance management efforts. Megan began her career at Green Dot in August 2007 as a Cluster Director (Area Superintendent) responsible for overseeing the leadership teams at five high schools. Before joining Green Dot, she was Chief Executive Officer and co-founder of Civitas Schools, a Chicago-based education management organization. She began her work with CICS as the founding principal of CICS Northtown Academy Campus. Prior to her role with CICS, Quaile served for three years as the principal of an urban private school. Her educational experiences also include positions as Assistant Principal, English teacher and coach.

In addition to the guidance provided by the National Expansion Growth Team, Green Dot Memphis will leverage knowledge and experience from Green Dot's operations in California. Best practices will be readily shared between the two regions, and key staff members from Green Dot's Home Office will provide training and support to start up the new region.

3. Green Dot's work to date has included research and interviews with ASD staff, peer operators in Tennessee, community partners and foundation leaders to better understand the public education landscape in Memphis. Refer to **Attachment 10** for the full list of people with whom Green Dot has met and/or spoken with to date. After authorization, the National Expansion Growth Team will conduct extensive neighborhood analysis on the ASD-priority high schools and middle schools. The National Expansion Growth Team and Memphis Executive Director plan to recruit top candidates from the local community to fill key positions in the Memphis Regional Office (e.g., Director of Community Engagement) and in schools (e.g., Principals, Assistant Principals, Teachers, Deans).

4. Green Dot conducts extensive diligence to select the most qualified and dedicated **Principals** for all of its schools. Green Dot plans to identify its Founding Principal at least nine months prior to the school opening. We will look within our existing cadre of administrators in California to identify our first Memphis Principal. Since this Principal will be familiar with the Green Dot mission, values and transformation model, he/she will serve as a key ambassador of the Green Dot model in Memphis.

We also understand the importance of hiring school leaders from local communities and will seek partnership with human capital organizations such as Memphis New Leaders to identify potential

candidates for future Memphis schools. We will also look internally at Green Dot California Assistant Principals and Teacher Leaders who are interested in transforming Memphis. Finally, we will use our extensive relationships with universities across the nation to search for candidates.

School leaders new to Green Dot may spend a year in training through Green Dot's internal **Administrator-in-Residence (AIR) program**. These Residents would likely be placed as Assistant Principals in Memphis schools after the completion of their residency. Developed in 2007, the AIR program trains Residents on Green Dot's transformation model and builds a pipeline of school leaders with the skills and experience to turnaround chronically failing schools. The program provides Residents with real-world assignments shadowing high-performing Principals in existing Green Dot California schools and ongoing professional development from Mentor Principals, Assistant Principals and Cluster Directors (Area Superintendents). Residents are also required to complete a number of projects to demonstrate that they have developed the necessary competencies for success. Green Dot's goal is to identify potential AIRs in Memphis and train them as Residents through the AIR program in California before they assume school leadership roles at Green Dot Memphis schools. Green Dot may also hire experienced Principals from Memphis and place them directly into school leadership positions if they are highly qualified.

The AIR program provides Residents with training and development on the following:

<table>
<tr><th colspan="2">AIR Program Competencies & Topics</th></tr>
<tr><td colspan="2">INSTRUCTIONAL LEADERSHIP
Understanding and teaching the Essential Elements of Effective Instruction (EEEI) and effective lesson design
The College-Ready Promise (TCRP) and the College-Ready Teaching Framework (CRTF)
Effective observation and coaching methods
Using data and strategic plans to drive professional development
Using protocols to analyze student work
Planning and delivering effective professional development
Adult learning theory</td></tr>
<tr><td>RESOURCE MANAGEMENT
ELL compliance and law
SPED compliance and law
Structures and systems in successful schools
Union contract and evaluation process
Time management</td><td>PEOPLE MANAGEMENT
Hiring best practices
Leadership Committees
Effective delegation processes
Building instructional capacity in teacher-leaders</td></tr>
<tr><td>COMMUNITY LEADERSHIP
Aligning actions and decisions with your mission and core values
Leading change efforts at your school
Developing your core values and mission</td><td>PROBLEM-SOLVING
Change theory
Organizational theory
Consensus building</td></tr>
</table>

5. Green Dot plans to partner with local community organizations in order to meet the diverse needs of students and families in Memphis. Several organizations we have or will develop relationships with include:

- **Human Capital Partners**: Memphis New Leaders, Teach for America, Memphis Teacher Residency, Tennessee Charter School Incubator, Safe & Civil
- **Emotional, Health and Social Support Service Providers**: Le Bonheur Children's Hospital,

Achievement School District, Memphis City Schools/Shelby County Schools

6.-7. The Memphis Executive Director will oversee the academic performance, instruction and operations across all Green Dot Memphis schools and the Memphis Regional Office. Working with the National Expansion Growth Team, his/her major duties will be to supervise, coach and evaluate all Green Dot Memphis Principals, manage the operations and finances of the region and build community relationships across the schools. The Memphis Executive Director will be the primary contact for the ASD and local foundations and serve as the liaison between Green Dot Memphis and the Green Dot Board of Directors. The Memphis Executive Director will likely be selected from among Green Dot's existing leadership. The chosen candidate will have demonstrated leadership in both academic and operational settings and will be intimately familiar with Green Dot's schools and operations. The Memphis Executive Director is expected to be announced at least nine months before the start of the first Green Dot Memphis school. Until then, Megan Quaile, the National Growth Team Lead, will serve as the Interim Memphis Executive Director.

As the region scales, Green Dot will continue to build out its pipeline of Regional Office supports. At five schools, Green Dot will place a Cluster Director (Area Superintendent) in the region to support the Memphis Executive Director with Principal leadership and coaching. A Green Dot Memphis Instructional Coach or Principal will likely be promoted to this position. Refer to **Attachment 4** for the Green Dot Memphis Executive Director and Cluster Director job descriptions.

8. The Principal will be supported by the Home Office Human Capital team and the Regional Director of Human Capital and Human Resources to recruit and hire the remaining school staff positions. Beyond the Memphis Executive Director and Principal, the Assistant Principals and the Dean will also serve as school site leaders. Refer to the Leadership for Expansion Section for descriptions of the Assistant Principals and Dean and refer to **Attachment 4** for their job descriptions.

The selection process for the **Assistant Principals** will begin in the planning year (Year 0) with the goal of having two Assistant Principals hired before school starts. Recruitment and hiring includes multiple stages. During the first stage, Green Dot's Home Office Human Capital team will vet a series of resumes and applications to identify Assistant Principal candidates who meet our minimum criteria. These candidates will then be screened to ensure alignment with Green Dot's core values. Once a set of top candidates has been identified, the final stage will require the candidate to:

- Create a professional development presentation
- Produce an on-demand writing sample
- Watch a video of a teacher's lesson, providing feedback and next steps for support for that teacher
- Shadow a current Green Dot California Principal for a half day

The **Principal** will make the final hiring decision, followed by reference checks and a contract. The **Dean** selection process will mirror the Assistant Principal selection process but tailored more to the specific responsibilities of the Dean. Recruitment will begin in the planning year with the goal of having the position filled before school starts.

9. Depending on when the school assignment is announced, the Principal, in conjunction with the Memphis Regional Office Directors, will lead the development of the school. The Directors in the Memphis Regional Office will play key roles in recruiting/hiring school staff, building relationships with community partners, ensuring compliance to ASD and Tennessee regulations and policies and managing all start-up operations for the school. The following staff members will work on a full-time or nearly full-time basis:

- **Green Dot Charter High School:** Principal

- **Regional Office:** Memphis Executive Director, Director of Finance and Business Affairs, Instructional Coaches, Director of Human Capital and Human Resources, Director of Community Engagement
- The **National Expansion Growth Team** will also play a key role during the formation of the first three schools.

Three months prior to opening, the **School Psychologist, Counselor** and **Office Manager** will also support the development of the school and prepare to support the needs of our special education students.

Green Dot is seeking philanthropic funding and/or grants to support the Memphis Regional Office and National Expansion Growth Team costs in its initial years of operation. In the future, these costs will be shared across all Green Dot Memphis schools and covered by school management fees in steady-state.

Network-wide Staffing, Management, & Support

(1) Complete the following table indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of High/Middle Schools Projected Enrollment – 600 students	1	3	5	7	9
Student enrollment	600	1,800	3,000	4,200	5,400
Green Dot Home Office – *Staffing Dependent on Philanthropic Funding Until Green Dot Reaches Scale in Memphis*					
National Expansion Growth Team Lead	75%	50%	25%	25%	25%
Curriculum Consultants (4)	50%	50%			
Recruiter	100%	100%	100%	100%	100%
National Expansion Growth Team: Finance Lead	75%	50%	25%	25%	25%
Payroll Director	50%	50%	50%	50%	50%
National Expansion Growth Team: Operations Lead	75%	50%	25%	25%	25%
Knowledge Management Analyst	50%	50%	75%	75%	100%
Other Home Office FTEs	4.6	4.0	4.0	4.0	4.5
Total Home Office FTEs	**10.9**	**9.5**	**7.0**	**7.0**	**7.7**
Memphis Regional Office – *Staffing Dependent on Philanthropic Funding Until Green Dot Reaches Scale in Memphis*					
Executive Director	1.0	1.0	1.0	1.0	1.0
Cluster Director (Area Superintendent)				1.0	1.0
SPED Program Administrator	1.0	1.0	1.0	2.0	2.0
Instructional Coach – Math	1.0	1.0	2.0	2.0	3.0
Instructional Coach – ELA	1.0	1.0	2.0	2.0	3.0
Instructional Coach – Science	1.0	1.0	2.0	2.0	3.0
Instructional Coach – Social Science	1.0	1.0	2.0	2.0	3.0
Director of Human Capital/HR	1.0	1.0	1.0	1.0	1.0
Director of Finance & Business Affairs	1.0	1.0	1.0	1.0	1.0

Data & Accounting Analyst	1.0	1.0	1.0	1.0	1.0
Cluster Business Manager				1.0	1.0
Desktop Technician	1.0	1.0	1.0	2.0	2.0
Maintenance Technician	1.0	1.0	1.0	1.0	1.0
Director of Community Engagement	1.0	1.0	1.0	1.0	1.0
Administrative Assistant	1.0	1.0	1.0	1.0	1.0
Total Regional Office FTEs	**13.0**	**13.0**	**17.0**	**21.0**	**25.0**
One High/Middle School, 600 students – *Staffing Dependent on Student Enrollment and Population*					
Principal	1.0	1.0	1.0	1.0	1.0
Assistant Principal	2.0	2.0	2.0	2.0	2.0
Dean	1.0	1.0	1.0	1.0	1.0
Classroom Teachers (Core Subjects)	21.0	21.0	21.0	21.0	21.0
Classroom Teachers (Elective)	4.0	4.0	4.0	4.0	4.0
Classroom Teachers (SPED)	6.0	6.0	6.0	6.0	6.0
Counselors	2.0	2.0	2.0	2.0	2.0
Psychologist	1.0	1.0	1.0	1.0	1.0
Behavioral Specialist	1.0	1.0	1.0	1.0	1.0
Athletic Director/After School Coordinator	0.5	0.5	0.5	0.5	0.5
Office Manager	1.0	1.0	1.0	1.0	1.0
SPED Aides	8.0	8.0	8.0	8.0	8.0
Campus Aides	2.0	2.0	2.0	2.0	2.0
Office Assistant	1.0	1.0	1.0	1.0	1.0
Parent Coordinator	1.0	1.0	1.0	1.0	1.0
Security	1.0	1.0	1.0	1.0	1.0
Total FTEs at a School Site	**53.5**	**53.5**	**53.5**	**53.5**	**53.5**

(2) Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.
(3) Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.
(4) Describe your strategy, plans, and timeline for recruiting and hiring the teaching. Explain key selection criteria and any special considerations relevant to your school design.
(5) Outline the procedures for hiring and dismissing school personnel, including conducting criminal background checks.
(6) Explain how the school leader will be supported, developed, and evaluated each school year. Provide, in **Attachment 5,** your leadership evaluation tool(s).
(7) Explain how teachers will be supported, developed, and evaluated each school year. Provide, in **Attachment 5**, your teacher evaluation tool(s).
(8) Explain how the school and organization intend to surface the need for and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

2. The Memphis Executive Director will oversee the academic performance and operations of Green Dot Memphis charter schools, including the development and evaluation of all Principals. At the school level,

the Principal is responsible for the day-to-day school operations. In addition, the School Leadership Team is responsible for school target setting, making the necessary accommodations to achieve the schools' goals and gathering feedback from all stakeholders to identify areas of improvement.

Green Dot strives to maintain a student-to-teacher ratio of approximately 20:1 in its schools. Depending on the specific needs of the student body, additional specialists may be added to support students. The total student-to-adult ratio will be approximately 12:1.

3.-8. Green Dot Memphis will make every effort to ensure that our compensation and benefits policies are competitive with peer organizations'. The chart below provides an overview of Green Dot's proposed compensation structure based on comparable salaries from Green Dot California (so staff members are incented to relocate). Salary ranges may be adjusted for local trends.

Position	Ave. Salary	Benefits**	Incentives/Rewards***
Principal	$90,000-$110,000	Standard Green Dot Benefits	Eligible for performance-based compensation of $7,500
Assistant Principal	$75,000-$90,000	Standard Green Dot Benefits	Eligible for performance-based compensation of $4,750
Dean	$70,000-$85,000	Standard Green Dot Benefits	
Psychologist	$65,000-$80,000	Standard Green Dot Benefits	
Teacher	$50,000-$55,000	Standard Green Dot Benefits	Eligible for performance-based compensation of $2,000
Counselor	$50,000-$55,000	Standard Green Dot Benefits	
Behavioral Specialist	$50,000	Standard Green Dot Benefits	
Athletic Director/After School Coordinator	$35,000	Standard Green Dot Benefits	
Office Manager	$45,000-$50,000	Standard Green Dot Benefits	
SPED Aide	$19/hour	Standard Green Dot Benefits	
Campus Aide	$15/hour	Standard Green Dot Benefits	
Office Assistant	$18/hour	Standard Green Dot Benefits	
Parent Coordinator	$20/hour	Standard Green Dot Benefits	
Security	$22/hour	Outsourced	

*** Standard Green Dot benefits are available to all full-time employees (30 hours/week or more): full medical, dental, vision, life and disability insurance, FICA, workers' compensation, retirement savings plans, and unemployment insurance.*

**** Principals, Assistant Principals and Teachers are eligible for performance-based bonuses; Teacher bonuses are currently paid through Green Dot's Teacher Incentive Fund grant*

The following section describes Green Dot's processes for **Teacher and Principal** (1) hiring and selection, (2) professional development, (3) evaluation, and (4) dismissal.

Value Proposition to Teachers

Green Dot strives to hire and retain the best teachers possible by providing them with professional development and support to be successful in the classroom at any stage in their career.

Teacher Recruitment

Green Dot Memphis schools will hire a diverse faculty comprised of the best teachers available. We will achieve this goal by continuing our rigorous national recruitment process to hire highly effective teachers who are mission-aligned. Green Dot specifically looks for candidates who demonstrate unwavering belief in the potential of all students and are passionate about improving public education.

We will contact top graduate and education programs in the country and publicize our Memphis schools to experienced teachers. We will also focus recruiting efforts at local universities and colleges. We plan to

advertise nationally and locally, and will employ internet channels to find the best candidates. We will leverage our existing partnership with Teach For America to find talent in Memphis while also looking to establish new relationships with organizations such as the Memphis Teacher Residency. We will have a presence at local job fairs and distribute flyers and brochures at local community hubs. We will coordinate efforts and build collaborations with postsecondary educational institutions and in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery.

Green Dot will develop its recruiting strategy and make key hires to support teacher recruiting for our Founding School in Fall 2013. The Home Office Human Capital team will develop the initial recruiting strategy for Memphis schools and dedicate a Recruiter to support the implementation of this strategy. The Memphis Executive Director will hire a Regional Director of Human Capital/HR to provide on-the-ground support and build relationships with local partners and organizations.

Teacher Hiring and Selection

Green Dot's Teacher interview process includes five steps:

1) **Online Application:** The application includes a description of past teaching/professional experience, teaching eligibility (credentials), references and a 50-question online survey that measures the candidate's readiness and aptitude to thrive in a challenging urban environment.
2) **Round 1 Interview:** First round interviews are conducted over the phone and are used to understand the candidate's alignment with Green Dot core values and assess his/her proficiency on instructional practices, with a focus on developing rigorous and meaningful lesson objectives.
3) **Round 2 Interview:** Second round interviews are conducted in-person or over the phone and used to assess the candidate's education experience, beliefs/attitudes and potential to affect dramatic change among at-risk student populations in an urban setting.
4) **Reference and Background Checks:** Reference and background checks are conducted for finalists. Refer to the Start-up & Ongoing Operations Section for details on procedures for background checks.
5) **School Interview:** Finalists are asked to complete an in-person interview with the school site recruitment team (comprised of the Principal, Assistant Principal(s), Teachers and Students).
    - **Demo Lesson:** During this interview, candidates are asked to conduct a 20-minute lesson demonstration on an assigned topic and submit a full lesson plan to be reviewed. The candidate is evaluated on mastery of content knowledge, classroom management skills, flexibility and reactions to real-life scenarios.
    - **Writing Assignment:** The candidate is asked to complete a writing assignment assessing his/her performance in the demonstration lesson and reflecting on the strengths of the lesson and areas for improvement. The candidate then returns to the hiring panel to share his/her reflections and receive feedback. This exercise demonstrates the ability to be a reflective practitioner, receive constructive feedback and improve his/her practice.

    The Principal is responsible for making the final hiring decision.

Teacher Evaluation

As part of **The College-Ready Promise**, a unique initiative funded by the Bill & Melinda Gates Foundation, Green Dot has partnered with three other high-performing charter management organizations in California to collaborate on improving teacher effectiveness and college-readiness. Through this work, Green Dot has built and implemented a Teacher Development Framework and Evaluation system.

The goals of the **Teacher Development Framework and Evaluation** system are to:

- Set clear expectations for teachers by using a research-based rubric for effective teaching
- Develop effective teachers through timely, targeted support and professional development
- Determine effectiveness through transparent multidimensional measures
- Invest in effective school-site instructional leadership focused on teacher effectiveness
- Recognize and reward effective teaching

At the heart of the Teacher Development and Evaluation System is the **College-Ready Teaching Framework (CRTF)** – a rubric that defines the core competencies expected of all Green Dot teachers. The CRTF is comprised of five domains adapted to align to Green Dot's core values. The five domains are: 1) Data Driven Planning and Assessing Student Learning, 2) The Classroom Learning Environment; 3) Instruction; 4) Developing Professional practice; and 5) Developing Partnerships with Family and Community. The five Domains are divided into 19 standards and further refined by 45 performance indicators. Refer to **Attachment 5** for details on the College-Ready Teaching Framework.

Teacher performance levels are rated from Level I (Ineffective) to Level IV (Proficient).

Level I – Ineffective	Level II – Ineffective	Level III – Effective	Level IV – Effective
The Teacher fails to effectively demonstrate the indicator and student learning is negatively impacted.	*The Teacher is inconsistent or only partially successful in demonstrating the indicator; student learning is not maximized.*	*The Teacher is consistent in demonstrating the indicator; student learning is improved.*	*The Teacher is consistent in demonstrating the indicator and has created a classroom where students share in this responsibility.*

The Teacher Evaluation System uses **multiple measures** to determine a teacher's effectiveness. These measures are directly tied to the five domains of the CRTF and include:

- **Classroom Observations**: Four informal and two formal observations per year by certified administrators. In addition, teachers are observed informally by Instructional Coaches. All evaluators go through a certification process to ensure inter-rater reliability.
- **Student Growth**: Student growth percentiles at the classroom and school-level.
- **Stakeholder Feedback**: Student, family, and 360 (peer) surveys.
- **Compliance**: Exclusive to Special Education teachers, this measures the degree to which they have met compliance timelines, maintained records, collaborated with Individualized Education Program (IEP) teams and communicated with service providers.

All of the measures described above determine a teacher's Effectiveness Rating. However, Green Dot realizes that all measures should not be weighted the same for all teachers and has developed different weightings for three groups of teachers: Non-tested, Tested and Special Education. Refer to **Attachment 5** for the Teacher Evaluation Weights by Group.

Teacher Professional Development

Green Dot is building a Professional Development (PD) program aligned to its evaluation systems and career pathways established for teachers. For Green Dot, the most effective teacher supports are individualized, aligned to teacher performance (per the evaluation), job-embedded and frequent.

One of the biggest priorities of the Teacher Development and Evaluation System is to ensure that teachers receive appropriate, differentiated support that is tied to real, reliable and robust evaluations of performance and need. In *BloomBoard*, Green Dot's evaluation tracking system and professional development portal, teachers receive a private, personalized dashboard through which he/she can communicate with administrators about observations, record and manage personal growth goals, and find tailored support and solutions for meeting those goals via *BloomBoard*'s large and growth library of online PD resources.

To accomplish Green Dot's goal of having a highly effective teacher in every classroom, all teachers complete a Professional Growth Proposal during the first 30 days of each school year. Each teacher will work with an administrator to decide how he/she hopes to advance his/her practice, set personal goals and develop a plan to meet those goals. At the conclusion of the first and second semesters, teachers meet with administrators to analyze their progress and discuss strengths and areas of growth.

As Green Dot focuses its professional development on individual teachers, it also builds opportunities linked to evaluation data for collective impact at the school level, such as:

- **Collaboration Days:** Teacher Leader Facilitators use content area teacher evaluation data to identify content area needs and build relevant PD that addresses those needs. Collaboration Days for the first 2-3 Memphis schools will likely be held in conjunction with Green Dot California schools.
- **Weekly School-wide Professional Development Activities**: Administrators use individual teacher evaluation data to design professional development for use at the school level.
- **Summer Professional Development**: Summer PD is provided for the entire faculty and focuses on:
    - Reviewing Data from the Previous Year: Reviewing school, department and individual data
    - Curriculum and Professional Development: Reviewing school's strategic plan, alignment to school-wide focus, and setting lesson plans
    - School Business: Choosing department chairs and reviewing student-teacher handbook
    - Teacher-Administrator Meetings: One-on-one meetings between admin and teachers
    - Planning: Lesson planning, preparing syllabi and setting department goals
- **Observation Release Day**: Once a semester, teachers receive a full-day release to observe successful teachers at other schools.
- **Annual Training/Retreat**: An annual five to seven day retreat for school staff to plan for the year and receive professional development.
- **Mid-Year Retreat**: A half day to two-day retreat for school staff to evaluate progress, reflect and adjust the school's plan for the final semester.

In addition, teachers can pursue immediate help from Mentor Teachers, Demonstration Class teachers, Teacher Leader Academy members or Instructional Coaches.

Novice teachers, or teachers struggling with particular competencies in the Teaching Framework, will receive regular coaching from the Instructional Coaches in the core content areas. New teachers also receive New Teacher summer training prior to Summer PD sessions and specialized workshops that include topics that new teachers have previously struggled with, such as: classroom management, developing engaging curriculum, using data to improve instruction, and best practices in lesson planning.

Teacher Supports

Green Dot has designed teacher supports that place an emphasis on collaboration and practicality. Most of these supports include access to several specially-trained staff development personnel and are filled by classroom teachers from the Teacher Leader Development Pipeline. These supports will be built out fully

once the Memphis region achieves sufficient scale.

- **Teacher Leader Facilitators:** Teacher Leader Facilitators create professional development for teachers within their content areas while collaboratively planning and delivering five data-driven PD days (Collaboration Days) for their content areas across the organization.
- **Teacher Leader Academy Members:** Teacher Leaders are given one period of release time to observe and support a group of teachers at their school sites.
- **Demonstration Classroom Teachers:** The Demonstration Classroom is an in-house PD tool that gives teachers opportunities to share effective teaching practices and learn through observations.
- **Instructional Leadership Team (ILT):** As part of the Green Dot ILT, department leaders receive training on how to run a department meeting, observe teachers, collaborate around lesson planning, conduct data analysis with their departments and work with their teachers.
- **Ánimo Data Fellows**: Fellows are tasked with developing and implementing data systems and data-drive deliverables that provide teachers with timely, actionable data to improve student outcomes.
- **Teacher Effectiveness Site Liaisons:** Site Liaisons disseminate information and promote healthy dialogue around Green Dot's Teacher Effectiveness work on their school campuses.

These school-based support personnel are further supplemented by full-time Memphis Regional Office and National/Home Office employees who provide PD and coaching support as needed, including:

- **Instructional Coaches**: Math, ELA, Science, Social Studies and Special Education Instructional Coaches conduct frequent observations of teachers and use this data to determine how to help teachers improve their instruction. In addition, they provide direct services to teachers in the form of data analysis, lesson planning support and coaching debriefs.
- **Curriculum Specialists:** Curriculum Specialists support curriculum development and professional development. Frequently this role is combined with the "instructional coach" role.
- **Teacher Effectiveness Support Specialists:** Teacher Effectiveness Support Specialists build out resources and trainings needed to help teachers become highly effective. They are responsible for aligning the teacher supports across the organization (e.g., drive College-Ready Teaching Framework- based professional development, prepare Green Dot teachers for Common Core).
- **College-Ready Teaching Framework (CRTF) Implementation Coordinator:** The CRTF Coordinator ensures that administrators know how to use the College-Ready Teaching Framework and are properly trained in helping teachers succeed on the CRTF. The Coordinator works with Principals to develop inter-rater reliability, refines the appeal process for teacher evaluations and supports administrators in debriefs with teachers using the CRTF.

Teacher Retention

Green Dot's overall goal is to create a system in which aspiring teacher leaders within the organization may be identified, recruited, trained and placed in instructional leadership positions. Green Dot acknowledges that building camaraderie amongst staff is a leading factor of retention. To promote collaboration, Green Dot provides both formal and informal mentors for teachers to help further their practice and regular opportunities for teachers to convene for professional development and build networks across schools. Green Dot also offers teachers the opportunity to have a voice in key decisions, policies and programs that affect them and their schools.

In addition, Green Dot has developed a meaningful career ladder to allow proven teachers a path for growth and greater responsibility. After teachers have mastered classroom instruction and reach "Highly Effective," they can step into Teacher Leader Roles, such as: Teacher Leader Facilitator, Department Chair, Data Fellow, Master Teacher, etc. These roles groom our Teacher Leaders for the Administrator-in-

Residence program, where they can progress to become Assistant Principals and Principals.

Green Dot won a Teacher Incentive Fund Cohort 4 Award which will further our work on evaluating, supporting and developing effective teachers. To recognize and reward great teaching, Green Dot has begun offering bonuses to high performing teachers. In addition, Green Dot hosted its first 'Golden Dot' awards ceremony this year to formally recognize and celebrate staff members and administrators across the organization who exemplify Green Dot's core values.

As a result of recent improvements to teacher support systems and an emphasis on retention, Green Dot's teacher retention rate rose from a historic norm of approximately 80% to 85% in school year 2011-12.

Green Dot Memphis Principals

Principal Recruitment

Refer to the Leadership for Expansion Section, Question 4, for more information about our Principal sourcing activities and expected school leader pipeline.

Principal Hiring and Selection

Green Dot conducts extensive diligence to select the most qualified and dedicated school leaders. The Principal interview process includes five steps:

1) **Assessment with Human Capital:** The first step includes the initial resume/application screen and a phone interview with the Human Capital team. The interview includes an assessment of attitudes, beliefs, persistence and disposition, knowledge of effective teaching and the candidate's alignment to Green Dot's mission and vision.
2) **Panel Presentation, In-Box & Writing Prompt:** – Successful candidates are moved on to the next round of interviews with the Memphis Executive Director and/or National Expansion Growth Team Lead. These interviews will be conducted in-person or over the phone.
   - **Panel Presentation:** During this interview, candidates are asked to conduct a 20-minute professional development session based on a pre-specified topic and data. The candidate is evaluated on organization and preparation of the session, presentation of materials, knowledge of the subject matter and knowledge of adult learning theory.
   - **In-Box Scenarios:** The candidate is presented with three different case studies and asked to prepare for a discussion around each scenario. Case based interviews are used to assess leadership capacity in instructional leadership, problem solving and resource management.
   - **Writing Prompt:** The candidate is asked to complete a writing assignment assessing his/her ability to analyze and communicate an issue effectively in writing. The purpose of the writing sample is to determine a candidate's achievement in people management and problem solving.
3) **Campus Observation & Debrief:** Candidates are asked to shadow a Green Dot administrator for two hours. After this shadow experience, candidates reflect on what they saw and write up their insights around instructional leadership, people management, resource management, problem solving and community leadership. They are also asked to describe three areas of strengths and opportunities for improvement, and offer specific evidence and ideas on next steps.
4) **Reference and Background Checks:** Reference and background checks are conducted for finalists. Refer to the Start-up & Ongoing Operations Section for details on procedures for background checks.
5) **Community Interview:** – Finalists are asked to complete an in-person interview with a Community Panel comprised of the Memphis Executive Director and/or the National Expansion Growth Team Lead, Assistant Principal(s),Teachers, Classified Staff Members, Parents and Students. The

Memphis Executive Director and National Expansion Growth Team Lead are responsible for making the final hiring decision.

Principal Evaluations

Green Dot knows that effective principals are those who consistently take action to improve academic achievement for all students and increase the effectiveness of their teachers. Therefore, Green Dot has developed a new Leadership Evaluation System, being piloted this school year (2012-13), which encompasses these ideals.

Like the Teacher Evaluation System, the Leadership Evaluation System provides: 1) common language for discussing school leader effectiveness by defining what it means to be a highly effective school administrator, and 2) a platform for a future administrator performance-based compensation system with defined career paths, targeted to roll out in 2013-14. The Leadership Evaluation System contains four measures divided among two categories: Leadership Performance and School-wide Student Achievement.

Leadership Performance encompasses Leadership Competencies; Stakeholder Feedback; School-wide Student Achievement encompasses School Level Student Growth (SGP) and Academic Performance Index. Leader Competencies are defined by the Green Dot School Leader Framework and includes four domains: 1) Instructional Leadership, 2) People Management, 3) Resource Management, and 4) School Culture. These four Domains are divided into 17 standards and 66 performance indicators. The rubric aligns with the Interstate School Leaders Licensure Consortium Standards and provides opportunities for continuous improvement and individual goals that target student achievement, school improvement and professional growth. Refer to **Attachment 5** for details on the School Leader Framework.

School leader performance levels are rated from Entry to Highly Effective:

Entry	Emerging	Effective	Highly Effective
The school leader did not demonstrate competence on standard(s) of performance. The school leader's performance has real deficiencies and must improve (although some novice administrators might start here).	*The school leader demonstrated basic competence on standard(s) of performance.*	*Principal exceeded basic competence on standard(s) for performance most of the time. This level describes solid, expected professional performance; any administrator should be pleased with scores at this level.*	*Principal consistently and significantly exceeded basic competence on standard(s) of performance. This band is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level.*

The Leadership Evaluation System uses **multiple measures** to determine a school leader's effectiveness.

- **School Observations**: The Memphis Executive Director and/or National Growth Team Lead will observe school leaders in bi-weekly, two hour sessions. These observations include school walkthroughs and one-on-one coaching on personal growth goals.
- **Student Growth**: Student growth percentiles at the school-level and API scores.
- **Stakeholder Feedback**: Family and staff surveys.

The Memphis Executive Director and National Expansion Growth Team Lead develop, support and evaluate Principals. These evaluations will be used to drive decisions about training, support, compensation and career path. Refer to **Attachment 5** for the School Leader Evaluation Weights.

Principal Professional Development

Green Dot Memphis Principals will take part in a comprehensive professional development program:

- **Coaching:** The Memphis Executive Director and National Expansion Growth Team Lead will provide individualized coaching sessions to Green Dot Memphis Principals bi-weekly. These coaching sessions will be focused on developing Principals as instructional leaders.
- **95/5 Sessions:** Based on the belief that Principals should spend 95% of their time onsite providing instructional leadership and 5% of their time offsite in Green-Dot wide trainings, 95/5 is a monthly, full-day professional development session for Principals and Assistant Principals. Green Dot Memphis Principals will be able to attend these sessions either in-person or via teleconferencing to take advantage of best practices across Green Dot schools. Sample topics include situational leadership, building collaborative teams, data-driven instruction, designing professional development, having coaching conversations, calibrating to the teacher evaluation rubric and school leadership evaluation.
- **Principals' Retreat:** Green Dot Memphis Principals will have the opportunity to attend a two-day retreat for all Principals and Green Dot Home Office staff. This retreat allows Principals to reflect, evaluate progress and share best practices.
- **Administrator-in-Residence Program:** Refer to the Leadership for Expansion Section, Question 4, for information on the professional development provided to school leaders through the AIR program.

Administrators also have the opportunity to take on additional leadership roles:

- **Principal Mentors**: Principal Mentors are principals who have demonstrated success at their schools. Principal Mentors ensure that best practices are well implemented across Green Dot by providing personalized coaching for two to three fellow administrators. Principal Mentors are also responsible for providing support to "trainee" administrators through the Administrator-in-Residence program and facilitating PD for administrators across the organization.
- **Principal Professional Development Advisors**: PD Advisors provide targeted PD to administrators. PD Advisors allow other principals to observe as they lead weekly PD at their school sites. These observations are intended to improve administrators' ability to create effective PD.

Teacher and Principal Dismissal

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

If evident progress is not made, Green Dot places him/her on an Improvement Plan. The Improvement Plan calls for additional and intensified support (e.g., specific recommendations for improvement, direct assistance in implementing recommendations).

In the event that a teacher/school leader continues to show no improvement in performance or fails to meet the CRTF or Leader Evaluation Framework standards, they may be terminated or let go at the end of the

school year. The supports that Green Dot provides teachers and school leaders who are performing below standards are personalized, in-depth and include one-on-one coaching. These supports make a measureable difference in teacher and school leader practice, and therefore the incidence of dismissal on the basis of poor performance is low.

In the event that school leadership or teacher changes occur mid-year, Green Dot will backfill the vacancy from quality sources. Assistant Principals or top performers in the Administrators-in-Residence program may step in to fill the role of Principal (or Assistant Principal) in case of school leadership turnover.

At the school site level, Principals will first look within their existing teaching staff to identify additional capacity to address mid-year teacher turnover. They will also work with the Home Office Human Capital team to identify qualified long-term substitutes.

Incubation Year Development

(1) Provide specific organizational goals for the planning year (2013) to ensure that the school(s) is/are ready for a successful launch in fall 2014.
(2) Please describe the plans for leadership training and development of selected leader(s) during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Green Dot has defined organization goals that we seek to achieve during the planning year in order to ensure that Green Dot Charter High School will be ready for a successful launch in 2014-15:

Immediately after Authorization:

- Begin securing philanthropic commitments and grants to cover school start-up costs
- Identify remaining members of Green Dot National Expansion Growth Team to support the development of the new region

Nine Months Prior to School Opening:

- Identify Memphis Executive Director (or Interim Executive Director) and Founding Principal
- Begin teacher recruiting efforts and build human capital pipelines through partnerships with TFA Memphis and Memphis Teacher Residency Program

Six Months Prior to School Opening:

- Host at least one staff retreat and provide opportunities for the Founding Team to spend time in California at Green Dot's Home Office and existing schools
- Identify Regional Office staff and set up a Regional Office
- Conduct several community meetings and continue neighborhood diligence efforts
- Host one-on-ones and forum events with families and key community leaders, influencers and partners upon school identification

By Summer 2014:

- Green Dot Home Office Education Team and instructional coaches will modify the curriculum for Common Core and make changes necessary to accommodate Partnership for Assessment of Readiness for College and Careers (PARCC) assessments

- Director of Community Engagement will develop relationships with community partners and create a set of wraparound services and supports for students and families
- Green Dot IT, Human Resources, Knowledge Management (Data) and Finance & Accounting teams will configure all existing back office systems to support Tennessee-specific regulations and policies

2. The National Expansion Growth Team will be critical in building the Memphis human capital pipeline, defining the Memphis schools' curriculum and assessments and setting up the back-office supports for the region. Since the Memphis Executive Director and Founding Principal will likely be selected among Green Dot's existing staff, their training will focus on fostering collaboration across teams and regions. The areas where the Memphis Executive Director and Founding Principal may require additional support are around: 1) regulations and policies of the ASD, Memphis and TN, 2) multi-state board governance, and 3) local communities and needs. To obtain this information, the Memphis Regional Office and Principal will work closely with and learn from the ASD and peer organizations, and look to establish formal collaboration channels across all parties to share best practices.

School Management Contracts

If the applicant does not intend to contract with a non-profit education service provider or management organization, mark "Not Applicable" and skip to next section.

If any proposed school intends to contract with a charter management organization (CMO) or other education service provider (ESP) for school management, provide the following information (and include the requested documentation in **Attachment 6**):

(1) An explanation of how and why the ESP was selected;
(2) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the ESP; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;
(3) A draft of the proposed management contract;
(4) Explanation of the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations;
(5) Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities; and
(6) Documentation of the service provider's non-profit status and evidence that it is authorized to do business in Tennessee.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not applicable. Green Dot will directly operate all aspects of Green Dot Memphis schools.

Board Governance

(1) Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.
(2) Describe the governance structure of the proposed school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

(3) Please provide a roster of current board members (provide as **Attachment 7**, *use the template provided by the ASD*); at least 50% of the board for SY 2014-2015 must be identified by Phase 3 of the authorization process (May 2013).
(4) Provide as **Attachment 8** a completed and signed Board Member Information Sheet *(prepared using the template provided by the ASD)* for each proposed Board member as well as the board member's resume.
(5) If the current applicant team does not include the full founding board, explain how and when the additional board members will be identified.
(6) If this application is being submitted by an existing non-profit organization respond to the following (put "n/a" if not applicable):
    a. Will the existing non-profit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?
    b. If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
    c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.
(7) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide as **Attachment 9** the board's proposed Bylaws, Code of Ethics, Statement of Assurances *(prepared using the template provided by the ASD)*, and Conflict of Interest policy.
(8) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.
(9) Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?
(10) What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.
(11) Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.
(12) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. The Green Dot Board of Directors ("Board" or "Board of Directors") consists of business, non-profit, education and community leaders who are dedicated to preparing Green Dot students to be successful in college, leadership and life. Board members are selected for their proven dedication to Green Dot's mission. Board members also have skills in one or more of the following areas: teaching and learning, teacher effectiveness and assessment, governance, financial audits and budgeting, fundraising, marketing, real estate, public affairs and advocacy, technology, legal services and strategic management.

Ultimate responsibility for the governance of the Green Dot Memphis region and Green Dot Memphis schools will rest with the existing Green Dot Board of Directors in accordance with its adopted corporate bylaws. The Board of Directors will be responsible for major strategic and policy decisions related to Memphis schools including ensuring Green Dot Memphis's financial sustainability.

There will also be ample opportunities for key stakeholder groups to become involved, participate in the implementation and growth of the school and learn about leadership including:

- Participating in **School Advisory Councils**
- Joining the Green Dot **Local Advisory Board**

- Sharing input with the **Memphis Regional Office** during school and community events

Each school will have a **School Advisory Council** (SAC) comprised of parents, teachers, classified staff, students, community representatives and administrators. The purpose of the SAC is to ensure fair representation of diverse thoughts and oversight of the school. The SAC's perspectives and expertise will be sought in solving school-wide issues and developing policies and recommendations. The SAC monitors the school's plan describing curricula, instructional strategies, instructional services for high-needs students and professional development for teachers. The SAC provides input into allocation of school stipends, the calendar for the academic year and the school budget. In addition, students will be encouraged to help design and assist in the administration of many school programs, including the disciplinary process, student recruiting and all-school meetings.

Green Dot is also exploring the creation of a **Local Advisory Board** comprised of civic and community members (and potentially Green Dot parents) in Memphis to provide additional perspectives and guidance on issues affecting Green Dot Memphis. The Memphis Executive Director will assemble this advisory group. If formed, the President or another leader from the Local Advisory Board may be asked to serve on the Green Dot Board of Directors.

2. Green Dot's Board has 13 members and may be comprised of up to 25. The Board will provide strategic guidance and governance to Green Dot California and Green Dot Memphis and will help advance and oversee adherence to the Green Dot mission. For Green Dot Memphis, the Board's major roles will be to:

- Greenlight Green Dot Memphis
- Establish the organization's mission, vision, values and theory of change
- Set the strategic direction of Green Dot Memphis
- Monitor the academic and operational performance of Green Dot Memphis and each campus
- Approve major school policies
- Support the Memphis Executive Director
- Ensure financial sustainability of Green Dot Memphis by approving the organizational budget and each campus budget
- Provide consultation in areas of expertise such as legal, real estate, finance, public and media relations, education, community engagement, legislation and government relations
- Support and help in fundraising efforts
- Act as an ambassador for Green Dot and promote awareness of the organization and its success to community leaders, funders, and influencers

The Green Dot Board of Directors has seven standing committees aligned to the overall priorities and responsibilities of the Board:

Committee	Description	Green Dot Memphis Staff Lead
Executive	• Comprised of officers and committee chairs • Has special authority and responsibilities beyond that of other	Executive Director

	committees, including the authority to act on behalf of the full board, between meetings or in emergency situations.	
Educational Resources	• Reviews annual performance goals and monitors school progress throughout each school year • Advises Green Dot Memphis on curriculum, teacher effectiveness, assessment and accreditation and education technology.	Executive Director
Audit	• Works closely with the Chief Financial Officer in selecting and hiring an independent firm for the annual audit, and oversees the annual audit process. • Recommends approval of the annual audit report	Executive Director; Director of Finance and Business Affairs
Finance	• Ensures that Green Dot is in good fiscal health • Ensures that the board's policies and strategic priorities are reflected in the budget.	Executive Director; Director of Finance and Business Affairs
Governance	• Promotes the mission of Green Dot, the role of governance for board members, recruitment, nominations, orientation of board members, and board evaluation	Executive Director
Personnel	• Reviews Green Dot Memphis HR policies and makes recommendations relating to the resolution of grievances and compensation for senior staff	Executive Director; Director of Human Capital/HR
Development	• Establishes policies guiding fundraising and development, including but not limited to foundations, government grants, and individual and corporate giving • Works with the CEO to develop a fundraising strategy and engage the Board on this plan	Memphis Executive Director

Once created, the Local Advisory Board will also have a set of committees – including an Executive Committee, Finance and Audit Committee and Development Committee.

Green Dot understands that current law in Tennessee requires two parents per school to serve on the individual school's Board. Since our inception, Green Dot has created a culture incorporating parent perspective. Green Dot has collaborated with other charter management organizations (CMOs) within the ASD to support a legislative reform effort that creates flexibility in how they incorporate parent input given their large number of schools. As such, we believe that by the time we are authorized, a School Advisory Council will appropriately address the intent of the law (to provide parents with a forum to give input on the school's plans and progress). If the legislative agenda changes and a School Advisory Council does not sufficiently address the intent of the law, then Green Dot will work to comply with the law.

The Memphis Executive Director will serve as the primary intermediary between the Green Dot Memphis schools and the Green Dot Board. The Memphis Executive Director will synthesize feedback and elevate critical information and suggestions up to the attention of the Board. In conjunction with Green Dot's Management Team, the Memphis Executive Director will also provide regular updates about academic progress in our Memphis schools to the Board. While the Memphis Executive Director will manage and evaluate the school leaders, the Management Team will need to approve these evaluations before they are communicated to the Board.

Finally, meetings of the Board of Directors will be held in compliance with Tennessee and California Open Meetings Laws, which require that a quorum must be present at the physical location of the posted meeting. As such, we will publicly post the agenda of meetings held in California in Tennessee so that members of the public may join via teleconference if desired.

3. Refer to **Attachment 7** for the roster of current Board Members.

4. Refer to **Attachment 8** for completed and signed Board Member Information Sheets and resumes.

5. The current applicant team includes a full founding board. Additions to Board membership may be made through the standard Green Dot Board member addition process. Refer to the Board Governance Section for further details.

6.a. The existing Green Dot nonprofit board will govern the Green Dot Memphis region and schools.

6.b. Throughout Green Dot's tenure in Memphis, the organization will assess how well the existing governance structure is serving students and communities. In the event that a change in governance structure is recommended and approved, all Memphis charters may be transferred to this new entity.

6.c. N/A

7. Green Dot currently complies with conflict of interest and disclosure requirements set forth by the California Fair Political Practices Commission and will comply with any required conflict of interest disclosure laws in Tennessee. Members of the Green Dot Board of Directors, any administrators, managers or employees and any other committees of Green Dot shall comply with applicable federal and state laws, nonprofit integrity standards and ASD's charter school policies and regulations regarding ethics and conflicts of interest. Green Dot shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers, other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Green Dot Public Schools Conflict of Interest Policy have been fulfilled. The Green Dot Board of Directors adheres to honest, ethical and lawful conduct in order to protect the reputation and integrity of the organization. Board members are expected to exercise good judgment and the highest ethical standards in all activities on behalf of Green Dot as well as in private activities outside the organization. In instances where even the appearance of conflict exists, Board members must disclose the nature of the conflict to the Board Chairperson or Executive Committee. Refer to **Attachment 9** for the Green Dot Board Bylaws, Statement of Assurances and Conflict of Interest policy.

8. No existing relationships of Board members pose an actual or perceived conflict of interest. To avoid future conflict, the Board will review its Conflict of Interest policy on a regular basis to ensure relevance and appropriateness. The Board will conduct rigorous background checks on new candidates prior to induction.

9. The Board of Directors will discuss additions to Board membership annually at scheduled meetings. Candidates are typically referred by an existing board member. One of the Board's responsibilities is to grow Board membership and ensure that Green Dot has access to relevant expertise. Once a candidate is nominated, the Governance Committee reviews a nominee's professional background, community involvement, and commitment to Green Dot's mission. Candidates go on a Green Dot school visit. The Governance Committee makes a final recommendation to move forward or hold on a candidate. To be confirmed, nominees have to receive a majority vote by the existing Board of Directors. The Board will seek to recruit members from the Memphis community as well.

10. As Board members join the Board, they typically meet with the Governance Committee Chair, one other Board member and Green Dot's Chief Executive Officer (CEO). During these meetings, the member has ample time to ask questions about Green Dot's school model, student life, financial situation and other

areas as desired. Once members join the board, they receive a copy of our Board bylaws, information about compliance and disclosure requirements, a copy of our audited financials and budget, and a Board Roster so that they can begin contributing from their first meeting onwards.

On an annual basis, the Board receives training on public / open meeting requirements. Throughout the year, the Board receives refresher presentations and updates on key aspects of the Green Dot portfolio – academic results, financial position, facilities, etc. The Board Chairman and the CEO meet on a bi-weekly basis to discuss key areas where the Board would like to have additional information so that they are best prepared to govern. These topics are addressed in future board meetings.

11. Green Dot encourages all stakeholder groups to be involved with its schools and the educational process. Each Memphis school will have a School Advisory Council, and Green Dot is exploring the possibility of creating a Local Advisory Board. Refer to the Board Governance section for additional detail. The Memphis Executive Director will be responsible for communicating high priority discussion items from the School Advisory Councils and Local Advisory Board to the Board of Directors.

12. Green Dot encourages community and parent participation and feedback on decisions affecting them and their schools. Parents are encouraged to reach out to their school principal or the Memphis Executive Director to express any concerns or objections. Resolution of concerns should always start with the person with whom a parent has a concern. If the problem or conflict is unresolved, it is essential that the school principal be included in the process of resolving concerns. Refer to **Attachment 3** (Green Dot's Student Policy Manual) for Green Dot's detailed Student Conflict Resolution Policy (Attachment 3, page 58) and for our detailed Parent or Legal Guardian Conflict Resolution Policy (Attachment 3, page 109).

Green Dot Memphis schools will also adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504. Green Dot Memphis schools will implement specific and continuing steps to notify current and prospective employees, parents and students, referral sources for current and prospective employees, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Parent & Community Involvement

(1) Describe the role to date of any parents and community members involved in developing the proposed school.
(2) Describe how you will engage parents and community members from the time that the operator is approved through the opening of school.
(3) Describe how you will engage parents in the life of the school (in addition to any proposed governance roles described above). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.
(4) Discuss the organization's approach to collaborating with the community to provide resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions – or– describe how the organization plans to create partnerships. . If applicable, include, as **Attachment 10**, existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. To date, Green Dot has spoken with ASD staff, peer operators in Tennessee, community partners and foundation leaders to better understand the public education landscape in Memphis. Upon approval by the

ASD as an authorized operator, Green Dot will conduct more extensive outreach efforts, focused on engaging community members and parents. Refer to **Attachment 10** for the full list of individuals that Green Dot has met and/or spoken with to date.

2. The goals of this outreach will be to (1) learn more about the needs of students, families and communities, (2) share information with students, families, and communities about the high-quality, rigorous college preparatory education that Green Dot offers, and (3) explore potential partnerships that will serve the community. In the year leading up to the school opening, the Regional Director of Community Engagement, the Memphis Executive Director and the founding principal will reach out to the neighborhood groups and associations in the local area. This outreach will include churches, Boys and Girls clubs, neighborhood associations and other civically minded organizations. We will also hold Open Houses and community meetings that will be advertised through newspaper ads, church announcements, door flyers and other effective communication vehicles.

3. To ensure parental involvement, each Green Dot Memphis school will have the following elements:

- **Parent Coordinator:** As the front line of communication and relationship with families, a full-time parent coordinator will hired at each school. Green Dot views the Parent Coordinator as a critical team member in the effort to create strong school-family-community partnerships. This role is vital to ensuring that parents are fully integrated into the day-to-day operations of the school and feel a sense of accountability and connection to their child's education. The Parent Coordinator's responsibilities include conducting community outreach, organizing parent volunteers, addressing parent needs as they come through the front office, recruiting new students, giving student tours and organizing workshops for parents and students.
- **Parent Trainings:** Green Dot Memphis is committed to actively integrating parents/guardians into all aspects of their students' school experience by offering the Green Dot Parent Academy, an eight-month program that consists of one 2-hour workshop per month from October through May with Parent Graduation in June. The goal of the program is to empower parents to become leaders who engage other parents to support and improve their children's schools. The Parent Coordinator leads this program with support from the Regional Director of Community Engagement. Specifically, Green Dot provides seven pre-packaged modules with the PowerPoint and notes already completed as options for the Parent Academy. Below are the topics for each module:

Parent Module	Training Description
The Green Dot Difference	What is a charter? What is Green Dot's History? What does it mean to attend a Green Dot school?
Family-School Communication	How can parents communicate with the school effectively? What does an effective parent-teacher conference look like?
High School 101	What is GPA? What is a credit? What are the requirements for graduation?
College-Readiness	What does my student need to do to go to college?
PowerSchool	How do I check my student's grades and other important data?
Effective Teaching	What does good teaching look like? What is Green Dot doing through TCRP?
Educational Equity	How can I support Green Dot? How can I get involved and advocate for educational equity for all kids?

- **Parent Service Hours:** Green Dot Memphis will recommend that parents provide 35 service hours to the school each year. Therefore, parents are encouraged to complete parenting, computer and English (as necessary) classes, as well as college and financial aid workshops. Parents have many additional opportunities to complete volunteer hours including assisting in the office, supervising

before and after school, at lunch, during fieldtrips and school events, fundraising, and attending parent workshops, meetings, and community events. Parents may also earn volunteer hours for hosting homework and study sessions in their home, regularly checking student homework logs and signing them, and completing parent surveys.

To provide additional information and avenues for communication, Green Dot Memphis will also:

- Host community breakfasts where families can engage with the principal on pressing issues facing the school and/or community
- Distribute parent surveys to receive feedback on strengths and areas of improvement
- Disseminate a monthly newsletter, "The Green Dot Difference", to the community
- Provide access to Board meetings

4. Green Dot's Home Office Public Affairs Department cultivates community partnerships to provide personalized health and emotional care and life skills for our students and their families. The Regional Director of Community Engagement will work with the Home Office Director of Public Affairs to replicate Green Dot's approach to collaborating with the community to provide a comprehensive and integrated set of wraparound services and supports to students, families and community members including vision screenings, teen dating violence prevention, programs for high-risk youth and supports for youth in foster care. In recruiting partners, Green Dot Memphis will seek out both national organizations as well as local community partners with an established track record of providing high-quality, culturally competent services. The design process will involve a comprehensive needs assessment and input from teachers, parents and community members to ensure that solutions are community-driven. Efforts will also ultimately be focused on building the capacity of partner agencies to monitor performance and operations.

Phase-In/Full Transformation Planning

To be completed only by applicants proposing a school Phase-In or Full Transformation model. If you are not proposing a Phase-In or Full Transformation, mark "Not Applicable" and skip to the next section.

ASD welcomes applicants who wish to provide new opportunities to underserved students by transforming chronically underperforming schools through either a Phase-In or Full Transformation model. Applicants must have a clear plan for dramatically improving persistently underperforming school cultures, working effectively with an existing school community, significantly raising student achievement, and meeting the needs of at-risk populations. Phase-In and Full Transformation operators are expected to establish strong partnerships with the school community.

(1) Describe your organization's prior experience in taking over or turning around an underperforming school.
(2) Describe specific ways that you will engage and transform the existing school culture as you prepare to open and during the first year of operation.
(3) Outline the steps you will take to build community understanding and support of the school's turnaround.
(4) For Phase-In Schools (co-locating): *If you plan to apply as a New Start or Full Transformation model school, please put "n/a."*
    a. Explain how the phase-in school will establish a visual identity while simultaneously respecting and reinforcing the building history, role in the community and campus identity.
    b. Describe how you will transition to a shared campus, including your approach to shared space, resources, and services. Be sure to outline any "non-negotiables" for co-location.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Green Dot has taken on two full scale turnarounds within California (Locke High School and Clay Middle School) and a shared turnaround of David Starr Jordan High School. All three schools were among the worst-performing schools in the state. Of these three turnarounds, Green Dot has operated Locke High School the longest. Opening its doors in 1967, Alain Leroy Locke High School sought to provide a safe and

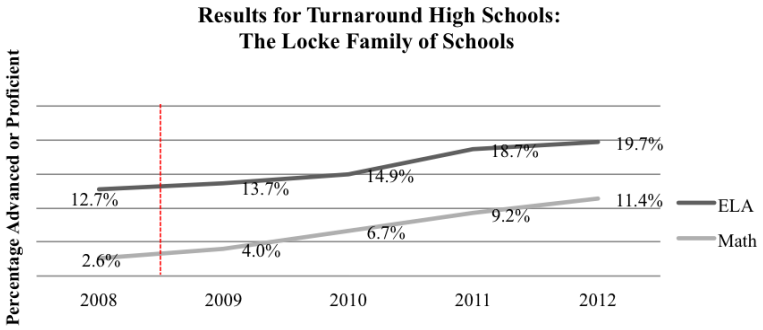
secure place for learning – an antidote to the conditions that led to the Watts civil unrest of 1965. Four decades later, Locke had become emblematic of systemic failure and had a school culture characterized by violence and chaos. The campus was not conducive to learning and was known for student brawls, rampant graffiti, students roaming the hallways, and a shockingly low college-ready graduation rate.

In 2007, the staff and management of Green Dot Public Schools worked with community leaders and staff to successfully petition LAUSD to cede control of Alain Leroy Locke High School. It was the first time that an independent LEA had been granted control of an LAUSD school. Green Dot restructured Locke into seven small schools ("Locke Family of Schools"), replaced the existing principals and required all teachers to reapply for their jobs.

The Locke turnaround doubled the number of students Green Dot served (from 3,000 students to 6,000 students). It was the first time Green Dot had taken on a full attendance boundary school. Compared to Green Dot's existing independent charters, Locke served a larger SPED population, a returning juvenile detention population and large numbers of over-age, under-credited students. Green Dot was determined to put all students on a path to college.

Prior to Green Dot, the four-year cohort retention rate at Locke was 25%. After operating Locke for five years, the four-year cohort retention rate has doubled to 55%. Before Green Dot, students at Locke could get two diplomas – one that prepared students with the appropriate requirements to enter the University of California or California State University system ("A-G Curriculum"), and one that simply prepared students to walk at graduation. Green Dot requires all students to take an A-G course path so that they have the necessary coursework to enter college. Prior to Green Dot, for every 100 students who entered Locke, only 5 went to college. Now, for every 100 students who enter Locke, 50 go to college.

As depicted in the chart to the right, students at the Locke Family of Schools have experienced gains in ELA and math (increases of 55% and 338%, respectively) since Green Dot assumed control in 2008. The total number of students rated proficient or advanced in math has more than quintupled since 2008 (from 37 to 242 students). While the proficiency rates are still below Green Dot's high standards, they are evidence of significant early progress.



Green Dot's success at Locke has been externally validated by UCLA's National Center for Research on Evaluation, Standards and Student Testing (CRESST). CRESST conducted a matched-pair analysis that followed middle school students from six feeder middle schools to Locke High School and a set of peer high schools. Four years later, Green Dot students were 1.5x more likely to graduate (80% graduation rate at Locke, compared to 55% at peer schools) and 3.7x more likely to graduate college-ready. Forty-eight percent of Green Dot Locke students graduated with an A-G curriculum compared to 13% at peer schools. CRESST is conducting additional analysis on future cohorts of students, and early results validate that Green Dot continues to outperform comparable schools.

Additional outcomes from Locke over the past 5 years:

- In four years, Green Dot has doubled the number of students passing the Math California High School Exit Exam (CAHSEE) (from 259 students to 514 students) and made dramatic gains in the number of

students passing the English CAHSEE (from 272 students to 463 students).

- SPED Results:
    - Green Dot has maintained constant SPED enrollment at Locke despite declining enrollment overall due to population declines in Watts.
    - Locke has a net retention rate of 110% for SPED, which indicates Green Dot receives many SPED students mid-year.
- Stakeholder Satisfaction:
    - 91% of Locke parents feel Green Dot provides a safe environment.
    - 90% of Locke parents would recommend the school to a friend.
    - Green Dot's model of high care, high structure and high expectations is preparing Locke students for college.
        - 81% of Locke students feel their teacher really cares about them
        - 89% of Locke students feel their teacher sets clear expectations for their behavior in class
        - 81% of Locke students feel that Green Dot has set high expectations for them to succeed academically
        - 80% of Locke students feel this school is preparing them for college

We still have more work to do to prepare 100% of our students for college, leadership and life, but the Locke experience provides clear proof that our transformation model works. Green Dot recognized in 2013 that we must accelerate the work at the Locke schools in order to make all students college-ready, particularly as incoming students are entering further and further behind each year. To address this, Green Dot has restructured Locke High School and plans to move to a 9th Grade Academy structure in 2013-14 so that all 9th graders are inducted in a consistent fashion, and receive the interventions they need so that they are able to successfully enter the 10th grade and stay in school. This ability to pivot and adapt to the needs of ***all*** students is an important element of Green Dot's core values and mission.

In 2011, as a direct result of the work at Locke, LAUSD invited Green Dot to replicate their success and turn around the lowest-performing high school in Los Angeles, David Starr Jordan High School, and the lowest-performing middle school in California, Henry Clay Middle School. Clay and Jordan provide additional evidence of our turnaround model at work. Both Clay and Jordan came under Green Dot's operation in 2011-2012, and in the first year, math proficiency rates doubled at Clay (from 10.2% to 20.6%) and went up 6x at Jordan (from 2.3% to 12.1% proficiency). Green Dot's Ánimo Western transformation middle school (one of the schools on the Henry Clay campus), was in the top 5 middle schools in California in terms of growth for 2011-2012. We are working to sustain this pace of growth over time.

Green Dot also has spent time codifying our turnaround model. We received a grant from the Carnegie Corporation of New York to develop a high school transformation guidebook. This guide, which we plan to use as a professional development tool for future transformation school leaders and support teams, outlines the eight principles that we believe are critical to successfully transforming a school:

- Transitioning a school successfully using key community and district partners
- Establishing an effective early presence with students and the community

- Developing a high-performing team dedicated to transformation
- Splitting a large high school into a cluster of small schools, depending upon high school size
- Implementing a portfolio of interventions for high-needs students
- Measuring success holistically through retention, rigor and results
- Ensuring effective budgeting preparation and policies

Finally, one of the things that differentiates Green Dot is that our three transformation schools serve a full-range of special education needs. Green Dot has developed the multiple programs needed to serve the needs of all students, from low severity to high severity. Locke currently has Community-Based Instruction (CBI), Mild / Moderate Mental Retardation (MRM), Transition, and Emotional Disturbance (ED) Programs. The Clay campus also has an Autism and MRM Program. Green Dot does not shy away from taking on the toughest challenges in school transformation. While we are proud of the progress we've made, we must continue to push to deliver on our mission of success in college, leadership and life for all students. Green Dot understands that this is difficult work, but we have done it.

2. Creating a fundamentally different school climate requires the commitment of school leaders, teachers, students and the community to change what may be decades of expectations about what the school should look and feel like. It is necessary to break the stranglehold of low expectations and "more of the same" before a class-going and ultimately a college-going culture can take hold. In 2007, a lack of respect pervaded the Locke campus. The campus felt as if it were in a perpetual state of tension. There were gang members selling drugs on the handball courts, frequent fights among students, broken windows, smashed lights and graffiti in the hallways. Hundreds of students roamed the halls all day long.

To improve behaviors and expectations and create the sense that transformation is possible for teachers, students and families, Green Dot's philosophy is that everything must change on day one. At Locke, Green Dot tackled the physical environment: new windows, new lights, new security cameras and freshly painted hallways. We cleaned the bathrooms, removed the ubiquitous graffiti tags and planted olive trees. Another symbol of the new Locke was the staff at the entrance, welcoming students and enforcing the dress code. At Locke, every adult on campus, from the janitors and security guards to the principal was trained and held responsible for establishing respectful, nurturing relationships with every student on campus. The student handbook spelled out rewards and consequences for behavior and was distributed to all students and posted in every classroom. The focus of the first semester was to establish a culture of safety and routines that encouraged students to go to class. These changes helped establish a safe, orderly environment with well-defined routines and clear codes of behavior. This philosophy has resonated at Green Dot's other transformation campuses, and Green Dot plans to take a similar approach to cultural transformation in Memphis.

In Memphis, we will ensure that our schools provide the right physical environment for learning. Visible signs of change and respect should be visible (and vigorously maintained) to send the clear message that students deserve a high-quality campus and not "more of the same". In addition, our Principals will enter the transformation campus early to diagnose cultural issues and speak with teachers and students about the cultural challenges of the school. Principals will develop an approach to uniforms, cell phones and path of travel, which contribute to school culture and success. Green Dot Memphis will replicate the emphasis on a respectful tone as the basis for productive communication, which is critical to a successful learning environment.

Green Dot believes in a nurturing, not authoritative, approach to student interaction. We expect teachers to

build meaningful relationships with students through frequent interaction and mutual respect. Summer Professional Development for teachers focuses on the core values, Safe and Civil norms, and a set of activities that promote cohesion among the staff in preparation for the year. Refer to the School Structure - Culture Section for a description of the Safe and Civil program. In addition, we will request incoming students to participate in a Summer Bridge program to inculcate students with Green Dot culture. Refer to the Driving for Results Section for a description of the Summer Bridge program.

The final components to building a positive school culture are 1) providing mental health supports and wraparound services to address mental health issues of students, 2) assessing the campus security needs and hiring the appropriate security staffing to address those needs so that students feel safe, and 3) determining the set of afterschool programs and athletic programs we can afford. Green Dot makes every effort to keep programs that are important legacies for the community.

3. Green Dot believes not only in transforming schools but also in transforming families and communities. At Locke, in 2007, only 80 parents showed up for parent-teacher conference nights. To address these issues. Green Dot partnered with LAUSD to launch the Locke Wellness Center – a comprehensive health, mental health, and parent engagement service hub that addresses the needs of the Locke Community and supports students in addressing out-of-school issues. The parent engagement program serves to educate parents about critical aspects of their student's education, while empowering parents to become leaders who engage other parents to support and improve their children's schools. While we continue to expand the scope of our program, we've achieved significant depth. A cohort of 100+ engaged parents across Locke participated in the Parent Institute for Quality Education Program this year, attending 5-7 sessions on how they could help their children navigate the public education system to successfully graduate high school, enter college, and finance their education.

Support from the community is critical for students to have a positive experience at the transformed school. Green Dot will began our outreach by building an 'asset map' of the local institutions that are around the school and provide critical supports to students and families (community centers, neighborhood councils, churches, and non-profit / social service providers). We will work with the ASD to ensure that all key stakeholders are part of this plan, including current teachers, media, community leaders, school Board members, elected officials, students and alumni. Once we have stakeholders identified, we will conduct multiple forms of outreach, from holding one-on-one meetings, hosting open houses and attending neighborhood councils. Refer to the Student Recruitment and Enrollment Section for additional detail. Finally, we will build a parent education program at each school and look to link our schools with service providers within the city. Refer to the Parent & Community Involvement Section for details on Green Dot's parent education program.

4. Not Applicable – Green Dot is only proposing full transformations.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

OPERATIONAL CAPACITY

Operations Plan

Services

(1) Provide, as **Attachment 11**, a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to:
   a. Technology (e-rate vendor plans, managing devices)
   b. Transportation (required for Phase-In and Full Transformation schools)
   c. Food service
   d. Data management
   e. Facilities maintenance (including Janitorial)

Facilities

The ASD's chartering authority derives from its statutory authority to assume the operation of chronically underperforming schools (as defined by the Tennessee Department of Education Priority List). This RFQ is designed to identify qualified operators who can then be matched with appropriate facilities as schools come under ASD's authority. This section solicits information that will help the ASD match operators with appropriate facilities.
An applicant may also seek to operate in independent facilities. Regardless of the site, however, an ASD charter school must serve exclusively children who were previously attending or are zoned to attend a school that is on the Priority List.

If you are seeking to turn around an existing public school facility as a Phase-In or Full Transformation model (to be identified by ASD), complete Part A.

If you intend to identify and operate in an independent facility as a New Start school (not managed by the ASD), complete Part B.

Part A - ASD Facilities

(1) Describe the basic facilities requirements for accommodating your plan, including number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities.
(2) List your ideal specialty classroom options (science labs, art room, computer labs, library/media center, auditorium, athletic rooms, etc.).
(3) List your ideal administrative/support space (main offices, satellite office, work room/copy room, etc.).
(4) Identify any other significant facilities needs not already specified (playground, football field, etc.):
(5) Discuss contingency plans in the event you do not receive your desired facility requests. Please list all non-negotiables with regards to space needs.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Part A, 1-4. The Green Dot program typically needs ~65,000 square feet and 100 sq. ft. per student. Our model generally requires at least 30-34 classrooms (of ~1,000 square feet each) depending on school size and incoming student needs. (Since we work to develop intervention programs that address the needs of all incoming students, we have smaller class sizes and more courses within our master schedule.) We will need four science labs that each accommodate thirty students, three computer labs for classes of thirty students for testing needs and four classrooms with at least ten data drops to accommodate our Read 180 intervention program.

In addition, we request the following non-classroom work space: a main office that includes offices for the Principal and Assistant Principals, a counselor workspace, a teacher lounge or a work room/ copy room, a conference room and one multi-purpose room that can accommodate all students standing. We also request to have an auditorium, an indoor gym, an art room and the wiring to support our technology infrastructure. Other needs we would require are typical to any school, including a cafeteria, restrooms, etc.

In addition, we have the following conditions:

- ADA accessibility and all facility education code / ADA requirements met
- No known presence of asbestos or mold
- Kitchen area, space for food warmers and working refrigerator with adequate electrical outlets
- Adequate storage space for books, etc.
- Parking lot with 50-60 spaces (and student parking for HS)
- Required occupancy: Minimum of 1 month prior to school start-date (estimated as July 1st), dependent on assessment of building condition and preparation for move-in.
- Ideally, we would be able to house our Memphis Regional Office staff in the school facility to foster a strong culture and connection with the Memphis school community. We would request administrative office space for ~5-10 people in each of our first three schools.

We would like to be able to leverage technology in the classroom. We request that classrooms have adequate storage space with dedicated electric and network drops for student computers, as well as adequate network drops, data, cabling and wireless access points to support access throughout the school.

We would prefer a high-quality facility that does not require significant renovation. Similar to other operators, we prioritize investing in our program and students while minimizing facilities-related expenses. We request that all facilities provided to Green Dot meet and pass all inspections, including safety, fire, elevator / lift, etc. Additionally, we request a building free of asbestos, mold and other student hazards. If there is any deferred maintenance on the schools, we would work with the ASD for support to address these needs.

5. Based on our prior experience in California, Green Dot has become creative with different facility configurations and would work with the ASD to ensure that the facility can be modified to meet the needs of our model. While athletic fields and other amenities are desirable, Green Dot has learned to adapt and can have athletic teams practice in local parks or other community spaces as needed.

Part B - Independent Facilities

Schools operating in independent facilities may only enroll students who currently attend or are zoned to attend Priority Schools.

(1) If you intend to operate a new-start school in an independent facility (not managed by ASD), describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

(2) If a facility is not yet identified, please describe the organization's approach to finding a suitable facility. Please include the organization's plans to finance the facility, including:
    a. Total project cost
    b. Financing and financing assumptions
    c. Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

(3) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide proof the commitment as **Attachment 12**. Briefly describe the facility including location, size, and amenities. You may provide, included with **Attachment 12**, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements (per T.C.A. § 49-13-105). In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

(4) Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

(5) Explain the organization's plan to maintain the independent facility.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not Applicable – Green Dot does not plan to operate Independent Facilities.

Student Recruitment and Enrollment

ASD charter schools may only enroll students geographically zoned to attend an ASD eligible school (Priority List School). Like all public schools, public charter schools must be open to any such child, regardless of that child's race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

(1) For New Start model schools explain the plan for student recruitment and marketing that will provide equal access to interested ASD students and families. Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. Please note if you plan to focus your student recruitment efforts in specific communities or selected Priority School attendance areas. ***If you plan to apply as a Phase-In or Full Transformation model school, please put "n/a."***

(2) For Phase-In or Full Transformation model schools explain the plan for student and parent engagement in the school turnaround, especially how the school plans to ensure parents and students do not opt out of the new school. Describe how this plan will successfully transition and retain students who currently attend or are zoned to attend the school(s) being replaced. Provide a detailed description of the plan to gain parent and community support. ***If you plan to apply as a New Start model school, please put "n/a."***

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Not Applicable – Green Dot is only proposing full transformations.

2. Having done three major school turnarounds in Los Angeles, Green Dot is highly experienced in engaging with parents, students and the community on the sensitive topic of school transformation.

Pre-work: Even before the initial planning year, the National Expansion Growth Team will begin researching and learning about Tennessee and the public education landscape in Memphis. Green Dot will reach out to key community, civic and political leaders to introduce the organization and get a better understanding of the needs of the community. We will also conduct extensive neighborhood analysis to understand our school feeder patterns and other high schools and middle schools in the area. Green Dot will also connect with the ASD and peer organizations operating in Tennessee to learn about the charter landscape and potential community partners as well.

Communication and Outreach Strategy: The Memphis Executive Director and Regional Director of Community Engagement will partner with the Home Office Director of Communications to develop a multi-pronged communication and outreach strategy:

- Prong #1 – Meet with Key Influencers: The Director of Community Engagement will be responsible for leading community organizing to gain support for the school transformation. He/she will host one-on-one meetings with major influencers including existing staff at the school, community organizations (community centers, etc.), administrators, counselors and teachers at feeder schools, churches, elected officials, non-profit/social service providers, neighborhood councils, alumni and the media. The purpose of these meetings will be to build relationships, learn about each group's interests and understand how to earn their support. The Director of Community Engagement will also make an effort to meet with any opposition to clarify any misinformation and understand the potential sources of concern. Following the one-on-one meetings, Green Dot will continue to build support for its schools by asking advocates to speak on its behalf and hosting large community gatherings.
- Prong #2 – Meet with Parents: Green Dot will directly reach out to current, surrounding area and feeder school parents through brochures, flyers, phone banking, door knocking, open houses and information sessions. The purpose of these communications will be to provide information about

Green Dot, identify common concerns around transformations (e.g., loyalty to the past, anxiety around change, concern with the unknown), and address concerns through direct and consistent messaging. Green Dot will highlight its service to students, demonstrate to parents and other key stakeholders what high performing schools look like and honor the traditions and culture of the existing school while offering a promise of a safe and high quality education. In addition, we plan to highlight the additional supports we provide including wrap-around services, leadership opportunities, after-school programming, alumni associations, etc. To build credibility, Green Dot will have key community influencers attend parent meetings and we will offer virtual tours of Green Dot California schools and testimonials from Green Dot students and families to provide perspectives on their positive experiences in their schools.

- Prong #3 – Foster Relationship with Students: Understanding the importance of student buy-in to the transformation effort, we plan to launch a number of activities to ensure student involvement. This plan will include presentations at feeder middle schools and community events so that students understand the "Green Dot Difference" and get a sense of what a Green Dot school is like. In addition, we plan to use these sessions as a two-way conversation so we can learn about their thoughts, worries and concerns and ease their fears about transitioning to high school. We will set up virtual Q&A sessions for them with current Green Dot students in California so they can hear from actual students, and we will highlight the student organizations and activities they can be involved in upon enrolling. We will also provide activities for students help spread the word about Green Dot to their friends and families.

Student Recruitment and Retention: The Regional Director of Finance and Business Affairs and the Principals will be responsible for student recruitment and retention. We believe that by truly understanding the needs of students, parents and communities and by providing them with clear information about Green Dot and our school transformation model, we will be able to successfully retain students zoned for the schools we will be transforming and improve daily attendance rates.

Start-Up & Ongoing Operations

(1) Provide, as **Attachment 13**, a detailed start-up plan for the school(s), specifying tasks, timelines, and responsible individuals (by name or title). This plan should align with the Start-Up (Year 0) Budget.
(2) Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.
(3) Provide, as **Attachment 14**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, property (New Start model only), indemnity, directors and officers, automobile, and other.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Refer to **Attachment 13** for the detailed start-up plan.

2. Green Dot has adopted and implemented full health and safety procedures and risk management policies at each school site in consultation with its insurance carriers and risk management experts. Refer to **Attachment 3** (Green Dot's Student Policy Manual for details on these procedures and policies)

- **Health and Safety:** Pages 75 – 103 of the Student Policy Manual cover our Health & Safety Policies.
- **Emergency Preparedness:** Each Green Dot school will adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook will include, but not be limited to the following responses: fire, flood,

terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site will be used as a starting basis for updating the handbook for the school. Page 80 of our Student Policy Manual outlines Green Dot's current policies around Emergency Preparedness.

- **Building Codes:** Each Green Dot school will comply with local, state, and federal building codes. Green Dot will test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The schools will conduct periodic fire drills. Green Dot schools will be, at a minimum, appropriately guarded by an alarm system and door and gate locks only accessible by authorized employees. In addition, we will look to contract with security vendors to provide additional security on school campuses as needed, and will work with school police officers assigned to each school. Page 77 of our Student Policy Manual outlines Green Dot's current policies around Injury or Medical Emergencies and Page 86 outlines our policies for Barring Disruptive Persons from School Sites.

Procedure to be Used for Adequate Background Checks

Green Dot Memphis shall comply with the provisions and procedures of Education Code, including the requirement that as a condition of employment each new employee must submit two sets of fingerprints for the purpose of obtaining a criminal record summary. No employee shall be permitted to commence work at Green Dot Memphis until clearance has been obtained.

All faculty and staff will undergo a criminal background check and fingerprinting to be conducted by the local police department or an outside vendor (likely a private firm with national search capabilities), as well as a child abuse registry check. The applicants will be required to provide a full disclosure statement regarding prior criminal records. All staff will be required to produce documents for U.S. employment authorization and will be required to follow all mandated child abuse reporting laws.

Faculty and staff of Green Dot Memphis shall follow the same requirements for periodic tuberculosis testing as do traditional public school employees by using the Mantoux tuberculosis test. Policies and procedures shall be adopted for issues such as fires, earthquakes, compliance with health and safety laws and other emergency responses.

Green Dot Memphis as a Drug-Free Workplace

Smoke-Free Workplace: In compliance with applicable law, Green Dot prohibits smoking in the workplace. Additional requirements dictate that Green Dot schools remain smoke-free. Any violation or disputes arising under this policy should be reported to the Regional Director of Human Capital and Human Resources.

Alcohol and Drug-Free Workplace: The use or possession of alcohol or drugs on the job constitutes a potential danger to the welfare and safety of others, as well as to the employee. In keeping with this commitment, Green Dot strictly prohibits the use, transfer, possession, distribution, sale, or being under the influence of illegal drugs while on duty, while on the premises, or while operating a vehicle or potentially dangerous equipment owned or leased by the organization. Green Dot prohibits consumption of alcohol while on duty, while on school premises, or while operating a vehicle or potentially dangerous equipment owned or leased by the organization.

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by Green Dot where alcohol is served or while entertaining employees, donors, et al. However, employees must remember their obligation to conduct themselves properly at all times while at Green Dot sponsored functions or while representing the organization. Violation of this policy will result in disciplinary action, up to

and including termination from employment with Green Dot.

3. Refer to **Attachment 14** for descriptions on the insurance that Green Dot Memphis will secure.

Financial Plan

*For multi-site operators or networks, the Achievement School District requires individual **school** and **network-level** financial budgeting, reporting, and annual audits. Each school's finances must thus be transparent and distinct from the network level.*

(1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors.

(2) Describe how you will provide an independent annual audit of both organization-level and school-level financial and administrative operations.

(3) As **Attachment 15**, present a budget narrative including detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising) and how the organization will meet fundraising goals. No page limit for budget narrative in **Attachment 15**. Include the following:
    a. Per-Pupil Revenue. Use the figures below in developing your budget assumptions*.
    b. Anticipated Funding Sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.
    c. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
    d. Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.

(4) Describe the annual audit of the financial and administrative operations of the school. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Tennessee.

(5) Submit, as **Attachment 16,** a detailed budget for the operator at the network level (no template is provided).

(6) Submit as **Attachment 17** either the completed Financial Plan Workbook (*template provided by the ASD, complete all sheets for all 2014 schools*) for each campus opening in the first year, including revenue and expenditure projections that reflect proposed growth and development needs over time, OR may submit financial forms in the organization's existing format, provided that they accomplish the following:
    a. Include a separate budget for each school
    b. Include a back-office budget
    c. Specify per-pupil management fees
    d. Incorporate financial implications of facilities plans
    e. Explicitly detail major assumptions including but not limited to:
        - Student enrollment
        - All anticipated funding sources[6], including:
            - Local, state, and federal per-pupil funding; eligibility levels; and annual increases
            - Other government resources
            - Private fundraising
            - eRate
            - Student fees

[6] *Note: Both the budget forms and narrative should specify the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of firm commitments, where applicable.*

- Compensation (school and network/CMO levels), including:
  - Salary table and number of staff by position
  - Yearly pay increases
  - Pension contribution and other benefits
- Line items for each major expense and delineation of assumptions, including:
  - Instructional materials and supplies
  - School equipment and furniture
  - Technology for student and instructional use
  - Professional development
  - Student assessments
  - Student information system
  - Special education services
  - Student activities
  - Contracted services at school and network/CMO levels (audit, I/T, PD, etc.)
  - Rent and utilities
  - Office supplies and equipment
  - Technology for administrative use
  - Fundraising materials and resources (non-staff)
- School start-up costs
- Management fees and any other management compensation
- Facility scenarios
- Capital, contingency, and insurance reserve funds

PLEASE SELECT THE STATEMENT THAT APPLIES TO YOUR APPLICATION:

☐ **Budgets prepared using the Financial Plan Workbook Template provided by the ASD.**

☒ **Budgets submitted in different format, we AFFIRM that all of the items above are included.**

In developing your budget, please use the following figures to estimate your per pupil funding. The per pupil estimates include state funding, local funding, and capital outlay. These figures are based on figures from 2012-2013 and should be used for planning purposes only.

Type of Funding	Davidson County	Hamilton County	Memphis City Schools
Basic Education Program	$8861	$7117	$8135
Title I	$600	$600	$600
IDEA*	$1250	$1250	$1250

Pre-K Funding*: *$30,000 per classroom (up to 20 students), subject to change and based on the availability of Voluntary PreK funds from the State. Please see ASD's PreK Funding policy, which aims to evenly distribute limited PreK funds between all schools in the ASD portfolio.*

**** The ASD's policy on IDEA and PreK funding is available in the Resources section of Review Room.***

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Green Dot's Home Office Finance & Accounting (F&A) team is responsible for the financial management of the entire organization. Administrative/business operations performed by the F&A team and supported by the Home Office Human Resources team include:

- Compliance with state and federal regulations
- All budget preparation
- Set-up and implementation of fiscal control policies and procedures across the organization

- Set-up and assistance for administration of human resources including payroll
- Interface with district, county and state when necessary in matters relating to fiscal affairs, reporting, audits, accountability
- Attendance accounting and reporting controls
- All accounting services including establishing chart or accounts
- Preparation for annual audit

Roles and Responsibilities: The Finance Lead on the National Expansion Growth Team will provide overall guidance to Green Dot Memphis in setting up all financial and accounting controls and processes in the new region. In the Regional Office, the Regional Director of Finance & Business Affairs and the Data & Accounting Analyst will maintain the books and financial reporting, incorporating guidance from the Home Office. The financial reports will meet all required Tennessee reporting requirements.

The Regional Director of Finance & Business Affairs will work with Principals to prepare budgets for their schools and review the school's financial standing with them on a monthly basis. The Director of Finance & Business Affairs may assist in the development of contingency budgets if significant variances are present. Key reports generated by the Data & Accounting Analyst and the Director of Finance & Business Affairs will be reviewed by the Memphis Executive Director, National Expansion Growth Team Finance Lead, CFO, VP of Finance & Business Affairs and Controller on at least a quarterly basis. Payroll will be handed by a Home Office Payroll Director.

Systems: Green Dot uses Sage's ACCPAC as its Finance & Accounting system to ensure that the books and records are kept accurately, completely and in accordance with financial policies. Green Dot uses Ceridian to manage human resources, payroll and employee benefits. Green Dot is considering transitioning to an enterprise resource planning solution; however, currently we plan to upgrade our existing systems and network to provide accounting, purchasing and payroll services for Green Dot Memphis.

2. Green Dot's Management Team and Memphis Executive Director will annually oversee the selection of a reputable independent auditor and the completion of an annual audit of Green Dot Memphis schools' financial books and records. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and will verify the accuracy of Green Dot Memphis' financial statements (including their Balance Sheets, Income Statements and Cash Flow Statements), attendance and enrollment accounting practices, and review internal controls. To the extent required by law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office Management and Budget such as Circular A-133.

Upon completion of the audit, Green Dot Memphis will provide the ASD with a copy of the audited financial statements and findings. The Audit Committee, which is made up of Green Dot's Management and Green Dot Board members, will review any audit exceptions or deficiencies and report recommendations to Green Dot's full Board as to how these have been, or will be, resolved. Green Dot Memphis will act upon these recommendations and report its actions to the ASD. Exceptions and deficiencies will be resolved to the satisfaction of the ASD Board and its staff.

4. The Green Dot Memphis Regional Office and all Memphis schools will engage in an annual audit of financial and administrative operations by an independent auditing firm. Green Dot Memphis will adhere to the accounting, auditing and reporting procedures and requirements that apply to public schools operating in Tennessee. Refer to Attachments 15-17 for the School Budget Narrative, the Green Dot Memphis Charter School Budget and the Green Dot Memphis Network Budget.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.