

Green Dot
Public **schools**

Charter Application for Fairley High School
Amended Application

Opening in the 2024-2025 School Year



GENERAL INFORMATION

Name of proposed school: **Fairley High School**

Projected Year of School Opening: **2024-2025**

Charter Authorizer for Proposed School: **Memphis Shelby County Schools**

Sponsoring Entity: **Green Dot Public Schools Tennessee**

The sponsor is a not-for-profit organization with 501(c)(3) status: **Yes**

Model or focus of proposed school: **College Preparatory High School**

City or geographic community for proposed school: **Lakeview Gardens (38109 zip code)**

Name of primary contact person (this person should serve as the contact for follow-up, interviews, and notices regarding this application): **Marysa Utley, GDPST Chief of Schools**

Primary Contact mailing address: **Fairley High School, 4950 Fairley Road, Memphis, TN 38109**

Primary Contact work telephone: **(901)730-4086** Primary Contact mobile: **(901) 237-4440**

Primary Contact email address: **marysa.utley@greendot.org**

Names, current employment, and roles of all people on school design team, including school leader:

Full Name	Job Title & Current Employer	Position with Proposed School
Julius Blackburn	Principal, Fairley (GDPST)	Principal
Manika Glaspar	Student Support Specialist, Fairley (GDPST)	Student Support Specialist
Jocquell Rodgers	Executive Director, GDPST	CMO Leader
Christina Austin	Chief Academic Officer, GDPST	CMO Leader
Daniel Penaranda	Director of Finance & Operations (GDPS)	CMO Leader
Marysa Utley	Chief of Schools, GDPST	CMO Leader
Jaime Hudgins	Managing Director of Academics (GDPS)	CMO Leader
Megan Quaille	Chief Growth Officer (GDPS)	CMO Leader

Does the proposed school intend to contract or partner with a charter management organization (CMO)?

Yes No | If yes, identify the CMO or other partner organization: **Green Dot Public Schools Tennessee**

Does this applicant have charter school applications under consideration by any other authorizer? Yes **No**

Indicate Applicant Type: (Please check only one box)

Sponsor of Existing School in the ASD Seeking Authorization from Its Home LEA (Category 4)

ASSURANCES

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for Fairley High 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
 - employing individuals to teach who hold a license to teach in a public school in Tennessee;
 - 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](#));
 - 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;
 - following state financial (budgeting and audit) procedures and reporting requirements according to Tenn. Code Ann. § 49-13-111, 120, and 127;
 - 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:



Printed Name of Authorized Representative: Jacquell Rodgers

Title of Authorized Representative: Executive Director, Green Dot Public Schools Tennessee

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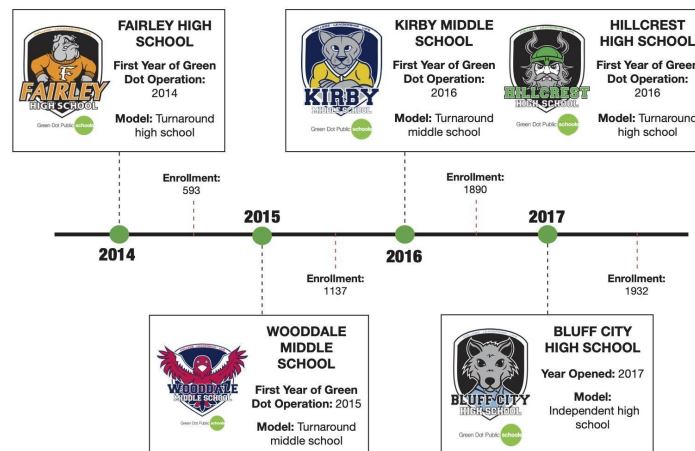


Green Dot Public Schools Tennessee Executive Summary

Founded in 1999, Green Dot Public Schools is a network of public charter schools in Los Angeles, California; Memphis, Tennessee; and Beaumont, Texas. Our middle schools offer grades six to eight, and our high schools offer grades nine to 12. Green Dot operates both independent and neighborhood turnaround charter schools. In fact, the U.S. Department of Education has featured Green Dot as a national leader in school turnarounds.

Now serving more than 14,000 students, Green Dot has graduated more than 18,000 students with more than 90% of our graduating seniors being accepted to college. Each Green Dot school shares the common mission to help transform public education so all students graduate prepared for college, leadership, and life.

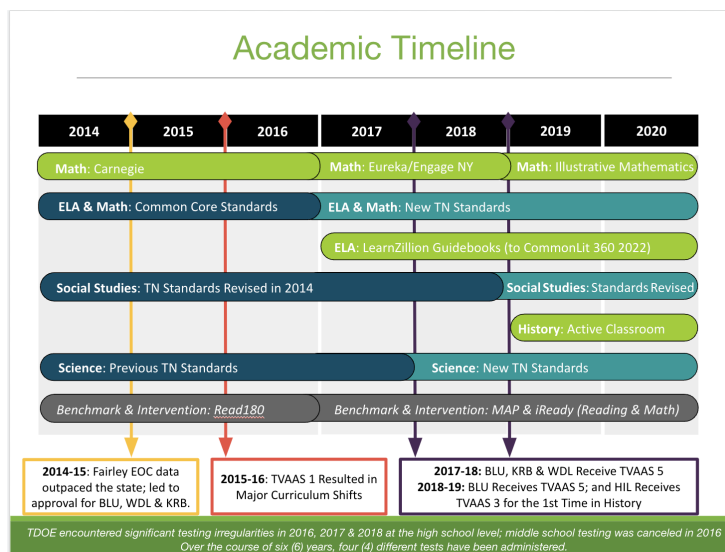
Green Dot Public Schools Tennessee (GDPST) has been a partner in education with the Fairley High School community since 2014. Today, Green Dot operates five schools in Memphis - Fairley High School, Wooddale Middle School, Hillcrest High School, Kirby Middle School, and Bluff City High School - and serves approximately 2,200 students.



At Green Dot, our core values ground our approach while our strategic priorities direct how we lead our schools. We promote academic accountability through a standards-aligned curriculum, extensive leader and teacher development, and data-driven decision-making. Our model was built to meet the needs of all students. Our core values call us to communicate with families to cultivate relationships that meet the specific needs of the

communities we serve. At Fairley, we have renewed the connection between alumni, community, and school to support student success. We feel confident the community supports Green Dot’s continued operation of Fairley High School.

Since coming to Memphis, GDPST has refined its model to serve Fairley’s community most effectively. Our reflective process revealed strengths and weaknesses in our program. And as a result, we have made adjustments to our model based on data. For example, as Tennessee academic standards have changed, we have adjusted our curriculum to better align to expectations. The chart below illustrates updates to our curricular program.



In addition to adapting academic programming, Green Dot has made bold decisions regarding the people best suited to serve our community. In 2017, the founding principal was promoted to a regional office position. In the 2.5 years that followed, Fairley High School experienced a decline in both academic and culture metrics, as well as an increased turnover in staff. On March 12, 2020 (the last day of school before pandemic closure), Green Dot announced that it was bringing in a proven GDPST principal with ties to Fairley High School and several successful teachers from other campuses. As a part of this *fresh start*, Fairley teachers and staff were required to re-apply for their positions. Our efforts to bring in proven educators helped reassure the community that Fairley was a priority for our organization. As a result of this change, school culture and academic achievement saw immediate improvements.

When the pandemic hit, we had an opportunity to significantly improve our relationships with the community. During spring 2020, we convened a series of volunteer working groups composed of regional office and campus leaders, school staffs, students, parents, and community partners. Teams met regularly to prepare for distance learning. In addition to the working groups, Green Dot team members administered regular family surveys, conducted weekly wellness calls to students, and hosted bi-weekly virtual meetings to share our progress. Our working group leaders also created a clear vision and set of guiding principles to support our work.



PROJECT VISION

When creating and executing our Re-Entry Plan, we commit to maximizing student learning while prioritizing community wellness and safety.

GUIDING PRINCIPLES

To effectively plan and execute our vision and project outcomes, we are adhering to the following guiding principles:



Safety

We will leverage science, data, and public health leadership to inform the choices we make.



Social Emotional Well-Being

Families need to be well-informed of options and have time to make decisions that are best for their students. Families may need access to services like counseling to manage the stress of the pandemic.



Continuity of Learning

Student learning models must closely mirror those offered pre-pandemic. Irrespective of learning scenario, students will be taught by the same teachers they would have if the school were open. The Green Dot curriculum will be adapted for virtual lesson delivery.



Equity

Green Dot students deserve a great education, including access to technology and quality materials. They also deserve opportunities for enrichment programs through advisory and extra-curricular programming.



Community

The Green Dot community is a family. We must be transparent, communicate frequently, and authentically seek input from our stakeholders to ensure that we build great neighborhood schools.

As happened nationally, Fairley High School experienced setbacks during the pandemic. Attendance and graduation rates particularly suffered. However, our school did exceptional work to stay on course by offering live, synchronous instruction using our curriculum each day. In response to the isolation many students felt during distance learning, our principal offered a number of fun activities during advisory and lunch (i.e., FLY Verzuz). Additionally, our community partners stepped up. As a result of an existing partnership with LifeDoc and the MidSouth Food Bank, Green Dot team members were able to distribute more than 16,000 pounds of food to our communities.

The pandemic’s ESSER funding also afforded us an opportunity to rethink important pieces of our school model. To support the mental health needs exacerbated by the pandemic, Fairley added social worker positions to the team. Additionally, we added a Student Support Specialist to focus both on improving attendance and ensuring that families could be connected to social service agencies as needed.

Perhaps the most impactful result of ESSER funding came from adjustments made to our academic model. We moved from a 6-period to an 8-period bell schedule, allowing us to double-block English and Math in grades 9-11. Recognizing that we would need to improve teacher planning and instruction given the challenges of learning loss, we engaged The Lavinia Group to provide intensive leader and teacher training focused on intellectual preparation, real-time coaching, and small group instruction. Changes to our bell schedule also afforded our teachers more planning and data analysis time.

Turnaround work is not linear - it's critical that educators acknowledge successes and failures, confront our challenges honestly, and make thoughtful decisions. Over the past 10 years, Fairley has experienced sizable challenges but our results last year were our strongest yet. Through our reflective process, we have determined which practices should continue, which need to be refined, and what needs to be added to our model to prepare all students for success in college, leadership, and life.

SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

1.1. School Mission and Vision

The mission of Green Dot Public Schools is to help transform public education so *all* students graduate prepared for **college, leadership, and life**. We are focused on graduating students and fully preparing them for college and career. Our vision calls us to develop effective leaders and teachers capable of delivering a rigorous academic model, individualizing supports for all students, and creating a safe, nurturing school environment.

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. Green Dot's Core Values are:

- 1. 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.
- 2. 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.
- 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 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.
- 4. 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.
- 5. 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 reforms 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.

When Green Dot considered national expansion opportunities, we looked to understand why Tennessee created charter school options for families. We believe that Green Dot's mission and model closely align with the six purposes delineated in Tenn. Code § 49-13-102:



- 1. Improve learning for all students and close the achievement gap between high and low students.** The heart of our work centers on accelerating student learning. Our curriculum, instruction, and individual intervention plans focus on getting students to grade level and beyond. One measure we review to measure gap closing is the iReady stretch goal (a measure if met for consecutive years will significantly reduce or fully close achievement gaps). Last year, 37% of Fairley Algebra 1 students met their stretch goal, compared to less than 25% who met it nationally.

2. **Provide options for parents to meet educational needs of students.** Fairley High School provides an academic program focused on meeting the needs of all students by offering a robust college preparatory curriculum with myriad elective options. The program considers Early Post-Secondary Options (EPSOs) through dual credit, future CTE, and Advanced Placement courses. Additionally, Fairley offers extensive programming for students requiring special education and English language development supports.
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.** Fairley High school provides intensive coaching and professional development for teachers to ensure that they are prepared to successfully educate all students. Innovation stems from building a teacher's ability to deliver exceptional grade level instruction and to adjust instruction based on student need.
4. **Measure performance of pupils and faculty, and ensure that children have the opportunity to reach proficiency on state academic assessments.** Fairley High School measures student progress regularly through nationally normed testing (iReady), bi-weekly assessments aligned to state standards, and daily exit tickets. Student achievement data is reviewed routinely and adjustments are made at various levels (course offerings, classroom instruction, individual intervention support) to ensure that students are moving toward proficiency. Faculty performance is measured through a robust coaching and evaluation process.
5. **Create new professional opportunities for teachers.** In addition to extensive summer training, twice weekly professional development (PD), internalization planning sessions, and intensive real-time coaching, Fairley High School offers myriad 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 50% of our school administrators began with Green Dot as teachers (both Fairley administrators were once Green Dot teachers).
6. **Afford parents substantial meaningful opportunities to participate in the education of their children.** Fairley High School seeks to partner with parents in the education of their children. In addition to frequent communication, parents are given opportunities to lead on School Advisory Councils and offered opportunities to provide feedback on the school through surveys and focus groups.

The Green Dot model aligns well with Tennessee's stated purposes for charter schools. Additionally, as we seek to partner with Memphis-Shelby County Schools (MSCS) to operate Fairley High School, we feel confident that our mission closely matches the district's mission to "prepare all students for success in learning, leadership and life." MSCS identifies student achievement as its highest priority. We fully agree. This application seeks to illustrate our plan to ensure that Fairley student achievement is our chief focus.

When contemplating what Fairley High School will look like when achieving its mission to prepare all students for college, leadership, and life, the simple answer might entail tracking graduation and college acceptance rates. In fact, many charter schools across the country boast 100% rates for both graduation and college acceptance. A deeper look into these schools uncovers exclusionary acceptance and persistence practices that mirror optional programs or private schools designed to educate a specific segment of students. Fairley High is a neighborhood school determined to educate all students in our community. We believe all students can learn if given the right conditions. We also recognize that our incoming 9th grade students enter with a median reading level at 4th grade (according to iReady assessment data). To achieve our mission, we are called to create engaging, focused, and safe learning environments that will accelerate student learning.

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 stepbacks 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. Fairley High School's annual academic and culture goals are described below (see Appendix A for the summer training on GDPST Strategic Priorities):





PRIORITIES	2025 GOALS	2023 ANNUAL GOALS	
College-Ready Learners: Academics 	Green Dot students will attend schools rated A by the state by 2025.	Increase the percentage of students in Tier I in ELA by 15 percentage points from BOY to EOY annually on iReady.	22.4%
		Increase the percentage of students in Tier I in Math by 15% percentage points from BOY to EOY annually on iReady.	18.9%
		As determined by the spring iReady assessment $\geq 50\%$ of students will meet stretch goals in both English and Math.	50
		Schools will earn a composite TVAAS of ≥ 4 .	4
College-Ready Learners: Culture 		High schools will increase cohort graduation rates annually by 5% until exceeding the state average (89%).	80.5%
		Schools will reduce chronic absenteeism by a rate of 50% until reaching an annual rate of $\leq 10\%$.	26.9%
		Student attendance rates will increase by 5% from the previous year until reaching a rate of $\geq 95\%$.	79.2%
		Schools will reduce suspensions by 50% annually until reaching a rate of $\leq 4\%$.	6.5%
		Schools will be 100% enrolled by September 1 each year.	369

We believe that the innovations that set us apart in our effort to achieve our mission and vision focus on people. We have evolved our academic and culture models over time to align to changing state standards and community needs. However, the success of our work relies upon the people who must execute our model. In the last two years, we've had an opportunity to rethink and refine how we approach the development of leaders and teachers. These adjustments, described below, have significantly increased our ability to improve student achievement:

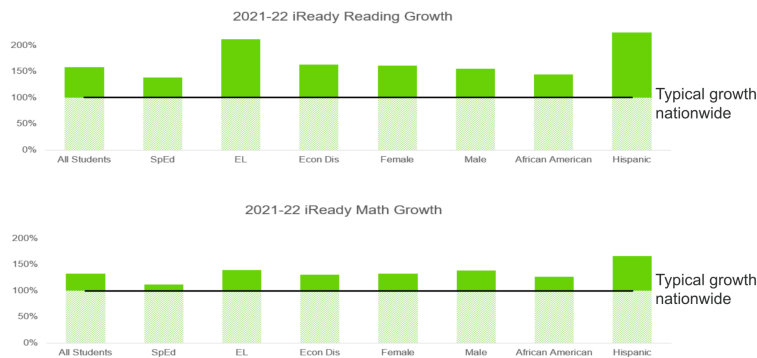
- 1. Intensive Leader Development:** Green Dot believes that effective leaders drive results, grow people, build teams, and execute our school model effectively. Green Dot has traditionally provided weekly leader coaching and monthly leader collaboration. However, in the past two years we have redefined our Leader Competency Framework (see section 2.4); we have adopted new tools to focus on leader reflection (see sample Leader Lesson Plan in Appendix A); and, we have redesigned how we build instructional coaching skills. For example, on the first Thursday of each month, Green Dot principals gather for a full day of collaboration. At collaboration, you may find principals co-observing an English 9 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.
- 2. Intensive Teacher Development:** Green Dot has recently adopted a new Teacher Evaluation Framework grounded in the TNTP Core Teaching Rubric (see section 2.4). This adjustment has streamlined our vision for teaching excellence and the evaluation process. Beyond the six annual observations with coaching required of our formal evaluation model, school leaders are expected to observe all teachers within a span of 10 days. The observations must include real-time coaching during the observation, written action steps articulated in our Whetstone system, and an in-person debrief that includes practice. 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 to Green Dot teachers), teachers participate in twice weekly professional development sessions focused on building skills and collaborating with peers.
- 3. Collaboration:** Perhaps the most exciting innovation in our region stems from our interest in collaboration within and across campuses. In years' past, GDPST hosted monthly Skype collaborations by content area. For

example, high school math teachers across the region would meet to unpack standards, review data, and share best practices. Last year, we were able to intensify our collaboration process. Master schedules at the three GDPST high schools were built to allow the same preparation period for content teachers. Now, Geometry teachers across the three high school 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.

The implementation of these innovations has shown results. Last year’s TVAAS scores across our turnaround schools demonstrate strong growth.

	Composite	Literacy	Numeracy	Literacy & Numeracy
	3	4	1	3
	5	4	4	5
	5	5	5	5
	5	5	5	5

And, when comparing our students to the millions who take iReady across the nation, GDPST students are exceeding nationally normed growth goals across all student groups.

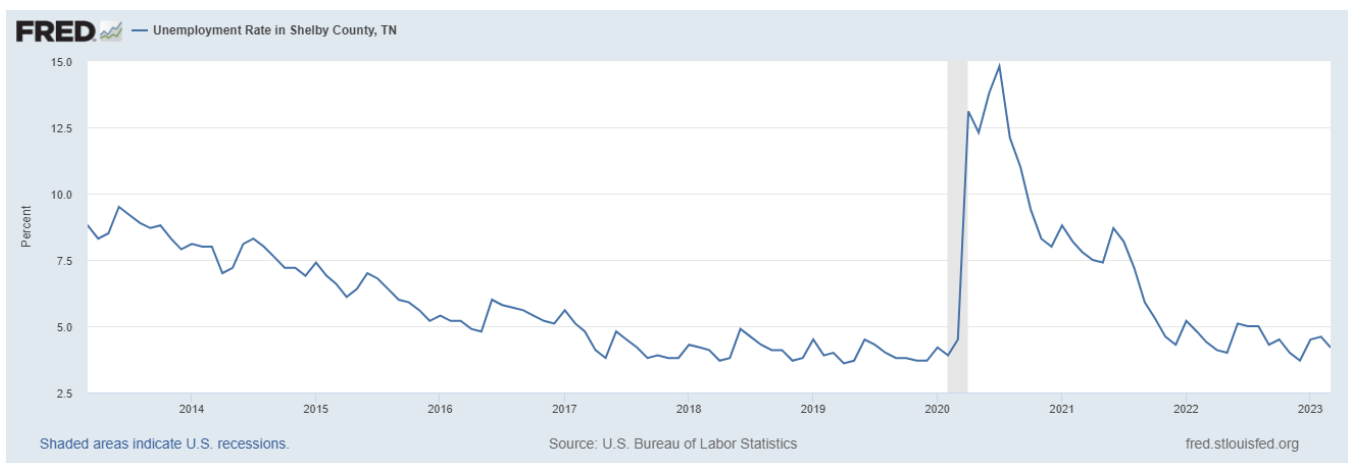


1.2 Enrollment Summary

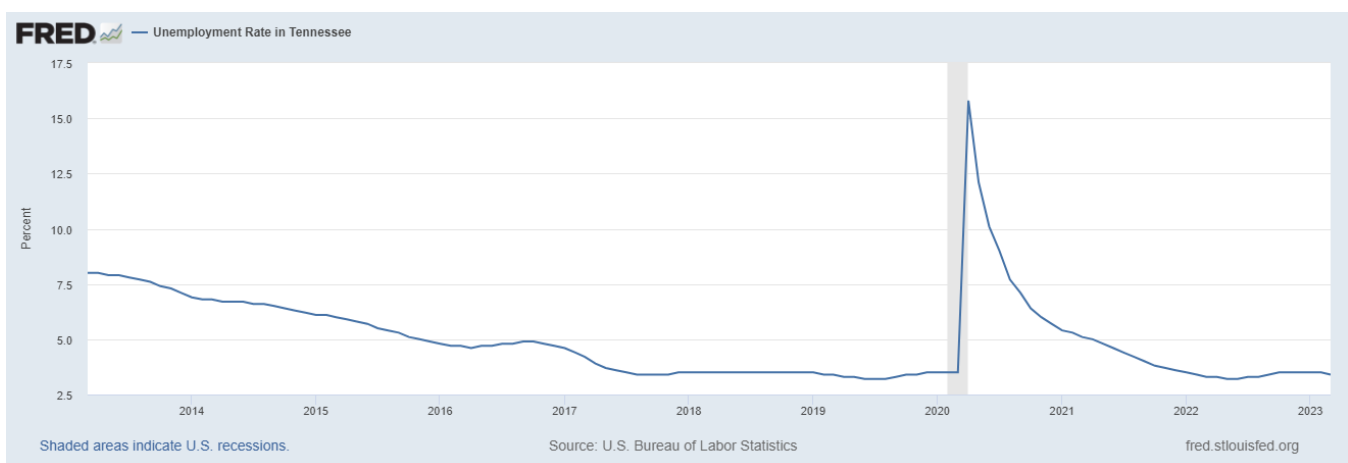
Green Dot Public Schools seeks to continue operating Fairley High School. Our commitment to our students remains strong. The local community, our team members, and Fairley alumni share an aligned vision and a collective determination to make Fairley a great neighborhood school.

Lakeview Gardens, in the 38109 zip code, is a large community with approximately 44,846 residents where 36.7% of the population lives significantly below the poverty line. Currently the unemployment rate for this zip code is 45.7% which means 16,166 constituents in the Lakeview Gardens Community are without stable employment (See Appendix A). This unemployment rate is astronomically higher in comparison to the state of Tennessee’s unemployment rate of 3.5% and the unemployment rate of Shelby County Tennessee which is 4.20% (see charts below).

Shelby County Tennessee Unemployment Data



Tennessee Unemployment Data



State data also indicates that public schools in this community are struggling. In fact, when Green Dot first partnered with the community to operate Fairley High School, four of the six schools in the area were on the

state’s Priority Schools List, a designation indicating that student performance was in the bottom 5% of schools in the state. Below you will find Fairley HS’ data prior to GDPST operating Fairley HS.

Metric	2012-2013	2013-2014
TVAAS Composite Score	NA	1
Suspension Rate	52.3%	34.1%
Expulsion Rate	13.2%	3.6%
Attendance Rate	88.7%	90.3%
Graduation Rate	74.0%	70.3%
Dropout Rate	6.1%	5.8%

Based on the most recent state assessment (TVAAS data), Green Dot Public Schools Tennessee high schools outperformed the MSCS high schools listed as I-Zone in Literacy and overall as a Composite score. GDPST’s high schools also outperformed the MSCS high schools Priority Schools in Literacy, Numeracy, and the overall Composite score. Refer to section 4.1 for additional comparison analysis.

2021-22 TVAAS Data Comparison				
	Composite	Literacy	Numeracy	Schools Included
All Schools	2.5	3.5	2.2	All schools included below
Green Dot	3.3	4.0	2.0	Bluff City, Fairley, Hillcrest
iZone	2.3	3.3	2.5	BTW, Hamilton, Manassas, Oakhaven, Sheffield, Trezevant, Westwood, Wooddale
Fairley High School Neighborhood	3.7	4.3	3.7	Mitchell, Westwood, Whitehaven
Bluff City High School Neighborhood	1.0	2.8	1.0	Kirby, Ridgeway, Southwind, Wooddale
Other Priority Schools	1.7	3.2	1.0	Hamilton, Manassas, Mitchell, Sheffield, Trezevant, Wooddale

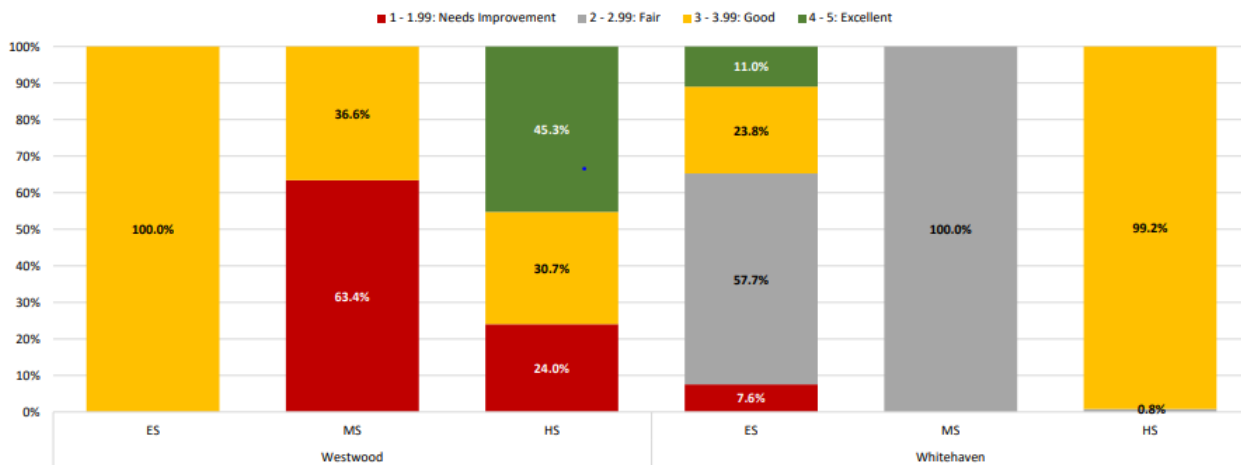
Furthermore, Shelby County School’s 2019 Regional Seats Analysis - which combines Whitehaven and the adjacent area of Westwood into one region - rated 63.4% of middle grade seats as Needs Improvement; 36.6% as Good; and 0% as Excellent. Unsurprisingly, approximately 30% of families in the southwest community opted out of neighborhood MSCS schools which shows the communities desire for school choice.

Moreover, the Shelby County School’s 2019 Regional Seats Analysis also states that “more seats are needed in the middle and high school grade levels of the Westwood neighborhood.”

SOUTHWEST PERFORMANCE BY NEIGHBORHOOD
Westwood, Whitehaven

More seats are needed in the middle and high school grade levels of the Westwood neighborhood and in the elementary and middle school grade levels in the Whitehaven neighborhood in schools with a 3.00 or higher. Over 60% of students in the Westwood neighborhood attend a school that earned below a 2.00 on the 2016-18 School Performance Scorecard.

Southwest Grade Level 2018-19 40-day Enrollment by SPS Rating



2018-19 40-day enrollment includes only non-alternative schools that had a School Performance Scorecard rating on the most recent 2016-18 scorecard. The enrollment numbers include both District-managed and SCS-authorized charter schools. 48

For context, GDPST has been a zoned school as part of the Achievement School District for Lakeview Gardens, with Geeter K-8 as the only feeder. Green Dot Public Schools Tennessee was not allowed inside feeder schools to recruit students and eventually lost access to the student directory information in 2017. In an effort to ensure we were engaging our families and meeting enrollment targets year after year, we expanded recruitment efforts. Fairley was allowed to accept 25% of enrollment outside of the zoned neighborhood. This recruitment caveat meant GDPST was able to expand enrollment opportunities as the number of 8th grade students dwindled at Geeter K-8. This decrease in potential 9th grade enrollment created the partnership with the Westwood community,

Currently, over 15% of Fairley’s 9th grade class for SY23 school year is composed of students from Chickasaw Middle who have chosen Fairley over Westwood High. Also for the current school year, 10% of current Fairley students are transfers from Westwood. These students were recruited through various methods, including use of limited student directory information that only included names and address provided by MSCS as of 2019, on the ground door knocking, mailers, billboards, student referrals, and radio ads. Over time, Fairley has consistently built a strong reputation in the Westwood community as an option for students and parents who are looking for other academic opportunities outside of Westwood High thus the school's recent increase in enrollment.

Given Green Dot’s history of transforming lower-performing schools and producing college/work force ready graduates, the community's desire for school choice, and the physical need for additional quality instructional seats, Lakeview Gardens has been selected as an area that fits our mission and vision.

Fairley High School currently serves 412 students, with 98% of students identifying as African-American, and the remaining 2% identifying as Caucasian or Hispanic. Additionally, 15.6% of our population requires special education services, and one student currently receives English Language Learner support. Due to the strong academic culture created by the principal, Mr. Julius Blackburn, Fairley High School currently serves its largest freshman class in over five years.

Fairley High School: Current Enrollment				
9th Grade	10th Grade	11th Grade	12th Grade	TOTAL
124	111	103	74	412

With these statistics, Lakeview Garden needs an innovative educational model like Green Dot Public Schools Tennessee that focuses on student and community needs by supporting academic growth, focusing on students' social and emotional development, and creating a safe environment within the Lakeview Garden community.

Furthermore, Fairley High has seen growth over time that points to positive outcomes. The year before GDPST partnered with Fairley, the suspension rate was 34%. Green Dot Public Schools Tennessee understands the importance of students in school to combat learning deficits. Fairley currently has a suspension rate that is less than 7%, with a goal of less than 4% by the end of the 2022-2023 school year.

Additionally, before partnering with GDPST, Fairley had a 70% graduation rate. One of the most important goals of high school is to graduate and either continue to post-secondary or enter the workforce. Fairley has a 75.5% graduation rate, with higher rates before the pandemic. See graduation rates below.

TDOE Graduation Rate (%) Data, 2014-2022								
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Fairley	75.7	70.4	76.6	76.9	80.5	77.6	61.7	75.5

When authorized by MSCS Fairley High School will offer open enrollment for all students.

Enrollment Policy 2.0: Open Enrollment (*Applicable to Fairley High School only under authorization of MSCS*)

Fairley High School will support students throughout the Memphis community within a fifteen-mile proximity of the school. Due to this large radius, Fairley High School 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 Fairley High School, 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 in order to avoid possible conflicts of interests or any improprieties.

Lottery System

As Fairley High School is an open-enrollment school, the following criteria will be used for the lottery process:

- Siblings attending Fairley High School or a neighboring area school (not applicable to year one).
- The date on which application was made to Fairley High School.
- District-wide applications.

The Board may also consider preempting these criteria for the following:

- Documented hardship (extenuating circumstances including safety, medical, etc.).
- The achievement of gender and racial balance and diversity.
- Ensuring the balance of grade levels, according to the recruitment plan.

Waiting List Procedures

After an initial lottery, all applications will be placed on the waiting list in the order they are received. The prospective student will remain on the waiting list from year to year until one of the following occurs:

- The prospective student is admitted to Fairley High School.
- The parent/guardian withdraws the child from consideration; or
- The parent/guardian declines an offer of admission.

It is also important to note, GDPST does not handpick, screen, or seek out specific students. No test or assessment shall be administered to students before acceptance and enrollment into the school. Student recruitment efforts for Fairley will be broad as we will canvas the communities within a fifteen-mile proximity of the school. to connect with all families. As previously stated canvassing involves going into the community to speak with people and share resources about Fairley High School. This process is one of the most effective ways to increase student enrollment because it allows GDPST to connect with the families in the communities we will serve. Additionally, canvassing not only builds awareness and interest through word-of-mouth marketing but also will enable us to obtain contact information for families and potentially begin the enrollment process immediately. Specific examples of the recruiting efforts for Fairley 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,
- Flyering 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* (Fairley High School 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 Life Doc 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.

In response to the Covid-19 Pandemic, Fairley High school recognizes that many community members may be concerned with attending in-person events; as a result, the school will host social media events for families and students to keep them engaged and to support them with enrollment.*

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

- Social media posts
- Digital ads*
- Radio ads
- Newspaper ads
- Billboard ads
- Mailers
- School website
- News stories
- Yard signs

Please note that all new recruitment strategies are labeled with an *

NUMBER OF STUDENTS

Grade Level	Year 1 2024-2025	Year 2 2025-2026	Year 3 2026-2027	Year 4 2027-2028	Year 5 2028-2029	At Capacity (Adjusted)
9	139	146	143	151	152	152
10	118	122	134	135	145	145
11	101	110	112	124	125	125
12	92	92	101	105	117	117
Total	450	470	490	515	539	539

Please note that gradual growth from Fairley Schools recruitment efforts will lead to the school being at full capacity by 2028-2029.

STUDENT DEMOGRAPHICS

Current Demographics	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Learners
2022-2023	62.9%	15.6%	0.2%
Anticipated Demographics Year One Under MSCS	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Learners
2024-2025	62.9%	15.6%	0.2%

1.3 Academic Focus and Plan

Academic Focus

Fairley High School will prepare students for college, leadership, and life by providing a small, college-preparatory program where all stakeholders actively engage in the education process. Green Dot's educational program is designed to give students the content knowledge and develop critical thinking skills to be successful in college and beyond. The Tennessee Academics Standards drive the instruction of all Green Dot schools by providing the road map of what students need to know to be successful in college and career.

Academic Plan

Theory of Change

Green Dot's approach to education includes a four-pronged theory of change: Firm Commitment to Serve All Students, Highly Effective Teachers, Strong School Leaders, and a Culture of Transparency, Performance & Accountability.

Our Academic Model

Green Dot's academic model outlines the common academic elements 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 create systems for ongoing academic counseling with counselors, advisory, and offering college tours. In addition, the school master schedule will be designed to prepare students for college, including reinforcing content development through elective courses and providing pre-Advanced Placement (AP) pathways (i.e., honors courses in 9th and 10th grades), which are designed to match college-level rigor. Students are provided opportunities to enroll in various Advanced Placement and Statewide Dual Credit courses. 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. Lastly, all Green Dot schools provide support to build students' contextual awareness of college systems and culture. For example, students will be encouraged to pursue additional college-related opportunities, such as summer college programs at local campuses.
- **Eliminating Barriers to Instruction:** Students come to Green Dot from various backgrounds. Academically, many are far behind grade level. Socially and emotionally, students may require emotional guidance to succeed academically. Green Dot strives to provide the academic intervention, counseling, and clinical services necessary to break down these barriers to learning. Green Dot school leaders successfully implement all three tiers of the Response to Intervention Model and appropriately provide intervention in literacy, math, English Language Development, and Special Education. Green Dot schools offer an 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.
- **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 defines the core competencies expected of all Green Dot teachers. In addition, Fairley High School teachers will be able to pursue PD and coaching support from the Instructional Coaches in the Green Dot Public Schools Tennessee Regional Office. Core math and ELA teachers participate in twice weekly intellectual preparation

meetings with other Green Dot teachers who teach the same course, i.e., Algebra I, 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 (SAC) 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, job shadowing, volunteer work, mentorships, and summer internships. Lastly, within the school day, advisory programs teach and promote life skills and help to reduce dropouts, foster youth development, and enhance academic achievement.

Green Dot has developed a 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. Fairley High School will use the Tennessee Academic Standards in ELA, math, science, and history/social studies. Green Dot's college-preparatory curriculum framework will ensure that the specific needs and academic aptitudes of our targeted Southwest Memphis student population will be addressed. Fairley High School will also offer a range of electives to allow students to explore their passions. Green Dot's basic learning environment will be classroom-based, with target student-teacher ratios of 22:1. Students will be grouped in heterogeneous classrooms where all teachers will use differentiated instruction. Since Green Dot works to develop intervention programs that address the needs of all students, we require smaller class sizes and offer more courses within our master schedule. Our reading and math intervention programs (iReady) require the use of instructional technology, and those requirements are embedded within our budget. Fairley High School has the flexibility to adjust the final master schedule to adapt to the specific needs of its students.

Evolution of Academic Plan

Our academic plan has evolved to meet the ever-changing needs of students, shifts in state standards, and an unprecedented global pandemic. 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.

To address the shift to TN Academic standards, Green Dot transitioned to using EngageNY/Eureka Math and LearnZillion Guidebooks beginning in 2017. However, continued alignment questions with Engage and the launch of Illustrative Mathematics, which not only fully aligns with TNAS but includes the supports needed for teacher lesson internalization and support for all learners, led to the adoption of IM beginning with the 2019-20 school year. COVID disrupted our ability to gauge the effectiveness of this shift fully; however, 2021-22 iReady benchmark data showed that students exceeded the national growth average across all subgroups. TN Ready math results at Fairley demonstrated growth from pre-pandemic levels in students scored approaching, on track, and mastered.

A similar shift occurred in ELA in 2021-22, driven by the desire to include a more diverse range of texts and increase the quality of materials, especially those that drive teacher lesson internationalization. The result was similar to math for iReady, where students posted above-average growth across all subgroups. For Fairley

specifically, the school earned a TVAAS literacy score of 4 and increased the percentage of students in the on-track and mastered bands.

The Green Dot academic team continuously reviews internal and external student data sources, remains abreast of changes to TN state standards and testing requirements, and researches and vets curriculum materials that could better meet the needs of our student population and teachers. While we err on the side of caution and do not wish to make changes for the sake of change, we acknowledge the benefit of remaining responsive to changes when warranted.

Instructional Goals

Green Dot sets school-wide and network-wide academic goals, outlined in our strategic priorities (see section 1.1 and below). Progress toward these goals is frequently reviewed by the school, Green Dot Tennessee, and Green Dot National leadership. Additional support may be provided to campuses, leaders, or teachers who are tracking toward not meeting goals based on a quarterly review of this data.

2022-23 Academic Strategic Priorities

PRIORITIES	2025 GOALS	2023 ANNUAL GOALS
<p>College-Ready Learners: Academic Growth</p>	<p>Green Dot students will attend schools rated A by the state by 2025.</p>	<p>Increase the percentage of students in Tier I in ELA by 15 percentage points from BOY to EOY annually on iReady.</p>
		<p>Increase the percentage of students in Tier I in Math by 15% percentage points from BOY to EOY annually on iReady.</p>
		<p>As determined by the spring iReady assessment $\geq 50\%$ of students will meet stretch goals in both English and Math.</p>
		<p>Schools will earn a composite TVAAS of ≥ 4.</p>

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 can serve as a leading indicator of success on benchmark goals established in the Green Dot strategic priorities.

Intervention Supports and Meeting the Needs of Students with Disabilities, English Language Learners, and Accelerated or Gifted Students

Based on incoming student need, a schedule of intervention and acceleration courses will be provided to Fairley High School students so that all students can complete the required courses. These interventions incorporate core elements of the RTI² Framework but extend beyond RTI² in scope to larger subgroups of students.

- Reading and Math Intervention:** Based on beginning of the year diagnostic assessments and other data points, if available, students in need of intervention may be assigned to an intensive intervention section (Tier III) of reading or math. Instruction in these intervention classes is highly personalized and delivered via various methods, including whole-group, small-group, independent, and computer-based instruction. This allows targeted support of skills students who enter our school multiple grade levels behind to be met and is in addition to the Tier I and Tier II instructional supports provided in core English and math classes. Tier II supports provided in English and math classes are provided in small groups during the additional time afforded by the 8-period bell schedule, for example, 50 minutes of Tier I instruction followed by 30 min. of

Tier II. Teachers collaborate with Curriculum Specialists and administrators to review data and determine specific student groups and skills requiring attention during this instructional block. During this time, students not needing this support are provided with enrichment or additional learning opportunities, for example, student book clubs or math challenge problems.

- **After School Program/Tutoring:** Students who are in need of additional support *or* challenge are encouraged to avail themselves of the opportunities provided via the after school program. Offerings vary by Green Dot campus but frequently include tutoring and enrichment activities such as computer coding and performing arts.
- **Special Needs:** Designated SPED students will be provided with extra support to reflect the needs outlined in the Individualized Education Plan (IEP). See section 1.9 for details on Green Dot's special education program.
- **English Language Development:** Fairley High School administers WIDA screener and assessments to English language learners. ESL services, either pull-out or push-in, are provided to support students based on the student's individual learning plan (ILP) developed in Ellevation. ELLs who receive services may be identified and qualify for intervention. See section 1.9 for details on Green Dot's ELL program.

Social and Life Skills Development

Fairley High School students will participate in a daily Advisory class with the same group of students and teachers for the entirety of their high 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 will:

- Reflect on their academic progress and develop SMART goals and a plan to strengthen their academic performance
- College: Increase their awareness of and commitment to college in the early grades; followed by application preparation and submission in the later 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 of 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 secondary school benefits students with a familiar support system built into the school day. Fairley High School 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.

Curriculum and Learning Environment

Green Dot believes highly effective teachers run a text-rich, student-centered classroom where engaging student discussion is the norm. Our teachers make content accessible and prepare for learning opportunities that facilitate higher levels of student thinking. Over the course of the school year, highly effective teachers will develop norms for challenge, critical thinking, and problem-solving. Highly effective teachers explicitly teach and model how to think through difficult problems, make inferences, pose thoughtful questions, and consider multiple points of view. Over time, highly effective teachers will release responsibility, allowing more time for student-led activities that are rich in inquiry, dialogue, innovation, passion, and challenge.

- **English Language Arts Curriculum.** Green Dot Tennessee and Fairley High School 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. Additionally, the curriculum builds grammar, vocabulary, and writing skills

throughout each unit. The CommonLit360 curriculum was piloted in Blount County, TN, in 2017-18. Major findings include a significant increase in the number of students *on track* or *mastered* on TN Ready and a decrease in students scoring *below* on TN Ready. For the full study, see Appendix A.

- **Math Curriculum.** Green Dot Tennessee and Fairley High School utilize Illustrative Mathematics (Kendall Hunt version) for Tier I math instruction. The Illustrative Math (IM) curriculum received a perfect score on all three domains from EdReports (see Appendix A). Students commonly enter Fairley High School performing several grade levels below in math. A strength of the IM curriculum is embedded tools to assist teachers with meeting the needs of all learners, including those needing intervention, special education students, and English language learners. The curriculum's focus on conceptual understanding of math encourages students to apply their own knowledge and connections to their culture and community to solve increasingly complex math problems.
- **Science Curriculum.** Green Dot Tennessee and Fairley High School utilize StemScopes, supplemented with Gizmos, as our science curriculum. StemScopes is fully aligned with Tennessee Academic Standards for science and includes embedded, aligned benchmark assessments for teachers to guide their planning and student support. StemScopes uses the 5E lesson model, facilitating student inquiry and exploration. Gizmos supplement the core curriculum by providing digital laboratory experiences.
- **History Curriculum.** Green Dot Tennessee and Fairley High School take a text-centered, primary source-rich approach to history curriculum. Teachers 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, such as text-to-speech and translation. Central to history education is students being able to make meaning of the text and determine their value both in the time it was written and today. Additionally, students engage in rigorous discussion about why a source was originally produced and its impact on its value for the question being posed.
- **Networking Systems Pathway.** Fairley High was awarded one million dollars via the Innovative Schools Model grant to develop and implement a networking systems program. Beginning with the 2023-24 school year, Fairley will facilitate a cohort of 25 - 30 freshmen in the program. Students will engage in coursework related to the networking systems pathway while also meeting the Green Dot graduation requirements. During the final two years of the program, students will take dual enrollment courses that will allow them to earn multiple industry certifications.

Green Dot Tennessee currently employs six curriculum specialists who support the creation of pacing guides, common assessments, and coaching of teachers to use our adopted curricula. Their work ensures that curriculum materials with Tennessee Academic Standards and that assessments match the level of rigor and question item types that students will experience on TN Ready, AP exams, ACT, and other standardized tests. 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.

Remediation of Academic Underperformance, Learning Loss, and Response to Intervention

Underperformance

Green Dot provides multiple supports for students who are underperforming academically.

Teachers will provide quarterly benchmark exams and interim assessments in core content areas to monitor their student's progress and will be available for additional support during teacher office hours.

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:

- **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. Tier II intervention is built into the core

ELA and Math classes. Additionally, Tier 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, Illuminate Fastbridge 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 with respect to the IEP and ILP service hours.

- **Credit Recovery:** Multiple pathways and options are customized for severely credit-deficient students that enable them to fulfill their graduation requirements via computer-based credit recovery, re-enrolling in the course during the school year, or summer school.
- **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 and ACT scores. 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 ACT Prep, Cosmetology, STEAM Hub, and Podcasting and Media Production are also offered. These activities reinforce topics taught during regular instruction periods of the school day.
- **Office Hours:** Teachers hold office hours twice a week after school to provide additional support.

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.

Response to Intervention

Fairley High School follows the Response to Intervention Framework as outlined by the Tennessee Department of Education. Our implementation process is as follows:

- **Step 1:** Fairley leverages multiple pieces of data compiled in our data system, Tableau, by our Knowledge Management team. The following academic indicators are reviewed:
 - Universal Screener (iReady Diagnostic and Benchmark)
 - TVAAS Data
 - Other academic data as needed to further understand the full academic abilities of a student.
- **Step 2:** The school data team analyzes Step 1 data compared to other classroom-based assessments (bi-weekly assessments, teacher observations, student work samples/grades, and standards-aligned assessments).
- **Step 3:** Students identified as at risk will complete a benchmarking assessment using the Illuminate FastBridge Assessment to identify specific skill deficits.
 - Teachers will administer the aReading and aMath assessment and review the percentile scores.
 - aReading and aMath are simple and efficient procedures for screening students' broad math and reading abilities.
 - The aMath score and aReading score aid in identifying the instructional level.
- **Step 4:** School data teams analyze data every 4.5 weeks to determine the need for skills-specific interventions, remediation, re-teaching, and enrichment. The school data team will make decisions regarding whether the student(s) are responding to interventions or not. 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. Intervention services are outlined in the table below.

- Per the Tennessee RTI² 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 Fairley, as our incoming freshman enters with median math and reading performance on a 4th-grade level, meaning half of our incoming students are performing at or below a 4th-grade level. Green Dot does not operate the middle schools which feed into Fairley. Incoming freshman performance levels have remained stagnant during Green Dot’s tenure as operator of Fairley High.

Tier	Percentile (According to RTI Framework)	Intervention	Frequency of Progress Monitoring	Approximately % of Students in RTI Tier at Fairley
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

Research Supporting the Academic Plan

Green Dot Charter High School’s curriculum will also draw from the following research-based practices:

<p>Planning and Preparation: “Essential Elements of Effective Instruction” by Madeline Hunter</p> <p>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.</p>	<p>Assessment and Learning: “Understanding by Design” by Jay McTighe and Grant Wiggins</p> <p>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.</p>
<p>Instructional Technique: “Teach Like a Champion 3.0” by Doug Lemov</p> <p>Teach Like a Champion offers effective teaching techniques that have proven successful at Uncommon Schools. The techniques used at GreenDot include No Opt Out, Right Is Right, Stretch It, Format Matters, Cold Call, Wait Time, Everybody Writes, Do Now, and SLANT.</p> <p>In the updated 3.0 version, Lemov expands his focus</p>	<p>Classroom Environment: Safe and Civil Schools, by Randy Sprick</p> <p>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.</p>



to include the importance of teacher preparation at the lesson content level. This directly supports Green Dot's intellectual preparation structures.

1.4 Academic Performance Standards

Annual and Long-Term Goals

Fairley High School’s annual (2022-2023) and long-term (2025) academic goals are outlined in the table below. These goals align with our priority of preparing college-ready learners and are divided into two buckets, 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. The first step to improving academic outcomes is reducing absenteeism and suspension rates.

Our academic goals focus on both state and internal assessment. The goal for the 2022-2023 school year is for Fairley to earn a TVAAS composite of 4 or higher. Achieving this goal would indicate a high level of success on TN Ready/EOC testing. The three other academic goals are based on iReady assessments, administered three times annually. These assessments are more sensitive to measuring incremental student growth and closing of gaps than annual state assessments. For example, a student who enters Fairley’s 9th-grade class tests on a 3rd-grade reading level on the fall iReady benchmark. This student has a low likelihood of scoring proficient on TNReady or on grade level on the spring iReady assessment. However, if this student ends the year scoring 6th grade in reading, that demonstrates significant growth and would not be captured in traditional proficiency-focused goals. 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 (see iReady Report in Appendix A).

PRIORITIES	2025 GOALS	2023 ANNUAL GOALS	
College-Ready Learners: Academics 	Green Dot students will attend schools rated A by the state by 2025.	Increase the percentage of students in Tier I in ELA by 15 percentage points from BOY to EOY annually on iReady.	22.4%
		Increase the percentage of students in Tier I in Math by 15% percentage points from BOY to EOY annually on iReady.	18.9%
		As determined by the spring iReady assessment $\geq 50\%$ of students will meet stretch goals in both English and Math.	50
		Schools will earn a composite TVAAS of ≥ 4 .	4
College-Ready Learners: Culture 		High schools will increase cohort graduation rates annually by 5% until exceeding the state average (89%).	80.5%
		Schools will reduce chronic absenteeism by a rate of 50% until reaching an annual rate of $\leq 10\%$.	26.9%
		Student attendance rates will increase by 5% from the previous year until reaching a rate of $\geq 95\%$.	79.2%
		Schools will reduce suspensions by 50% annually until reaching a rate of $\leq 4\%$.	6.5%
		Schools will be 100% enrolled by September 1 each year.	369

Goal-Setting Process

The process for setting, monitoring, and revising academic achievement goals occurs annually. Program Reviews take place twice a year for Fairley High School – in the spring and in the fall. In the spring, the Executive Director (ED), Chief of Schools, and Principal, with support from Green Dot’s National team, review the school’s data and set targets for the upcoming year. In the fall, those targets are revisited once additional data sources are available (such as state assessment scores and final cohort graduation data). Additionally, we use our annual plan (see section 1.1) to set network-wide goals in achievement, culture, and program fidelity.

Progress toward these goals is reviewed weekly in Green Dot Tennessee leadership team meetings and

one-on-one coaching with the Chief of Schools and principal. For each goal, the Green Dot leadership team develops key tasks that outline the precise moves the school and regional team members must focus on to ensure progress on each goal. These are reviewed and extended or replaced quarterly.

Corrective Action Plans

If a school cannot meet state and/or district achievement expectations, the first step would be to use data to identify which aspects of the school model are the root cause. Green Dot's Knowledge Management team maintains an extensive Tableau (data management) system that allows leaders to utilize complex data reports on academics and school culture (attendance, discipline). In addition, a site visit would be conducted (although the school would have likely already been visited multiple times). The Executive Director and Chief of Schools will use the site visit to probe specific issues based on the data. At the start of the day, the ED and Principal will align on the root cause issues, the ED will observe professional development, a student focus group related to the root cause will be held, a teacher focus group related to the root cause will be held, and classrooms would be observed. At the conclusion, the Principal and the Executive Director, and the Chief of Schools would meet to review findings from the day and co-develop an intervention plan. For example, if there were challenges in math classrooms, additional math coaching support from the Home Office might be provided. If there are behavioral challenges that are underlying all issues, the Executive Director or a designee might support the school in facilitating Culture Team Meetings and suggest periodic reviews and observations regarding priority strategies (such as effective use of a 3 to 1 ratio of interactions between teacher and student and effective use of rituals and routines for classroom engagement). The school will work to show improvement within a defined period of time. If the Executive Director and/or the Chief of Schools does not observe growth in the school during the period of time, they may reassess a staffing plan needed to shore up the school's strengths. Lastly, if the school is stagnant and the other interventions have not proven successful, the Executive Director may assess if a leadership change is needed based on the data sources provided above.

Remediation of Academic Underperformance, Learning Loss, and Response to Intervention

Underperformance

Green Dot provides multiple supports for students who are underperforming academically.

Teachers will provide quarterly benchmark exams and interim assessments in core content areas to monitor their student's progress and will be available for additional support during teacher office hours.

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:

- **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. Tier II intervention is built into the core ELA and Math classes. Additionally, Tier 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, Illuminate Fastbridge 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 with respect to the IEP and ILP service hours.
- **Credit Recovery:** Multiple pathways and options are customized for severely credit-deficient students that enable them to fulfill their graduation requirements via computer-based credit recovery, re-enrolling in the course during the school year, or summer school.
- **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 and ACT scores. 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 ACT Prep, Cosmetology, STEAM Hub, and Podcasting and Media Production are also offered. These activities reinforce topics taught during regular instruction periods of the school day.

- **Office Hours:** Teachers hold office hours twice a week after school to provide additional support.

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.

Response to Intervention

Fairley High School follows the Response to Intervention Framework as outlined by the Tennessee Department of Education. Our implementation process is as follows:

- **Step 1:** Fairley leverages multiple pieces of data compiled in our data system, Tableau, by our Knowledge Management team. The following academic indicators are reviewed:
 - Universal Screener (iReady Diagnostic and Benchmark)
 - TVAAS Data
 - Other academic data as needed to further understand the full academic abilities of a student.
- **Step 2:** The school data team analyzes Step 1 data compared to other classroom-based assessments (bi-weekly assessments, teacher observations, student work samples/grades, and standards-aligned assessments).
- **Step 3:** Students identified as at risk will complete a benchmarking assessment using the Illuminate FastBridge Assessment to identify specific skill deficits.
 - Teachers will administer the aReading and aMath assessment and review the percentile scores.
 - aReading and aMath are simple and efficient procedures for screening students' broad math and reading abilities.
 - The aMath score and aReading score aid in identifying the instructional level.
- **Step 4:** School data teams analyze data every 4.5 weeks to determine the need for skills-specific interventions, remediation, re-teaching, and enrichment. The school data team will make decisions regarding whether the student(s) are responding to interventions or not. 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. Intervention services are outlined in the table below.

Tier	Percentile (According to RTI Framework)	Intervention	Frequency of Progress Monitoring	Approximately % of Students in RTI Tier at Fairley
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)	Weekly	5 - 10% of students

		schedule)		
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Student Attendance

As noted in section 1.1, the goal for student attendance is an annual increase of at least 5% until reaching the rate of 95% or higher. The goal for the 2022-23 school year is an average daily attendance rate (ADA) of 79.2%. Progress toward this goal is monitored by the school and Green Dot leadership via an internally created data dashboard. The dashboard allows leaders to track real-time progress and identify trends over short (day-to-day or weekly) or long (year-to-year) periods of time. The Green Dot leadership team regularly reviews progress and, if necessary, works with school leadership to identify the next steps to improve attendance rates.

Fairley High School employs various resources to support student attendance.

- **Safe Arrival.** The Safe Arrival system is embedded within our SIS, PowerSchool, and alerts parents/guardians via phone calls and text messages when students do not arrive for school or class. Additionally, the system allows parents/guardians to reply with information about the student’s absence.
- **Outreach to families by staff.** For students who are chronically absent or who develop alarming trends of absenteeism, Fairley staff determine via phone or home visit the root cause(s) and make referrals for services that would help get the student back in school, if needed.
- **Student incentives.** Students earn “Bulldog Bucks” for various behaviors, including on-time arrival to school. These rewards are redeemable for incentive events like staff versus students basketball or other perks.
- **Advisory Program.** Our advisory program, where students remain with the same advisor for all four years of high school, supports student attendance. Because this class meets daily and the student has an opportunity to build a genuine relationship with their advisor, the advisor is often the first to know when there is a change at home or in the student's life that could affect their school attendance. As a result, the advisory teacher can communicate with parents/guardians and school leadership to ensure proper support for the student.
- **School Attendance Review Team (SART).** The SART consists of the Principal, the Chief of Schools, the Director of Counseling and College, the school social worker,, the Student Support Specialist, the Academic Counselor, and the School Operations Manager. The student and parent/guardian experiencing attendance issues are encouraged to participate in the SART process. All members of the SART team are trained and understand the confidential nature of the SART when dealing with student names and identifying information. The Team meets weekly to execute the duties defined below. In addition, the SART should convene as required when a student has accumulated excessive absences or trancies.

Phase	Absences, by Semester	Contact	Interventions/Consequences
Phase 1	3	Warning Letter	<ul style="list-style-type: none"> ● Personalized Phone Call to Parent/Guardian
Phase 2	5	Notification Letter	<ul style="list-style-type: none"> ● Parent conference with Student Support ● Create Attendance Intervention Plan (counselor)

Phase 3	10	Notification Letter Certified Mail	<ul style="list-style-type: none"> ● Parent conference with the School Social Worker ● Develop or Refine Attendance Contract ● Schedule Home Visits (if applicable)
Phase 4	18	Notification Letter Certified Mail	<ul style="list-style-type: none"> ● Parent conference with SART Team ● Attendance Contract Reviewed ● Potential Loss of Course Credit ● Potential Referral to Shelby County Juvenile Court ● Potential DCS Referral

Student Matriculation (Promotion/Retention)

Six credits are required to enter the 10th grade, 12 credits are required to enter the 11th grade, and 18 credits are required to enter the 12th grade. See section 1.6 for additional detail on how credits are calculated.

Retention shall be considered only when it is in the best interest of the student. Retention decisions affecting a student receiving special education services shall be made in consultation with the student’s Individualized Education Program (IEP) team and in accordance with the provisions of the IEP. See GDPST Student Policy Manual, Attachment B, for full promotion and retention policies.

Exit Standards

When students graduate from Fairley High School, they will be expected to have completed a college-preparatory course of study that will enable them to be eligible for college and to be better prepared for success in college, leadership, and life. Students will graduate from Fairley High School with a total of 24 credits that include: four years of ELA, math, and science, three years of history, and a minimum of two years of foreign language. Other courses required by the state of Tennessee for graduation are required by Green Dot and Fairley (see section 1.6). The curriculum for all core content areas will be mapped against Tennessee Academic Standards and college readiness indicators. Students will be encouraged to enroll in Advanced Placement and Dual Credit courses. Also, Fairley High School is currently applying to start offering CTE programming in Networking Systems as early as the 2023-24 school year.

1.6 High School Graduation and Postsecondary Readiness

Green Dot Tennessee graduation requirements meet or exceed all policies outlined in State Board Policy 2.103.

- **Graduation Requirements:** Green Dot Tennessee students must earn a minimum of 24 credits to graduate, outlined in the table below.

Subject	TN Requirement	Green Dot Requirement	Potential Required & Elective Courses
English	4 credits	4 credits	English I*, English II*, English III or AP Eng. Language*, English IV or AP Eng. Literature*, Journalism I-IV, SDC Speech & Communication, Tier III Literacy Intervention, African American Literature, Genre Literature, Freshman Advisory Seminar, Sophomore Advisory Seminar, Junior Advisory Seminar, Senior Capstone
Mathematics	4 credits	4 credits	Algebra I*, Geometry*, Algebra II*, Bridge Math*, SDC Pre-Calculus*, Tier III Intervention, ACT STEM Prep
Science	3 credits	4 credits	Environmental Science*, Biology*, Chemistry*, Anatomy & Physiology or AP Environmental Science*, Coding I, II, AP Computer Science Principles*
Social Studies	3 credits	3 credits	World History or SDC World History*, US History*, Government or AP Government*, Economics*, Facing History or Ourselves, African American History
Personal Finance	0.5 credit	0.5 credit	Personal Finance*
Wellness	1 credit	1 credit	Lifetime Wellness*
Physical Education	0.5 credit	0.5 credit	Physical Education*
World Language	2 credits	2 credits	Spanish I*, Spanish II*, Spanish III, AP Spanish
Fine Arts	1 credit	1 credit	Art 1 - 4, Band 1 - 4, Chorus 1 - 2, Drama 1 - 2
Electives	3 credits	4 credits (including 3 in the elective focus area)	In addition to the required courses above, students must select additional elective courses. Three credits must fall into one approved elective focus category.
<i>TOTAL</i>	22 credits	24 credits	* Denotes specific courses required for graduation

Fairley High School is in the process of adding a Networking Systems CTE Pathway. To meet new proposed graduation requirements, the Green Dot Academic Team plans to roll out computer science in the fall of 2024. Green Dot obtained special course code status for freshman, sophomore, and junior advisory seminar classes. These electives count toward a humanities elective focus.

- **Earning Credits:** Each course is worth 0.5 credits per semester. Students must retake failed semesters of a course during credit recovery, summer school, or by reenrolling in the course in a subsequent semester.
- **Grade Point Average (GPA) Calculation:** GPAs are calculated based on the grading scale and weighing

outlined in the table below. An additional GPA is calculated at the end of each semester to determine eligibility for the Hope Scholarship. This GPA is calculated using the Tennessee State Uniform Grading Scale outlined in State Board Policy 3.301.

Uniform Grading System - Weighting for Advanced Coursework					
Grade	Percentage Range	Grade Point Average	Honors Courses	Local and Statewide Dual Credit Courses, Industry Certification-Aligned Courses, and Dual Enrollment Courses	Advanced Placement, Cambridge International, College Level 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			

- **Transcripts:** The following information is included on Fairley High School student transcripts:
 - Enrolled courses by academics year. If the student took a course at another school, that school is listed. The letter grade, grade percentage, and credit amount are listed for each course. If credit was earned through credit recovery, this is noted on the transcript. The grading scale is also noted.
 - Total number of credits earned
 - Civics test score
 - Area of elective focus
 - Cumulative unweighted GPA, cumulative weighted GPA, Hope Scholarship GPA, and class rank (determined by cumulative weighted GPA)
 - Completed community service hours, by grade level
- **Additional Requirements:**
 - ACT: In accordance with State Board Policy 2.103, Fairley High School students enrolled during their 11th-grade year take the ACT to assess postsecondary readiness.
 - Civics Requirements: In accordance with State Board Policy 2.103, Fairley High School students must pass a U.S. civics test to earn a regular diploma. Green Dot’s civics test meets all requirements outlined in T.C.A. § 49-6-408. Additionally, the project-based civics assessment requirement is met through the advisory seminar series of courses.
 - College Applications: Students will be required to complete applications to at least three colleges (including one 4-year college). This aligns to the college-readiness component of our mission.
 - Community Service: Students are required to complete 40 hours of community service (10 hours per year). Service learning projects will be offered through Advisory. Service learning is an important demonstration of Green Dot core values and helps grow student leadership skills.

Postsecondary Readiness

Green Dot’s mission is to transform public education so all students graduate prepared for college, leadership, and life. To ensure preparation for college, should students choose that pathway, the courses required for graduation align with Tennessee Academic Standards and with College Board (ACT) college and career readiness

standards. Elective course offerings allow students to prepare for the ACT, develop a deeper understanding of world languages, or take advanced, early postsecondary courses such as Advanced Placement or dual credit. The addition of community service hours and civics knowledge ensures that students graduate prepared to be active citizens and involved leaders in their communities.

Support Structures for Students at Risk of Not Graduating

Green Dot students work with counselors to create an individual Graduation Plan that lays out a course sequence based on individual interests and goals. It is developed and revisited twice a year by the student and counselor, and 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 student's skills and interests. Each Green Dot Charter HS student will meet with his/her counselor twice a year to provide feedback on his/her Graduation Plan and to review his/her progress. Parents and their students will also have an ability to track progress at any moment through PowerSchool, where they can access student grades, test scores, and attendance. Fairley High School will conduct trainings to help parents and students more easily access PowerSchool.

Additionally, Green Dot Charter HS will provide a credit recovery course for students at risk of not graduating. It will also allow students, on a case-by-case basis, to walk at graduation and complete graduation requirements in order to receive their diploma by recovering credits through summer school. Lastly, for students seeking alternative postsecondary opportunities, counselors will support as needed during individual advising meetings held senior year.

Early Postsecondary Opportunities (EPSO) and Work-Based Learning (WBL)

Fairley High Schools have multiple opportunities to enroll in both Advanced Placement (AP) and Statewide Dual Credit (SDC) courses as early as their sophomore year. We believe that these courses should be open to all students who wish to engage in the challenging work presented. Increasing pathways to additional and earlier EPSOs is a priority as the Green Dot Tennessee and Fairley High plan for the future. Fairley is adding its first CTE pathway, Networking Systems (Information Systems Pathway). This addition will add additional opportunities for dual enrollment coursework and industry certifications. During the 4th year of the Networking Systems program, students can engage in work-based learning, gaining valuable on-the-job experience with a local partner company. The WBL program will be managed collaboratively between the Green Dot Tennessee and the school leadership team, following the policies outlined in the Tennessee WBL framework and policy guide (see TN CTE website).

Diploma Types Offered at Fairley High School

Fairley High School graduates will be eligible for one of the following diploma types:

- Regular diploma: All students are eligible; acceptable for entrance to postsecondary education and training.
- Alternate Academic Diploma (AAD): Students who are assessed on the alternate assessment are eligible; indicated readiness for acceptance to inclusive higher education programs or other adult services/training.
- Occupational Diploma: Students with an IEP who will not earn a regular or AAD diploma; indicates readiness for work or other adult services/training.
- Special Education Diploma: Students with an IEP who will not earn a regular, AAD, or occupational diploma or who require more time to meet diploma requirements; eligible for adult services/training.

1.7 Assessments

Primary Internal Assessments

The primary internal assessments Green Dot Tennessee uses at all schools, including Fairley High, include

- **iReady reading and math diagnostic/benchmark:** Administered three times per year to all students to assess 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. iReady assessments are central to the goals outlined in our Strategic Priorities (see section 1.1).
- **Green Dot Assessment Program:** Internally created common assessments created by our Curriculum Specialists that match the rigor and style of TN Ready assessments. Curriculum Specialists ensure alignment between curriculum materials, TN Academic Standards, and the assessments. Included exams are unit assessments (every 3-5 weeks) and quarterly cumulative exams. Exams are administered, and data is analyzed in our assessment platform, Illuminate. Performance data is used to make decisions on reteaching, remediation, test preparation, and test prediction. Green Dot teachers also utilize formative assessments like exit tickets daily.
- **WIDA Screener, MODEL, and ACCESS:** WIDA Screener is administered once to potential ELs to determine if they qualify for ESL services. The MODEL assessment is a benchmark given during the first semester that provides data on student language development. ACCESS is the state mandated English Language Proficiency Assessment (ELPA) and is administered during the spring. Results from ACCESS are used to determine services, placement and exit decisions.
- **FastBridge Assessments:** The FastBridge suite of assessments is utilized by special education and intervention teachers to isolate skill gaps and monitor progress.
- **ACT:** While 11th-grade students participate in the statewide ACT administration each spring, Green Dot high school students take two full-length, scored practice exams each year, beginning in their freshman year. In addition to tracking student progress toward a college-ready score, Green Dot receives item and ACT standard analysis reports that inform day-to-day instruction and ACT preparation programs in core classes, ACT prep electives, and advisory.

Fairley High School participates in all required state testing, as well as Advanced Placement exams and State Dual Credit exams.

Test Coordination

Coordination of testing is led by Green Dot Testing Coordinator and the Building Testing Coordinator, typically an assistant principal. Support is provided at the school level by the School Operations Manager (SOM) and school counselor. For assessments specific to special populations, i.e. WIDA, the ESL Coordinator or equivalent is involved as well. Collectively, the Green Dot Testing Coordinator and Building Testing Coordinator ensure all required training is completed before all assessments.

Collection and Analyzation of Assessment Data

Green Dot maintains access to various data systems, including PowerSchool (student information), Illuminate (assessment results), and Tableau (data imported from various sources like iReady, FastBridge) for analysis by educators. The data warehouse is managed by Green Dot's Information Technology and Knowledge Management teams. Through the data warehouse, Green Dot can generate Tableau reports that provide comprehensive student enrollment, demographic, and achievement data, enabling teachers and school leaders to spend more time garnering insight and developing action plans rather than searching and aggregating the data on their own.

At the school level, Fairley's administrative team uses the student performance data in Tableau reports to identify areas for improvement and PD opportunities for teachers. This data helps determine the frequency of admin coaching cycles. For example, a teacher with consistently lower data would be flagged for more frequent

coaching. During weekly coaching with the Chief of Schools, the principal will receive additional support for understanding school and regional data trends, as well as discuss any additional supports that may be needed as a result.

As a region, Green Dot principals and assistant principals attend monthly collaborations that are frequently grounded in improving their understanding of how to better use data to inform decision-making and moves in their schools. Curriculum Specialists provide training and support for teachers in interpreting and developing action plans based on data during Intellectual Prep meetings. A larger group of stakeholders, including school leadership, Curriculum Specialists, and other GDPST leaders, gather for an extended data dive each quarter. This protocol culminates in a series of next steps that will guide the school's focus for the following quarter.

The Executive Director leads the Green Dot Tennessee leadership team in a frequent review of academic, cultural, and other data that support progress toward strategic priorities and determining the overall health of the region.

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

Training and Support

Technical support for maintaining and using the data systems is provided by the Green Dot Knowledge Management Team, while support for understanding and executing data discussion protocols is led by the National Growth Team. Professional development on the technical aspects of data systems and on how to analyze and use data is provided during summer PD and on an ongoing basis during Intellectual preparation.

1.8 School Calendar and Schedule

School Year: The draft 2023-24 Fairley High School calendar will provide a minimum of 180 days of instruction. Please see the draft annual school calendar, Attachment A. The GDPST Board of Directors typically approves the annual calendar at the March meeting.

Daily Bell Schedule: Fairley High School will exceed the state requirement of a minimum school day of 6.5 hours. First period begins at 8:15 am; last period ends at 3:30 pm. Additionally, optional breakfast is provided for all students at 7:45 am. Please see attached bell schedule in Appendix A.

Fairley High School utilizes an 8-period schedule. Each day, students attend four, 80-minute blocks of instruction and a 65-minute advisory period. The bell schedule is set up on an A/B schedule with periods 1-4 and advisory on A days, and periods 5-8 and advisory on B days. In grades 9-11, students participate in double-blocks of English and Math classes. For example, a student who takes English 10 during period 1 will take English 10 Workshop during period 5.

In 2021-2022, we moved from a 6-period to an 8-period to this bell schedule to address the learning gaps present when students enter 9th grade. By doubling the time students have in English and Math to 80 minutes daily, we have seen significant acceleration in learning as evidenced by iReady testing and internal exams. The workshop time for English and Math also allows for flexibility with our intervention and enrichment, as this additional time allows for small group and individual instruction based on student need. The additional courses allowed in a 8-period bell schedule also allow more time for enrichment electives. For example, students now have opportunities to take focused ACT preparation courses.

After School Tutoring: GDPST provides a free after-school program to all students to improve academic outcomes and ACT scores. 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. 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 that 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. Enrichment activities that incorporate learning within fun activities such as ACT Prep, Choir, Kickboxing, and Martial Arts, Art club, E-sports, Cosmetology, STEAM Hub, and Podcasting and Media Production are also offered. 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. Tutoring is offered Monday through Thursday each week that school is in session. Currently, tutoring sessions are funded through our after-school program, which is associated with the 21st Century Community Learning Centers grant.

Extracurricular Activities: Fairley High School believes that co-curricular sports, clubs, and community service activities are central to effective education. Depending on student interest and sufficient fundraising, we aim to offer a variety of boys' and girls' sports. Fairley High School offers the following athletic sports teams: 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. Fairley High School will also offer a variety of clubs & activities both within and outside the academic program. The activities and clubs offered during the school day include the world-famous Power Source Band, journalism, podcasting, yearbook club, music, and video production.

The Fairley High School "Power Source" Marching band is under the direction of Michael Cowans. During his tenure, the band has constantly been recognized for its noteworthy accomplishments in Memphis and nationwide. The band's spirited performances have led to several titles and first-place finishes, including, but not limited to, 4-time champions of the Southern Heritage Classic Battle of the Bands, two-time winner of the Bodacious Battle of the Bands, top honors at the Kemet Jubilee Parade, 4 undefeated seasons, multiple parade winners in the world-famous Mardi Gras Parades in New Orleans, LA., and performance in Miami, FL. during halftime at the Orange Bowl, alongside recording artist Gladys Knight and American Idol winner Taylor Hicks. The band was also personally requested by Barack Obama to perform at his first appearance in Memphis. Tom Joyner also commissioned the band to premier his new song and dance entitled "The Joyner Shuffle," to name a few.

Most importantly, the Power Source Band has prided itself on being academically superior. On average, the band inducted over 85-90% of its students into the National Honor Society and produced an unheard-of 100% scholarship rate over 7 years. During Mr. Cowans's tenure, the band has earned over 30 million dollars in scholarships. On April 1, 2008, the Power Source Band was honored by the city of Memphis by receiving a resolution from the Memphis City Council. April 1 is celebrated and recognized as The Fairley High School "Power Source" Day in Memphis.

Fairley High School offered smaller clubs, sports, and activities in the school's first year of operation but expanded programs in subsequent years based on student interest.

Summer School: Additionally, Fairley High School offers a Summer School Program to support students with credit recovery. The school Summer School Program lasts about six weeks each summer. During this time, students have the opportunity to recover classes they may have recently failed. This program allows students to remain on track for graduation. Students who transfer to Fairley High School that are credit deficient are also invited to attend Summer School to support them with getting back on track for graduation.

1.9 Special Populations

Special Populations Staffing

Green Dot Tennessee employs a Special Populations team who has extensive experience in special education.

- Director of Special Populations: Merracle Jordan has over 20 years of experience working with special populations in Ohio, Texas, Mississippi, and Tennessee.
- Special Education Program Administrator: Tomisha Murrell has 18 years of experience as a functional skills and inclusion teacher. She is a Crisis Prevention Intervention (CPI) certified instructor.
- Behavior Specialist: Ashley Scudder has over eight years of experience in pre-K - 12 special education and behavioral programs at the school and network levels. She is a CPI-certified instructor.
- ESL Curriculum Specialist: Beth Stayton has more than 20 years of experience in education in Memphis, with a proven record of success supporting English language learners.

Fairley High School has budgeted to hire three special education teachers (two inclusion, one functional skills) and two special education instructional aides for the 2024-25 school year. Fairley's ESL population does not support a full-time ESL teacher. A certified ESL teacher provides services; this teacher is in the general education FTE counts on the budget worksheet (Attachment N). As of the 2022-23 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 Fairley High School. Should the need for gifted services increase, we will reevaluate our staffing numbers and revise the budget as necessary. Additionally, staffing assumptions outlined in other sections of this application may be adjusted for the 2024-25 school year if there is an increase of students with disabilities.

The Chief Talent Officer will support the Chief Academic Officer and Director of Special Populations in sourcing and hiring certified special education and ELL teachers. Efforts include, but are not limited to, Green Dot-hosted job fairs, recruiting events at colleges and universities, wide-reaching job postings on sites like Indeed, and an internal employee referral program that pays current Green Dot teachers for leading us to candidates we ultimately hire. This process begins as early as January for the following school year.

As of the 2022-23 school year, 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. As part of the transition from the ASD to MSCS, the Green Dot and Fairley High 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, particularly in areas where pooling services with other MSCS schools would provide a degree of efficiency not afforded to small districts or CMOs.

Plan to Prepare for Special Populations

Green Dot Public Schools Tennessee and Fairley High School 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. Fairley High School has been meeting the needs of diverse learners since the beginning of operating the school in the fall of 2014. We do not anticipate additional adjustments to the school's daily schedule outlined in section 1.8.

Method for Identifying Students with Disabilities

Fairley High School 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. Fairley will utilize its Student Study Team (SST), comprised of Green Dot and/or school-level administrators, school counselor(s)

and/or social worker(s), special education teacher(s), and general education teacher(s). Student identification can be divided into two categories, each outlined below.

- **Existing Individual Education Programs (IEPs):** Ideally, the student's IEP, if they have one, would transfer to the school with the student. However, since this does not always happen, we want to ensure that we have a registration process to help determine if a newly enrolled student has an existing IEP or 504 plan. When completing registration and enrollment tasks in Schoolmint, we ask parents/guardians questions to indicate if their student 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 hope that our universal screener and referral processes will prompt the school to look into 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. Green Dot and Fairley High 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 students take the iReady benchmark in reading and math at the beginning 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.
 - Implementation of RTI² Process. The SST team may recommend students whose iReady results and other data (TN Ready, classroom assessments, interim assessments, etc.) suggest support may be needed to meet academic or behavioral needs. See RTI² processes in section 1.3 for more detail.
 - Referral for an Evaluation. A student may be referred for evaluation if they do not make adequate progress after receiving Tier III interventions. All processes and regulations related to parent/guardian consent/notification will be followed.
 - Creation of IEP or 504 Plan. If a disability that requires special education or related services is indicated during the evaluation process, an IEP or 504 plan will be created. The creation process will include input from general and special education teachers, school administrators, parents/guardians, and the student (if appropriate). Once developed, the IEP will be implemented with fidelity.

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.

It is imperative that 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, Fairley High School 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.

Academic Programming

Inclusion Services. The LRE for most of Fairley's current students entails enrollment in general education classes with services provided via an inclusion model. 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.

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 Algebra I teacher and special education teacher providing inclusion in the Algebra I classroom will both receive professional development on the math curriculum, including embedded supports 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 will provide all modifications and accommodations mandated by students' IEPs.

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 MSSA/TCAP Alt 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. Transition services are provided by special education teachers and through contracted service providers, and integrated into all periods of instruction by focusing on functional skills instruction, transition planning, and building on student interests and skills.

Professional Development In addition to professional development related to inclusion instruction, special education teachers receive professional development from the Director of Special Populations 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 (as outlined in section 1.10).

Monitoring and Evaluation Fidelity checks are completed on all Special Education students 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 Director of Special Populations, the English Language Learner Coordinator 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, FastBridge. Progress reports for IEP goals and objectives are updated every nine weeks and sent home for parental review. 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 Director of Special Populations, Special Education Program Administrator, and school personnel work together to coordinate communication with the LEA and other critical stakeholders in the process. If approved for operation by Memphis Shelby County Schools, this policy will be reviewed and modified for alignment with LEA monitoring expectations.

Graduation For Students with Disabilities SPED students work to meet high school graduation requirements for a general education high school diploma, Alternate Academic Diploma, Occupational Diploma, or Special Education Diploma as outlined in their IEP. High School Graduation Requirements will remain the same for all students unless a student's IEP dictates otherwise. Green Dot believes in maintaining high expectations for all students and will provide the support needed for students to succeed. These supports may include credit recovery, extended school year, summer school, and workforce opportunities based on a student's graduation path. Fairley contracts Working World, LLC for its pre-employment transition services. At Fairley, the transition teams are the general education teacher, SPED teacher, Instructional Aide, Principal, and staff member from transition services. This team is responsible for understanding their rights as they graduate from the public school system, planning and providing training to students on creating resumes, preparing for interviews, and other valuable employment advice. Fairley will host an annual transition fair each year for students with disabilities. Graduating students with disabilities who desire to transition to postsecondary education will receive accommodations and support from the transition team. Areas of support include taking tours of local institutions, visiting student support offices, and being provided a summary of performance (SOP) that can be given to postsecondary learning institutes (so they can continue to provide supports similar to those of the IEP) Fairley High will partner with community organizations such as Walmart and Kroger to provide job training, tours, and presentations to graduating students with disabilities.

Process for Identifying EL Students & Avoiding Misidentifications

Identification: The identification process for every student will include a Home Language Survey (included in the registration packet for all students) that will serve to identify all students' primary or home language as well as a family's potential need for interpretation or translation. The office staff will check all Home Language Survey Forms and provide the list of students requiring assessment to the ESL Curriculum Specialist and ESL teacher. If a student's Home Language Survey indicates that a language other than English is spoken in the home, the Green Dot ESL Curriculum Specialist will request the previous year's WIDA Access scores, if available, from a previous school. If not able to obtain previous year schools, the ESL teacher will administer the WIDA-Screener within 30 calendar days of initial enrollment. Students will be classified by, and service requirements determined based on WIDA Screener results pursuant to TN State Board Policy 3.207 (ESL Program Policy).

To minimize misidentifications, Green Dot's Data Specialist sends EIS reports monthly after the first twenty days of school, as well as five days prior to each state testing data upload, to the ESL CS. If there are discrepancies with student ELB Status, the ESL CS reviews school records and any other information received from previous districts to determine or verify correct status. If corrections to ELB Status are needed, the ESL CS enters a note on the EIS report provided and shares with Green Dot's Data Specialist within forty-eight hours. The Data Specialist then makes corrections in EIS. The ESL CS will correct ELB Status, as well as home/primary language, date first enrolled in US school, and date first enrolled in ESL program in PowerSchool.

ESL Program, Practices, and Strategies

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.

WIDA 2020 Standards spotlight the variety of ways in which language is used in content area learning and draws attention to multimodality, the use of multiple means of communication. Because of this, general education teachers who have focused solely on the internalization of TN Academic Standards can now better make connections between WIDA's English Language Development and academic content standards.

Teachers, with support from content and ESL Curriculum Specialists, will implement WIDA Standards by planning instructional activities/tasks that support ELs language progress and provide access to core content. The Language Expectations (Key Use and Functions) will be documented on teachers' Internalization Guides and Lesson Plans.

Professional development for Green Dot Curriculum Specialists, school administrators, and ESL Specialists is supported by WIDA eWorkshops. Sample 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

ILP Implementation: Individual Learning Plans (ILPs) contain short-term language goals determined by the student's performance on WIDA ACCESS or WIDA Screener and ESL Specialist observations. Goals reflect WIDA's *Key Uses* and/or *Performance Level Descriptors (PLDs)*. If a student's language goals are defined by *Key Uses*,

teachers can view student language expectations for each of the four communication modes: *Reading, Writing, Listening and Speaking*. If an EL's language goals are defined by *PLDs*, teachers can view student language expectations for two modes: *Interpretive* (Listening, Reading, and Viewing) and *Expressive* (Speaking, Writing and Demonstration).

ILPs also contain a menu of suggested *Classroom Supports* which include strategies, accommodations and/or modifications. ESL Specialists will use WIDA data, classroom observation, and 'Can Dos' to identify appropriate *Classroom Supports* for each EL. Can Dos provide examples of what language learners can do at various stages of English language development in listening, speaking, reading, and writing. Teachers of ELs are expected to access ILPs in Ellevation and revisit each EL's Can Dos, Classroom Supports, and Goal when planning daily instruction within a unit of study. Classroom Supports will also be documented on teachers' Internalization Guides (IGs) and Lesson Plans.

These two planning practices are essential in our efforts to ensure equitable access to the core content program. ESL Program: Both English Language Arts and teachers of ELD will utilize the same curriculum, *CommonLit 360*. The 360 program is designed to ensure that all students have access to high-quality instruction that is on grade level and includes important features to enhance accessibility for students with disabilities and students whose first language isn't English, with options for audio, translation into nearly 40 different languages, and support for English Language Learners like explicit vocabulary instruction and supplemental texts in Spanish.

For our recently arrived ELs (RAELs), a pathway of instruction has been developed to prepare ELs for course level instruction and EOC assessments in their third and fourth years of high school:

RAELs scoring below 3.5 on WIDA Screener				
	HS Year 1	HS Year 2	HS Year 3	HS Year 4
Course/Direct Service	ELD-9/Pull-Out	ELD-10/Pull-Out	English 9/ Push In if needed	English 10/ Push In-if needed
Core curriculum	CommonLit 7 th Grade level 360	CommonLit 8 th Grade level 360	CommonLit 9 th Grade level 360	CommonLit 10 th Grade level 360
Supplemental Program	Ready, Set, Go! Newcomers 6-12	Ready, Set, Go! Newcomers 6-12		

Not only will our ELs be familiar with the structure of 360 lessons and the accessibility features embedded in the program, but they will also have been engaged in the use of TN academic language specific to ELA and CommonLit 360, better preparing them for the level of discourse required to meet the academic standards of state tested courses.

Newcomers (RAELs) who have immigrated to the United States, face the difficult challenge of communicating with those around them. Life inside and outside of the classroom is stressful, and a lack of essential language support can lead them to become discouraged and disengaged. *Ready, Set, Go! Newcomers Kits* is a supplemental English Language Development (ELD) program designed just for these students.

- Content to develop life skills vocabulary for success in and out of the classroom
- Skill building from phonics to social communication to academic language (WIDA Standard 1)
- Activities in listening, speaking, reading, and writing
- Mature, age-appropriate visual support in each kit
- Grades 6–12 kit is ideal for Students with Interrupted/Inconsistent Formal Education (SIFE)
- Designed for students at English language proficiency levels 1 and 2 (entering and beginning)

Our long term ELs (LTELs) scoring below 3.5 on WIDA ACCESS will also be provided Tier I English language Arts instruction through CommonLit 360. Our ESL Specialist will ensure WIDA standards and *Classroom Supports* are incorporated into daily ELA instruction by providing push-in/co-teaching services.

If an EL receives direct services via push-in, or co-teaching, WIDA standards and ILPs will be implemented by both the ELA and the ESL Specialist during the 80-minute ELA instruction block.

Some LTELs will receive direct ESL service during ESL Support classes. During this class, the ESL Specialist will focus on specific language needs identified in the student’s ILP.

For LTELs with ACCESS score 3.5 and above				
	HS Year 1	HS Year 2	HS Year 3	HS Year 4
Course/Direct Service	English 9 (Push-In)	English 10 (Push-In)	English 11 (Push-in)	English 12 (Push In)
Core curriculum	CommonLit 9 th Grade Units	CommonLit 10 th Grade Units	CommonLit 11 th Grade Units	CommonLit 12 th Grade Units
Additional ESL Services	<i>ESL Support 9-12</i>	<i>ESL Support 9-12</i>	<i>ESL Support-9-12</i>	<i>ESL Support 9-12</i>
Supplemental Programs	TEAM and Finish Line 2.0	TEAM and Finish Line 2.0	TEAM and Finish Line 2.0	TEAM and Finish Line 2.0

Language programs primarily utilized during ESL Support:

- The grade-level TEAM curricula, from Continental Press, provide students 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.

Plans to Address and Maintain ILPs

Ensuring ILPs are Addressed				
Monitor/ Audit	Persons Responsible	Source	Dates	Communication of Results/Feedback
Review of Deliverables: Lesson Plans/IGs	Content CSs, ESL CS, school admin	Shared Drive (Folders)	Weekly	<i>Whetstone</i> : Quick Feedback
Classroom Observation: ESL Specialist and General Education teachers	Content CSs, ESL CS, school admin	<i>Ellevation</i> : [Student Lists], Lesson Plan/IG	Quarterly	<i>Whetstone</i> : Quick Feedback
Gradebook Walks	ESL CS and school admin	<u><i>PowerTeacher</i></u>	Quarterly	Summary provided to Principal.
Development of Schoolwide Test Plans: GDCAP, TCAP, ACT	BTC, ESL CS and SEPA	Shared Drive (Folder): Planning Templates, <i>Ellevation</i> : Accommodations Reports	Semester 1; Semester 2	Plans submitted to and reviewed by GDPST Test Coordinator and Director of Special Populations
Review of disaggregated data (Summative)	Principal, ILT, SEPA, ESL CS	Tableaux, GDPST Data Specialist, illuminate	Quarterly	Plan of Actions provided to Director of Academics, Director of Special Population, GDPST Chief of Schools
Review of disaggregated data (formative)	Teachers, ESL CS, Content CSs, Lavinia Support Team, SEPA	Completed independent practices, exit tickets, culminating tasks, formatives	Bi-weekly	Instructional adjustments documented in Lesson Plans/IGs.

Ensuring ILPs are Maintained					
Monitor/ Audit	Files (ELB Status)	Location	Reports Utilized	Dates	Communication of Results
ILP fields, or components, complete and ILP generated	L, W	<i>Ellevation</i>	<i>Ellevation</i> : [Export Wizard- complex]; [Report-Lists: ELL Services by School and Grade; TCAP Accommodations]; "Documents"	15th day of school, last day of Quarters 1, 2, and 3	Notify ESL Specialists
ILP Chats, parent/ family- student input documented	L, W	<i>Ellevation</i>	<i>Ellevation</i> - ILP "Notes"	Mid Qtr. 1 Mid Qtr. 2 Mid Qtr. 3	Notify ESL Specialist
Progress Monitoring	L, W, T1 and T2	<i>Ellevation</i>	<i>Ellevation</i> - Progress Monitoring Report	Quarterly- mid point and end of each two-week window	Notify ESL Specialist, Summary provided to Principal
Goal Progress	L, W	<i>Ellevation</i>	<i>Ellevation</i> -Goals Progress Report	Last day of Qtr. 1, Qtr., 2, Qtr. 3, and 3rd Tuesday in May	Notify ESL Specialist and Principal
EL Cumulative Insert (Yellow File) Audit	L, W, T1, T2, T3, T4, F, N	On-Site (Records Room)	<i>EL Cumulative File Insert Checklist</i>	2nd week of Sept. 3rd week of Oct., 3rd week of Jan., and 1st week of April	Shared Tracker: "SY25 EL Cumulative Insert Audit", Summary provided to Principal and GDPST Director of Special Populations

Plans for monitoring and evaluating the progress and success of EL students, including exiting students from ESL services.

An ILP will be updated at least once per academic year. Each time an ILP is updated, it is generated and sent home so parent/family can review and provide additional input. Every 4.5 weeks, students' progress toward language and academic goals will be documented. If student learning goals are met, the goals are adjusted and updated. If student accommodations change, these will be adjusted as well. New comments from teachers, parents, and students will be added to the "Notes" section of the ILP.

Throughout the year, MLLs engage in ILP Chats with their ESL Specialist. During these individual conferences, *Language Goals* and other academic data are reviewed, and *Classroom Supports* and *Accommodations* are discussed. Students provide input, and adjustments are made. Student input is recorded in the "Notes" section of the ILP.

Each quarter, all general education teachers of ELs complete Progress Monitoring forms in *Ellevation*. 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. This also serves as an important part of documenting any additional support our students need to make continued progress. Each ILP monitoring period lasts two weeks, giving teachers ample time to provide valuable feedback. During this two-week window, the ESL CS and school administrators use *Ellevation's* Progress Monitoring Reports to track submittal rates and identify teachers who may need support with monitoring students' progress.

Monitoring the progress of transitional ELs in their first or second year after exiting the ELD program occurs quarterly. The ESL Department will review all completed Transitional Monitoring Forms to determine if a student needs additional support. The ESL CS ensures monitoring and evaluation of student progress occurs in accordance with *TDOE New Rule 0520-01-19.1* by conducting in-house desktop monitoring and on-site file audits. *Ellevation* reports will be utilized to ensure each component of an ILP is completed accurately and in a timely manner. EL Cumulative Inserts, or Yellow Files, will be audited four times per year and are conducted on-site.

Identifying and Addressing the Needs of At-Risk Students

Identifying at-risk students to is crucial to our mission of preparing *all* students for college, leadership, and life. While the RTI² system presents a few challenges for high schools, it is important that students identified as at-risk receive the supports and interventions necessary.

Academic Intervention

Fairley’s approach to identifying academically at-risk students is aligned to the TN RTI² framework and outlined below.

- Administer Nationally-normed screener. All students will complete the iReady math and reading diagnostic benchmark three times annually, including during the month of August. 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, and comprehension for reading, and numbers and operations, algebraic thinking, and measurement and data in math (as examples).
- Collect Data From an Array of Sources. In addition to data collected from iReady benchmark assessments, Fairley will compile data from a variety of additional sources that, collectively, can provide a warning that a student may be at-risk and in need of intervention. These data sources include but are not limited to, TN Ready growth and proficiency data, ACT scores (both internal mock and the “real” exam), common content assessments in core classes, and student records such as attendance, grades, and behavior. Data from these sources will be compared individually and collectively to determine if there are trends in student performance across all or some sources or if there is a mismatch between data and student classroom observations and work samples.
- If a student is identified as at-risk, additional diagnostic assessments will be administered via the FastBridge computer system. These diagnostics will determine the specific skill(s) gaps a student may have and what the focus of their intervention should be.
- SST. If, after study and differentiation in the Tier I classroom, data continue to suggest that a student is struggling, the Student Study Team (SST) will convene to review data further and determine if additional intervention supports and/or a movement to more intensive Tier II or Tier III intervention is needed.

Fairley High School defines the RTI² tiers according to the TN RTI² Framework, as outlined in the Academic Program Section (1.3) and below.

Tier	Percentile (According to RTI Framework)	Intervention	Frequency of Progress Monitoring	Approximately % of Students in RTI Tier at Fairley
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	Bi-weekly	10 - 15% of students

		ELA and math periods.		
Tier III	< 9th Percentile	Stand-alone Tier III classes (on block schedule)	Weekly	5 - 10% of students

Tier II interventions include modifications and strategies during the Tier I core blocks of instruction. This can include modification of assessments and assignments, additional supports (i.e. graphic organizers, thinking aids), and small-group instruction. One benefit of our 80-minute class period is that teachers have ample time to execute Tier I and Tier II instruction. During Tier II small group instruction, other students are provided opportunities for enrichment or additional practice related to Tier I content.

Tier III intervention is the most intense level of intervention provided. Students identified as needing Tier III instruction will attend a separately scheduled Tier III class in math or reading that includes both small-group and one-on-one support. Since Fairley High serves high school students, student’s graduation progress is considered when determining a scheduling move to a Tier III class.

Behavior Intervention

Fairley’s approach to behavior intervention is similar in structure to academic intervention, following a cycle of data review and increasingly intensifying interventions.

Collect Data From an Array of Sources. Data from multiple sources is frequently used and review by school and network teams. This includes, but is not limited to, CASEL CORE SEL survey (administered twice annually in advisory), Tableau Culture Dashboard (include data on attendance, discipline, grades, etc., that can 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.

Behavior intervention tiers are outlined in the table below.

RTI-B Tier	Percent of Students	Goals	Focus Data	Review of Data	Intervention Examples and Suggestions
Tier 1	80-85%	<ul style="list-style-type: none"> 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.. Develop and implement strong classroom I expectations, with positive reinforcement. 	Tableau Culture Dashboard Teacher Referrals CASEL CORE SEL Survey Culture Team Observations Hero	School Admin. Green Dot Home Office School Culture Team School Advisory Team	<ul style="list-style-type: none"> Green Dot Advisory Programs School-based Cultural Team protocols & programs Fairley 5 (common behavior expectations) Explicitly teach (and reteach) expectations to ALL students All students regularly & consistently acknowledged adhering to behavior expectations 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%	<ul style="list-style-type: none"> 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 	<p>Data from Tier 1, plus</p> <p>Formative & summative assessments</p> <p>Outside agencies & service providers documents or assessments</p> <p>Parent & Student Input & Referrals</p> <p>Staff Referrals</p>	<p>Individual Student Conference</p> <p>Parent/Student Conferences</p> <p>Admin. Meetings</p> <p>Culture Team Committee</p> <p>Advisory Team Meeting</p> <p>Student Advisory Council</p>	<p>Tier I Interventions plus:</p> <ul style="list-style-type: none"> 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%	<ul style="list-style-type: none"> Intensive individual supports 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 	<p>All of Tier 1 & 2, plus:</p> <p>Behavior Assessment</p> <p>Behavior support team</p>	<p>All of Tier 1 & 2, plus:</p> <p>District student service level support</p> <p>Community partnerships</p> <p>Referral programs</p>	<ul style="list-style-type: none"> 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

Students Identified as Intellectually Gifted

Intellectually Gifted students receive services from a certified Intellectually Gifted teacher (this could be a part-time teacher shared with another Green Dot school, depending on need). Students are identified as intellectually gifted via the special education eligibility process outlined above and processes in the Tennessee Department of Education Intellectually Gifted Evaluation Guidance manual. Identified students will be served as outlined in the TDOE Gifted Manual.

Prior to 9th grade, gifted students will be taught using the William and Mary Gifted 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.

Upon completion of their 9th-grade year, students will exit the program with a comprehensive high school service plan that focuses on enrichment, Advanced Placement, and dual credit courses. Fairley High School offers a range of Advanced Placement and dual credit courses, including the opportunity to take courses not offered on campus via the TN AP Access for All program.

Intellectually gifted students will be monitored based on their performance on William and Mary's projects completed during their gifted resource sessions. In addition, data from core classes will be monitored based on their performance on daily exit tickets, weekly quizzes, TCAP results, quarterly Interim Assessments, and TN Ready.

1.10 School Culture and Discipline

Fairley High School distributes a comprehensive Student Handbook each year to students, families, and staff to ensure that all stakeholders are aware of expectations. Please see Student Handbook in Attachment B. The handbook will be updated to meet the guidelines of MSCS during the transition period from the ASD to MSCS.

Desired School Culture: Fairley High School is committed to establishing a school culture which emphasizes high care, structure, and expectations. From the identification as Bulldog Nation to students' visible representation of oneness through wearing the school uniform, Fairley High School will be an environment of togetherness, more than just a school, that resembles a family.

In addition, Fairley High is devoted to remaining an educational anchor in the Lakeview Gardens community, as it has been throughout its history—equipping students for College, Leadership, and Life and serving as a conduit connecting the community to wrap-around services and supports. The physical environment will serve to expose students to post-secondary options and build excitement by showing them there is more than one path to success.

The focus on preparing students for college, leadership, and life will be evident as soon as students arrive on campus. Pennants will be placed above each classroom door stating the “Road to College Begins Here.” Each member of Fairley’s faculty and staff, as well as Green Dot Public Schools Tennessee’s home office team, will proudly share their post-secondary experiences: college-going experiences, diplomas, and challenges.

Implementing and Sustaining Culture: Fairley High School, individually, and Green Dot Public Schools Tennessee (GDPST), collectively, believe students thrive in environments where they: feel welcomed, are physically safe, have their individual identities valued, are supported as they are held accountable for decisions, and are equipped to achieve their full potential. Fairley High School students will promote and exemplify Green Dot’s core values, which will be displayed prominently around the school campus: An Unwavering Belief in all Students’ Potential, Passion for Excellence, Personal Responsibility, Respect for Others and the Community, and All Stakeholders are Critical in the Education Process. We will implement our core values to guide efforts to support students’ thriving and shape our culture. Students will be immersed in these core values from the first day of school through: Orientation, parent and student contracts, the advisory program, character development, summer professional development, weekly professional development, and classroom environment. Green Dot’s Core Values are foundational to the work we do as an organization and how we serve families in the Lakeview Gardens community.

Green Dot Core Values

1. An Unwavering Belief in all Students’ Potential

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. 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 they lack, but in terms of what is possible.

Because institutional beliefs show up in the actions of everyone, Fairley High School will create opportunities and systems that will facilitate the adoption of a true belief in a student's potential. This begins with listening, without judgment, to the goals a student has set for themselves. This active listening allows faculty and staff to understand the lived experiences that have shaped each student’s why and goals for their life. Each day, students will be provided a 60 minute advisory period. One goal of Fairley High’s advisory period is to strategically allocate time for students to share these goals in a systematized method with faculty members. Throughout the

academic year, students will be provided with opportunities to reflect on progress toward their goals, as well as to adjust goals as they change. For example, after each iReady benchmark and grading period, students will complete a reflection, assessing if their current academic progress is moving them toward their goals. In the event, a student recognizes they are not moving at the pace they would like toward their goals, this time will be used to collaboratively develop next steps for the student (e.g., connect with a mentor in their desired profession; planning a meeting with an academic counselor).

2. 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.

In order for students and school personnel to pursue excellence, everyone must have a shared understanding of what excellence means to them, individually, as well as their current location on the journey toward excellence. This work will begin by engaging students, families, and school personnel in the school planning process to define goals. After establishing what excellence means, visible anchors of the goals and metrics of progress will be placed throughout the campus. For example, daily attendance percentages, overall assessment growth (e.g., % of students in Tier I on iReady), and number of office disciplinary referrals, each divided by grade-level will be placed strategically across campus.

The student support specialist and instructional leadership team will be responsible for updating these visuals regularly. The administrative team will establish incentives and competitions to push students toward pursuing these goals. During the advisory block, teachers will 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, will establish annual goals for the organization that will ensure it is on track to meet the goals and priorities defined in its five-year plan.

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, Fairley High School leadership will provide a weekly newsletter that clearly outlines the immediate and long-term foci for the school. Teachers will meet weekly with Curriculum Specialists in Intellectual Preparation meetings to ensure they are equipped to provide students with a high-quality, equitable education. Teachers will also review the effectiveness of instruction by conducting data reflections after common assessments. Fairley High's administrative team will follow up on these data reflections to support teachers, as well as facilitating crucial conversations, as needed, to encourage personal responsibility.

School leaders will meet bi-weekly with members of GDPST's executive leadership team to ensure they are engaging in 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 are not saviors looking to rescue students from their communities, nor are we naïve to the significant challenges that our communities face. We reject the concept of a universal 'Culture of Poverty'; recognizing our students and their

families as individuals, acknowledging their voices, and valuing their input into our work.

Fairley High School believes every individual's story is unique and that each community has a unique story. While Lakeview Gardens is part of the larger story of the city of Memphis—it also has a story that is unique to the community itself. Fairley High School will host monthly parent meetings. These meetings will provide families with the opportunity to share their perspective on the effectiveness of the school's work and engage in collaborative problem solving with administrators, faculty, and staff. Additionally, the school will strategically use this time to connect the Lakeview Gardens community with beneficial resources (e.g., Inviting GDPST partner, LifeDoc, to offer free health screenings during this time).

5. All Stakeholders are Critical in the Education Process

Respecting stakeholders requires active listening and the inclusion of all voices. School leaders regularly engage teachers in decision-making through the creation of professional communities of practice. Community engagement teams nurture the political power of our parents to demand meaningful change in their neighborhoods. 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.

Acculturating Students Who Enroll Mid-Year: For students who enroll mid-year, the students and their family 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 Fairley culture. Often, the student will shadow another student for a day to understand school operations and expectations.

School Culture for All Students, including SPED, ELL, and those at risk of Academic Failure: Fairley's college and career-driven culture are intended to instill in all students an unwavering belief that they can be successful in their future careers. Fairley 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, Life Doc, and our school psychologist, to ensure school culture takes into account and serves our students with special needs. Fairley's small school, small classroom environment, and staff commitment to a shared responsibility for learning contribute to a learning environment of safety and literacy. Caring teachers and culturally responsive classrooms will 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 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 will serve as a mentor for students at risk of academic failure, students with disabilities, and ELL students by providing academic and personal support.

School Discipline The discipline policy (attachment A) includes 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.

Discipline Process 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.

Rights of students with disabilities and ELL's

Fairley High School believes in an individualized approach to student discipline. When determining the appropriateness of consequences, teachers and administration consider the severity of the offense, the student's pattern of behavior, [and documentation related to the student's disability and/or ELL status]. When determining disciplinary consequences for students with disabilities and ELLs, the school also considers the fidelity of implementation of IEPs and ILPs. For students with disabilities, we understand that a student's IEP outlines a plan for supporting the student's behavioral needs in addition to his/her academic needs. The IEP team will meet to evaluate and revise the IEP of any student whose behavior significantly interferes with the learning environment [to ensure the support provided aligns with their level and areas of need]. Such revisions may include additional character education support, counseling, and/or a new or revised behavior intervention plan. The Individuals with Disabilities Act (IDEA) requirements will be followed when reviewing the possible impact of a student's disability in any behavioral incident. Accordingly, the discipline policy will only be altered, as needed, giving careful consideration to a student's behavioral history and/or disability. We will not suspend a student with a disability from school for more than ten days without providing education services as required by IDEA. If a change in placement is constituted, the IEP team will meet to determine appropriate services that will best meet

the student's needs as relevant to his/her disability. We will make all possible efforts to [limit the need for removal of] students with disabilities and ELLs from their educational environment.

School Discipline Philosophy and Supporting Practices: Green Dot's discipline policy is based on the research and philosophy of Restorative Practices. Restorative Practice means that individuals who hurt the school community must make amends and give back to the community for their infractions. The "giving back" does not necessarily replace punitive actions that may result from the infraction. Instead, they are often in addition to such actions. Therefore, students who violate Fairley High School's Code of Conduct will often face a restorative consequence – an opportunity to give back to the community and repair relationships they have damaged. This concept of honoring the community and the relationships within our community is the foundation of our program.

Restorative consequences are typically designed to restore the wrongdoing. Covering the wall with paint is a reasonable restorative consequence if graffiti was the 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. Before GDPST, Fairley had a 34% suspension and expulsion rate. Through setting high expectations, training teachers in de-escalation strategies, and teaching students conflict resolution and communication techniques, Fairley High currently boasts a 7% suspension rate, which is a 80% decrease in the suspension rate from 2013.

In addition to Restorative Practices, Fairley promotes 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, Fairley High School offers monthly school-wide incentives (free dress days, gym time during advisory, and other spirit/culture events) for students who meet expectations.

Fairley High School's Code of Conduct: Below is an outline of Fairley High School's recommended Code of Conduct. However, Fairley High School's principal, teachers, and students may adapt to their school community's specific needs.

Each Fairley High School 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.

Discipline System Framework: Green Dot's Discipline System Framework is designed to create a safe, respectful, and cooperative community. Within the framework, there are three discipline levels:

- **Mild Violations:** A mild behavior infraction is a minor misbehavior that does not impede the learning of others or only does so to a minimal extent. Some examples are minor uniform infractions, chewing gum, or failure to complete work. Potential consequences for a mild violation may include teacher interventions through the Classroom Discipline Cycle or other interventions that keep the student in the class.
- **Moderate Violations:** Moderate behavior infractions are misbehaviors that persistently impede the learning of the student or their peers. Some examples include instigating a fight, tagging, or inappropriate use of technology. Potential consequences may include referrals, a parent conference, parent shadowing, a suspension, or ISS.
- **Severe Violations:** Severe violations are misbehaviors and actions that are serious violations of the Code of Conduct, such as bullying, drug distribution, or brandishing a weapon. Potential consequences include suspension or referral to a Discipline Review Panel. In the case of a student who has an IEP or a student who has a 504 Plan, Fairley High School 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.

The school's discipline policy will be published at the beginning of each school year in the Parent-Student Handbook, which will be reviewed with parents and students at Parent Orientation/Registration. Parents may be notified in the event of detention.

Job Description of Individuals Responsible for Carrying Out Discipline Policies: While all certificated staff is required to play a role in student discipline to maintain a positive school culture, the Principal, Assistant Principal, and Campus Security Officers (CSOs) play a lead role.

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 2.5 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 Fairley High School, 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 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.

1.11 Recruitment and Enrollment

Fairley High School is experienced in engaging parents, students, and the community as part of the student recruitment process. The Fairley High School Student Enrollment Policy 2.0 (Attachment D) and outlined in section 1.2 includes Fairley High School’s enrollment policies if authorized, with MSCS.

Marketing, Recruitment, and Enrollment Practices and Plan for Informing Parents and Community Members and Pre-Opening Timeline:

The GDPST Executive Director, Chief of Schools, Special Projects Manager, Director of Operations, Director of Community and Engagement, and Fairley High School leadership will implement a multi-pronged outreach strategy. Attachment D details GDPST’s Recruitment & Enrollment Playbook. Each year, the GDPST leadership team works with schools to enact the playbook’s strategies (see Appendix A). Fairley student recruitment will be conducted in communities throughout Memphis within a fifteen-mile proximity of the school. Specifically in the communities of Coro Lake, Lakeview Gardens, South Memphis, Westwood, and Whitehaven.

Meet with Key Influencers: Green Dot will continue community organizing to gain support for Fairley High School. We will host one-on-one meetings with significant influencers, including Fairley Alumni, key community members, and business stakeholders.

Meet with Parents: The Green Dot Public Schools Tennessee Leadership team and Fairley High School 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 tradition of Fairley High School Bulldogs. Our students are a key part of our culture, and we continuously solicit student feedback to ensure the success of Fairley High School continues.

Plan to Recruit Students: As stated and outlined in section 1.2, once authorized by MSCS, Fairley High School will recruit students throughout Memphis within a fifteen-mile proximity of the school. Due to this large radius, Fairley High School 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 Fairley High School, 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 in order to avoid possible conflicts of interests 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 Fairley High School, Fairley High will complete the following recruitment efforts: Specific examples of the recruiting efforts for Fairley 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
- Flyering 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* (Fairley High School 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 Life Doc 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.

In response to the Covid-19 Pandemic, Fairley High school recognizes that many community members may be concerned with attending in-person events; as a result, the school will host social media events for families and students to keep them engaged and to support them with enrollment.*

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

- 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

Please note that all new recruitment strategies are labeled with an *

Additionally, Fairley High School will use the timelines below to build relationships with and enroll potential students.

Summer Forecast		
May	June	July
Get students enrolled.	Get students enrolled.	Get students excited to be in school on the first day.
<i>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.</i>	<i>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.</i> New – Even though some families have enrolled in schools, many are deciding where to send their students. This is the	<i>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.</i> New – Continue to recruit new students. For students who are enrolled, frequently communicate with the families to build

<p>New – This is your last chance to get into feeder schools while kids are still there. Whether it’s 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.</p> <p>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 returning students and get them registered.</p>	<p>time to be in frequent communication with families, both enrolled and prospective. Door-to-door canvassing is a top priority.</p> <p>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 with them to get enrolled and excited about the coming school year.</p>	<p>their excitement for the upcoming school year and drive attendance to any Welcome Back activities. Door-to-door canvassing is a top priority.</p> <p>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, ensure transfer paperwork is in their file.</p>
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Summer Plan (May, June, July) *indicates that this is a required strategy				
Task	Date	Notes	Owner	Status
Social Media *Posts*	Weekly	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Run ads on Facebook and Instagram - Run video ad on YouTube 	Special Projects Manager	
Visit feeder schools*	Weekly or as needed	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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 Community Engagement and Special Projects Manager	
Flier – local businesses*	Weekly	<ul style="list-style-type: none"> - 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 Community Engagement and Special Projects Manager	

Flier – community centers*	Weekly	<ul style="list-style-type: none"> - 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 Support Specialist	
Canvas – neighborhood*	Weekly	<ul style="list-style-type: none"> - Visit the homes of students within your school zone - When possible, collect their information in SchoolMint - Dates: X, X, X (and so on) 	Enrollment Team	
School Messenger*	Weekly, then Daily	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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, do this at X 	Student Support Specialist and counselor	
Home visits*	As needed	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Deliver yards sign to parent and student ambassadors - Deliver yards sign to (businesses, churches) 	School Operations Manager and Director of Operations	
Welcome Back event*	By August 1	<ul style="list-style-type: none"> - Host a welcome back event for families 	School Leadership Team and Staff	
Enrollment Nights*	July- Aug	<ul style="list-style-type: none"> - 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	By July 31st	<ul style="list-style-type: none"> - The summer can be hard on parents with their kids home so show them some love with food, joy, and 	Director of Community and	

Night		celebration.	Engagement, Student Support Specialist, and Special Projects Manager	
R&E swag	Distribute by May 25th	<ul style="list-style-type: none"> - 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 contraction information to X and X 	School Leadership Team	
Host camps	TBD	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Train staff on this campaign on X - Launch this on X - Advisory incentive by grade level 	Chief of Schools, Director of Operations, and Special Projects Manager	
Summer Bridge*	Based on GDPST calendar	<ul style="list-style-type: none"> - All athletes and band students are required to attend this 	School Leadership Team	

Fall Forecast			
August	September	October	November/December
Get students in school.	Keep students in school.	Prepare for spring R&E.	Launch marketing.
<i>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</i>	<i>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</i>	<i>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</i>	<i>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.</i>

<p><i>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.</i></p> <p>New – Continue to enroll. Ensure that students are in the building and that families feel welcome.</p> <p>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.</p>	<p><i>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.</i></p> <p>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.</p> <p>Returning – Continue to check in with students and families to ensure that they feel welcome and excited about attending your school.</p>	<p><i>secure your R&E team.</i></p> <p>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.</p> <p>Returning – Continue to check in with students and families to ensure that they feel welcome and excited about attending your school.</p>	<p>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 X.</p> <p>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.</p>
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***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.**

Fall Plan				
*indicates that this is a required strategy				
Task	Date	Notes	Owner	Status
Social Media Posts*	Weekly	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Through mid-September – Run ads on Facebook and Instagram - Through mid-September – Run video ad on YouTube 	Special Projects Manager	
Visit feeder schools*	Ongoing	<ul style="list-style-type: none"> - 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 Community Engagement, and Student Support Specialist	
Visit Feeder	First visit	<ul style="list-style-type: none"> - Before fall break, visit all feeder schools to 	Director of	

Schools	by Dec 10th weekly	<p>introduce yourselves and provide their families with information about Fairley.</p> <ul style="list-style-type: none"> - Weekly – Continue to visit. Make it fun. Do Fairley trivia and have a raffle prize. Every student should know your names, want to attend Fairley, and know the lottery deadline. 	Community Engagement and Special Projects Manager	
Call incoming 8th grade families for the next school year	Daily	<ul style="list-style-type: none"> - 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. X	<ul style="list-style-type: none"> - 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 Support Specialist	
Attend feeder school events*	Ongoing	<ul style="list-style-type: none"> - 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 then communicate through Facebook to enroll them 	Enrollment Team	
Solidify R&E team	By Nov. 14	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - In the playbook section, "R&E strategy and calendar of events," map the feeder schools and community assets that you will build relationships with and visit to recruit students 	Enrollment Team	
Flier – churches*	Nov. 30 Jan 15	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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 	Special Project Manager	

		<ul style="list-style-type: none"> - If they have a social media page, ask if they can feature your school on it 		
Flier – community centers*	Nov. 30 Jan 15	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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 Community and Engagement	
Personal calls*	Daily then Weekly	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Deliver yards sign to parent and student ambassadors - Deliver yards sign to (businesses, churches) 	School Leadership Team	
R&E check in's and goal setting*	Beginning January Weekly, then Bi-Weekly	<ul style="list-style-type: none"> - The goal is to enroll 25 students per week - Include this goal in the weekly email to staff 	Enrollment Team	

Spring Forecast

January

February

March

April

Outreach, outreach, outreach.	Outreach, outreach, outreach.	Enroll, enroll, enroll.	Enroll, enroll, enroll.
<p><i>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.</i></p> <p>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, you want to 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.</p> <p>Returning – Re-enrollment campaigns should launch in advisory to align with MSCS optional program which launches on January X. Student incentives should be in place.</p>	<p>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.</p> <p>Returning – Re-enrollment campaigns continue in advisory. The closing of this should align with the MSCS optional program deadline on X. Student incentives should be in place.</p>	<p>New – Continue to get in front of new students. Collect referral information from them. Chip away at your enrollment goals.</p> <p>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.</p>	<p>New – Continue to get in front of new students. Collect referral information from them. Chip away at your enrollment goals.</p> <p>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.</p>

<p align="center">Spring Plan *indicates that this is a required strategy</p>				
Task	Date	Notes	Owner	Status
Returning students enrollment campaign in	Launch in advisory by January 5	<ul style="list-style-type: none"> - 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	

advisory*				
R&E all-staff PD*	By January 5	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Run ads on Facebook and Instagram - Run video ad on YouTube 	Special Projects Manager	
Ads – Billboards	TBD	<ul style="list-style-type: none"> - Purchase a billboard to advertise enrollment 	Director of Community and Engagement	
Ads – Radio	TBD	<ul style="list-style-type: none"> - Advertise on X from DATE to DATE 	Special Projects Manager	
Visit feeder schools*	Ongoing	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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 Community and Engagement and Special Projects Manager	
Flier – local businesses*	Monthly	<ul style="list-style-type: none"> - 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 Community and Engagement and Special Projects Manager	

Flier – community centers*	Monthly	<ul style="list-style-type: none"> - 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 Support Specialist	
Open house	By April 15	<ul style="list-style-type: none"> - Host an open house for potential families so that they can tour the school and complete their enrollment process 	School Leadership	
Personal calls*	Daily	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - In advisory, have current students provide information for potential incoming students (9th graders) 	School Operations Manager	
Yard signs	By April	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - The goal is to enroll 25 students per week - Include this goal in the weekly email to staff 	Enrollment Team	

Opening with a new Authorizer: Fairley High School’s relationship with its authorizer is important. The GDPST Leadership Team and board have learned through years of operating and overseeing charter schools—including the entry of many schools from MSCS into the ASD—that families generally have minimal visibility or even awareness of the authorizer (unless, of course, the school struggles to meet commitments and an authorizer intervenes to rectify the situation). Spending too much time talking about authorization may unnecessarily worry parents or distract them from where they can significantly impact their children. Parents’ primary focus is on their children’s educational experience. Therefore we are committed to helping our families understand what transitioning from ASD means for enrollment. We have already held several meetings with different groups of parents to discuss implications and brainstorm solutions. Once Memphis-Shelby County Schools authorizes Fairley High School, all parents will be informed about the change in a letter, social media posts, and parent/community meetings. Parents will be engaged to help spread the news to other families, mainly about ensuring families in our targeted zip codes apply early to maximize their access.

1.12 Parent and Community Engagement and Support

Plan for Engaging Parents and Community Members in School Development: When GDPST first partnered with Fairley High School in 2013, extensive efforts were made to authentically engage the school and neighborhood community. In addition to outreach efforts (visits to churches, community centers, etc.), GDPST formed the Fairley Transition Advisory Team (FTAT) and tasked the team with the following objectives:

- To provide input into critical decisions over the spring and summer.
- To ensure that Fairley 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 FTAT met twice monthly to tackle its objectives. The team was even able to travel 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 FTAT planning, a number of concerns were raised about student activities (prom, graduation, etc.), so a series of student grade level meetings were held to meet directly with students to ensure that the school had plans in place to keep traditions alive.

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

- Partnering with the 200-member Fairley Alumni to establish scholarships for students, school supplies, and additional financial support for the band and athletics program. 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 Andy's Barber & Style Shop, LLC, to provide free haircuts to all students every Monday.
- Partnering with ALSAC to continue the student mentoring program.
- Partnering with local music artists NLE Choppa and Duke Deuce to support student literacy.
- Partnering with Sylvester Ford to provide mentorship to students in need.
- Partnering with various businesses in the Whitehaven Community to provide MLGW Utility vouchers for students in need. These businesses include: FedEx, NIKE, TDX Logistics, Amazon, and a host of other organizations.
- 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 Working World LLC to support students with pre-employment transition services, also known as PRE-ETS.
- Partnering with United Way's Driving the Dream Program, a referral base service for support to help individuals and families advance from their current situation (economic, residency, educational, social emotional) to achieve a greater economic security.
- Partnering with MacroSolutions to support the incoming Networking Systems CTE Program.
- Partnering with Mississippi Valley State University to offer dual credit to support incoming Networking Systems CTE Program.
- Partnering with ER2 Asset Management Company to support the incoming Networking Systems CTE Program.

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.

Plan for Informing Parents and Community Members, Engaging Parents and Community Members (Community Outreach)

Meet with Key Influencers: Green Dot will continue community organizing to gain support for Fairley High School. We will host one-on-one meetings with significant influencers, including Fairley Alumni, key community, and business stakeholders.

Meet with Parents: Green Dot leadership team and Fairley High School 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.

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

Fairley High School will employ the following strategies to engage parents/guardians:

- **Student Support Specialist:** As the front line of communication and relationship with families, a parent & community engagement coordinator will be hired. The parent & community engagement coordinator's 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:** Fairley High School is committed to actively integrating parents/guardians into all aspects of their student's school experience by offering the Fairley 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 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, High School 101, College-Readiness, PowerSchool, Effective Teaching, and Educational Equity.
- **Student, Parent, and Community Stakeholder Surveys:** Fairley High School will conduct annual student, parent, and community stakeholder surveys to gauge family involvement and satisfaction, as well as incorporate family feedback. At Fairley High School, in our 2022-2023 Student, Parent, and Community Surveys, more than 90% of families across Fairley High School either likely or very likely with the statements that 1) How likely are you to recommend Fairley High School (GDPST) to others and 2) Would you like Fairley High School to remain in Green Dot Public Schools Tennessee for another 10 years.
- Fairley High School will hold community breakfasts and luncheons as a formal forum for the public to provide input into the school model and school policies. Informally, families will 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 further increase collaboration and discuss school policies.
- Fairley High School will continue to inform parents of key events via Robocalls, newsletters home, and consistent outreach from the Student Support Specialist.

Please see the sample timeline of parent and community engagement. Please note that this timeline for transition may vary depending on the specific needs and circumstances of Fairley High School. 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
May 2023	Form a transition team to plan and coordinate the transition process	Special Projects Manager
May 2023 - July 2023	Conduct a needs assessment to identify areas where support may be needed during the transition via FTAT (Fairley Transition Advisory Team)	Special Projects Manager
May 2023	Notify current LEA and community of the planned transition	Special Projects Manager
May 2023 - August 2023	Establish communication channels and protocols with the new LEA and other stakeholders	Executive Director
September 2023	Create facility lease agreement or ownership transition plan with MSCS	Green Dot Counsel
May 2023 - July 2023	Develop a plan for supporting students during the transition	Fairley Principal and FTAT (Fairley Transition Advisory Team)
February 2024 - March 2024	Create new school budget with MSCS revenue expectations	Director of Finance
August 2023 - May 2024	Hold informational meetings and open houses for parents, students, and community members	Executive Director, Fairley Leadership Team and Staff

Community Resources and Planned Partnerships

In addition to this intensive family and community engagement effort, Fairley High School 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, Mississippi Valley State University, Fairley Alumni Association, City of Memphis Youth Services Program, Tennessee Valley Authority (TVA), and the Mid-South Memphis Food Bank.

Fairley High School is planning to continue building community partnerships in Southwest 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.

Please see Attachment E for Letters of Support for Fairley High School.

SECTION 2: OPERATIONS PLAN AND CAPACITY

2.1 Governance

Green Dot Public Schools Tennessee (GDPST) offers two opportunities for governance and oversight. First, the board of directors is composed of a seven member volunteer board responsible for overseeing the full regional network of schools. Second, each campus offers a School Advisory Council (SAC) that oversees specific campus goals and ensures that stakeholders are involved in the decision-making process.

GDPST Board of Directors

The Green Dot Public Schools Tennessee Board of Directors (GDPST Board) philosophy includes the following key tenets- students-first decision-making, mission orientation, effective governance, transparency, and collaborative relationships with key stakeholders. The GDPST Board will be responsible for major strategic and policy decisions related to Tennessee schools, including ensuring Green Dot Tennessee's financial sustainability. There will be ample opportunities for key stakeholder groups to become involved, participate in the implementation and growth of the school and learn about leadership, including:

- Joining the GDPST Board or commenting at open Board meetings
- Sharing input with the GDPST Regional Office during school and community events
- Participating in School Advisory Councils (see below)

GDPST Board Composition and size

The GDPST Board is comprised of seven, volunteer members who are business, legal, 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. GDPST Board members have skills in one or more of the following areas: teaching and learning, teacher effectiveness and assessment, governance, financial audits, budgeting, fundraising, marketing, real estate, public affairs, advocacy, technology, legal services, or strategic planning. The GDPST Board currently has seven members and may comprise up to 25.

The GDPST Executive Director will serve as the primary intermediary between the GDPST schools and the GDPST Board. The GDPST Executive Director will synthesize feedback and elevate critical information and suggestions to the attention of the Board. In conjunction with Green Dot Tennessee's Leadership Team, the GDPST Executive Director will also provide regular updates about academic progress in our Tennessee schools to the Board. Meetings of the Board of Directors will be held in compliance with Tennessee Open Meetings Laws, which require that a quorum is present during the meeting. be present at the physical location of the posted meeting. As such, we will give adequate public notice and publicly post the agenda of meetings held in Memphis Shelby County so that members of the public may join if desired. The powers and duties of the GDPST Board include:

- Approving or denying the budget put forth by the GDPST Regional Office
- Setting strategy and policy
- Protecting GDPST from financial, legal, and organizational risk
- Conducting and managing the Operations of the organization
- Assuming obligations and entering into contracts
- Managing risk and liability
- Amending, repealing or adopting new bylaws
- Filling vacancies and on the Board of Directors
- Appointing Board Officer

Evaluating success

To ensure the success of GDPST, the Board will review academic, cultural and financial data regularly. GDPST Board members (along with other regional board members) also participate in a series of committees that are hosted by GDPST National:

- **Education:** Reviews annual performance goals; monitors school progress; advises Green Dot on curriculum development, educator effectiveness, assessment and accreditation
- **Audit and Budget:** Ensures organization is in good fiscal health and is compliant with laws; confirms strategic priorities are reflected in the budget; oversees the selection of auditor and reviews annual audit
- **Development:** Develops strategy for fundraising and development; builds financial support

The GDPST Board evaluates the GDPST Executive Director (ED) according to a set of competencies, including achievement of annual performance goals, the effectiveness of strategic planning, instructional leadership, financial management, board relations, relationship-building, communications and public relations, fundraising, leadership skills, and interpersonal skills. The GDPST Board Chair works with Green Dot’s Chief Growth Officer (CGO) who provides regular coaching to the ED) to complete the evaluation annually, typically in September after school accountability metrics are finalized. First, the ED provides a self evaluation. Then GDPST Chief Growth Officer seeks feedback from a selection of direct reports, uses regional accountability metrics, and observation feedback to produce a draft evaluation report. The CGO then works with the board chair to finalize a draft report. The CGO shares the draft report with the ED, then the full board has an opportunity to review the report and vote to approve it. A copy of the draft report is available in Attachment F.

The Board will conduct a self-reflection at an 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.

Expansion of the Board

The GDPST Board 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 nominee’s professional background, community involvement, and commitment to Green Dot’s mission are reviewed. 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 Leadership Memphis, New Memphis, Tennessee Charter School Center, and Memphis Business Chamber to identify additional potential board members. GDPSN retains the ultimate power to appoint and remove Board Members of GDPST.

The GDPST Board 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.

Board Training

Green Dot Public Schools is registered through the Tennessee Charter School Center to use Board Smart Board on Track to complete this year’s Board of Trustee training and certification requirements, pursuant to Tennessee Code Annotated §49-13-111(q), which requires that all board members participate in four or six hours of training and receive certification through the Tennessee Charter School Center annually.

The GDPST Board registered for Board Smart Board on Track this year. All board members have completed the required hours of training before the certification documents deadline of November 15, 2023. Progress is tracked through the Tennessee Charter School Center. Here is the list of the training courses:

- Non-profit Governance
- State Law
- Tennessee Open Meetings and Open Records Requirements
- Conflict of Interest and Ethics
- Board Recruitment and Succession Planning
- Board Orientation and School Administration
- Facilities and Finance
- Fundraising

Tennessee Charter School Center will provide a calendar with all LIVE and Recorded courses’ dates and times with active links to complete registration. These LIVE courses will allow participants to review the training content with an expert, network with peers from around the state, and discuss the next steps.

Resolution of concerns

Green Dot encourages community and parent participation and feedback on decisions affecting them and their schools. Parents are encouraged to contact their school principal or the Tennessee Executive Director to express 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, the school principal must be included in resolving concerns. GDPST has adopted grievance procedures providing prompt and equitable resolution of student and employee complaints alleging any action as follows.

<p>Step One: The student or parent/guardian presents their grievance or issue to the staff member with whom he/she has the conflict. The staff member should address the grievance, attempt to resolve it, and give the student a decision within a reasonable amount of time.</p>
<p>Step Two (for students): If there is dissatisfaction with the decision or it is not within the scope of the person’s responsibilities to respond, the student should approach the next appropriate supervisor (either a counselor or administrator). After reviewing the concern, the counselor or administrator will confer and determine a response to the issue raised. The response is submitted in writing to the student with the explained decision.</p>
<p>Step Two (for parent/guardians): If the response given by the staff member seems unreasonable to the parent/guardian, he/she should then request a meeting with the Principal. Following a review of the request and an investigation of the issue, a meeting will be scheduled with the involved parties. After considering the contents of the appeal letter and information collected during the investigation and meeting, a decision will be communicated in writing to all involved parties.</p>
<p>Step Three: If the response given by the counselor or administrator seems unreasonable to the student or parent/guardian, he/she should then submit a written request for a meeting with the Chief of Schools and Executive Director. Following a review of the request and an investigation of the issue, a meeting will be scheduled with the involved parties. After considering the contents of the appeal letter, information collected during the investigation, and information clarified during the meeting, a decision will be communicated in writing to all involved parties.</p>

Current Governing Board Members

Name	Employer	Area of Focus
Chilton Simmons	Director of Finance and Operations - Monogram Foods	Finance
Pamela Egwuekwe	K-12 Program Manager - Code Crew	Education
Amertice Allen	Senior Director of Donor Experience - St. Jude ALSAC	Outreach
Matt Thiry	VP of Operations - WellbHealth	Finance
Pedro Velasquez Rodriguez	Executive Director - Life Doc Health	Healthcare
Tamika Young	Human Resource Manager - Nike	HR
Terrell Monger	Pastor - One Accord Ministries	Community

Three additional board members were added to the GDPST Board since the original application submission.

Governance Documents

Please see Attachments F1 - F7 for governance documents.

- F1. Articles of Incorporation
 - F2. Proof of non-profit and tax-exempt status
 - F3. By-laws
 - F4. Code of Conduct
 - F5. Conflict of Interest Policy
 - F6. Board member bios
 - F7. Board policies - Document Retention and Destruction Policy would be considered the Board policies.
- Note - board policies are included in attachment F3, Board of Directors By-laws.*

Fairley School Advisory Council

Fairley High School will have a School Advisory Council (SAC) Bylaws were written to comply with T.C.A. § 49-13-10. As outlined in the SAC bylaws (Attachment F), the purpose of The SAC shall review a school plan addressing the following focus areas before September 15th for the ensuing academic year. The SAC will subsequently monitor the plan and applicable data, and if necessary, recommend modifications to the plan to reflect changing needs and/or priorities throughout the year:

1. Curricula, instructional strategies and materials responsive to the individual needs and learning styles of our students.
2. Instructional and auxiliary services to meet the needs of non-English-speaking or limited-English-speaking students; students with special or exceptional needs; and advanced students.
3. A professional development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs.
4. Build the schools' and parents' capacity for strong parental involvement and develop and annually review a written parent involvement policy, pursuant to No Child Left behind. The policy shall:

- a. Provide the coordination, technical assistance, and other support necessary to assist the school in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
 - b. Coordinate and integrate parental involvement strategies [under Title I] with parental involvement strategies under other programs as appropriate.
 - c. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools ..., including identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section.
 - d. Involve parents in the activities of the school.
5. Determine the calendar for the following academic year and submit the calendar to the Green Dot Governing Board for ratification prior to May 15 of each year.
 6. Review the school budget to assure spending in accordance with the goals of the plan. The SAC will recommend the school budget for the ensuing fiscal year before the principal submits it for Green Dot Public Schools Board approval.
 7. Other activities and objectives as designated by the Green Dot Board of Directors.

A full description of membership, elections, and terms can be found in Attachment F; however, the following members are sought for Fairley's SAC:

1. The Principal
2. Four (4) classroom teachers elected by classroom teachers.
3. One (1) classified staff member elected by the classified staff.
4. Three (3) parents shall be elected by an election procedure open to all parents.
5. Three (3) students shall be elected by an election procedure open to all students. Students must maintain a 2.0 grade point average to be elected and serve on the SAC. Student representatives shall not be eligible to enter into closed session.

2.2 Start-Up Plan

Fairley High School is currently operating, authorized by the Achievement School District at 4950 Fairley Rd., and many of the steps to begin a charter are completed. Upon approval by MSCS, 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 2023-24 school year, utilizing existing staff from Fairley High School, GDPST Regional Office, and GDPS National to ensure a smooth transition. This team will focus on completing the following steps as an ASD School Exit Plan and transition plan.

GDPST has experience changing authorizers in Tennessee, as the Bluff City High School transitioned from an State Board of Education authorized school to a Tennessee Public Charter School Commission school. It will be important that GDPST work closely with authorizers to outline expectations for the transition.

Time	Task	Responsible Team Member
July 2023	Form a transition team to plan and coordinate the transition process	Special Projects Manager
May 2023 - July 2023	Conduct a needs assessment to identify areas where support may be needed during the transition	Special Projects Manager
May 2023	Notify current LEA and community of the planned transition	Special Projects Manager
July 2023 - August 2023	Establish communication channels and protocols with the new LEA and other stakeholders	Executive Director
July 2023	Develop Narrative Illustrating Changes Accompanying New Authorizer, Develop key messages, slide decks, one-pagers, and press release outline differences to GDPST Fairley operating under a new authorizer for the following stakeholders: community, family, staff and students.	Executive Director and Special Projects Manager
September 2023	Convene Staff Meeting to Discuss Fairley HS Transitioning from ASD to MSCS as the authorizer: <ul style="list-style-type: none"> • Create an FAQ document delineating any changes to policies that may impact being a Green Dot employee under a new authorizer. • Discuss how authorizer oversight will look different. • Review the MSCS charter school performance rubric, noting differences. • If needed, update Strategic Priorities to align with MSCS expectations. 	Executive Director, Chief of Schools and Principal
September 2023	Create facility lease agreement or ownership transition plan with MSCS	Green Dot Counsel
November 2023	Family Meeting: Convene Parent and Family Meeting to Discuss Fairley HS Transitioning from ASD to MSCS as the to the ASD.	Executive Director, Director of Community Engagement and Principal
November 2023	Student Meeting: Fairley will create Advisory lessons for students to help them understand how any changes of authorizer may impact them.	Executive Director, Director of Community Engagement and Principal
March 2023	Transition of Records: The GDPS data team will work with MSCS on the plan for transfer of records to their instance of PowerSchool, if required.	Chief of Schools, GDPSN Director of PowerSchool

May 2023 - July 2023	Develop a plan for supporting students during the transition	Fairley Principal
February 2024 - March 2024	Create new school budget with MSCS revenue expectations	Finance Staff
May 2024	Branding: GDPS will work with MSCS to update branding to incorporate the new authorizer for Fairley High School. This will include websites and other marketing materials	Executive Director, Special Projects Manager, and GSPN marketing team
August 2023 - May 2024	Hold informational meetings and open houses for parents, students, and community members	Executive Director

Please note that this is a sample timeline, and the actual timeline for a transition may vary depending on the specific needs and circumstances of the school. It's important to involve all relevant stakeholders, such as teachers, students, and parents, in the process of creating the timeline and plan.

The Year 0 Budget reflects the final year of Fairley'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 Fairley operating budget.

We don't anticipate any major challenges given our years of experience running charter schools in partnership with Green Dot Public Schools National. However, there are some components of the partnership that will require learning the proper channels for communication:

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

School Exit Plan

Upon approval, Green Dot Public Schools TN will work with MSCS and the ASD to effectively execute exit strategies in compliance with both LEA's

GDPST expects little difficulty transitioning students to a new authorizer as the primary programs at the school will remain the same. Primary operational, human capital, and academic functions will remain the same. The communications plan will detail what will look different about the school as an MSCS school. Changes to student records, financial and accountability reporting will be clarified as a new charter agreement is completed.

GDPST will have a full year to follow expectations set forth by the ASD and MSCS to complete a successful transition. Fairley has significant regional and national resources to ensure a seamless transition that will not interrupt student learning.

2.3 Facilities

We will need to create an opportunity to discuss a facilities plan that will include either a lease at fair market value or purchase below fair market value, given the financial commitment we have already made to the maintenance and upkeep of Fairley High School.

Basic Facility Needs

As an ASD-authorized school, Green Dot Public Schools Tennessee has operated the Fairley High School campus at 4950 Fairley Road, Memphis, TN, 38109. The Fairley campus, at over 172,000 sq. ft., has adequate space to operate a High School of 600 students, including over 40 classrooms, science labs, a library, cafeteria, gymnasium, athletic facilities, auditorium, offices, storage, teacher work rooms, restrooms, and other spaces.

GDPST has been responsible for utilities, maintenance, and repairs on the Fairley 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 Fairley campus.

Green Dot currently manages over 600,000 sq. ft. in school facilities in Memphis and has, in the last nearly nine years, been responsible for maintenance and repairs on those facilities. Green Dot has also in that time constructed a new facility capable of housing 600 high school students. Green Dot staff and board members have considerable experience in commercial real estate projects.

Identifying and securing a facility

Fairley High School would not be Fairley High School without the Fairley campus at 4950 Fairley Rd. GDPST desires to continue to have the Fairley campus be its permanent home. Green Dot has invested in making the Fairley campus suitable for our unique program and an asset for the Whitehaven community, including a roof replacement this year. 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 MSCS and local and state governments on the long-term facility plan. If needed, Green Dot has relationships with local real estate brokers that will guide us through the process. We currently partner with Darrell Cobbins of Universal Commercial but have worked with others in the past.

Timeline and compliance

The Fairley 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 Fairley campus is an existing High School campus serving students and Green Dot has completed or is in the process of completing significant facilities repairs, no significant cost for complying is budgeted or expected.

As Green Dot desires to continue to operate Fairley High School on the Fairley 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 serve the Whitehaven community, Green Dot hopes to be able to come to a continued occupancy solution in 3 to 6 months.

As contingency plans are always needed, GDPST has found an alternative site of over 40 acres within .5 miles of the current Fairley High School campus for possible conversion to a High School campus in the Whitehaven community. If Fairley High School is approved for a charter through MSCS, the planning and design phases and

land acquisition would begin in 2023 and conclude in early 2024. Construction would begin in Spring 2024, and students would be able to initially occupy the campus at the beginning of the 2024 -2025 school year. Construction for an approximately 80,000 square foot campus is anticipated to be completed in 12 months.

However, though finding an alternative site for conversion to a High School campus in the Whitehaven community is possible, Green Dot wishes to stay on the Fairley campus for reasons stated previously.

Financing and costs

Green Dot has a history of successfully securing financing for building and renovating schools in both California and Tennessee through traditional commercial financing and bond based financing. We are in active conversations with non-profits with a history of securing financing about the best path forward. This financing would allow for a purchase of the currently Fairley campus or a new campus site with a predictable and manageable debt servicing cost.

2.4 Human Capital

Leadership structure: Fairley High School is currently led by a principal and an assistant principal. When the school reaches 490 students in the 2026-2027 school year, a second assistant principal will be added. The operations roles at Fairley High School are overseen by the school operations manager. The GDPST organizational chart can be found in Attachment M, and the Fairley High School organizational chart can be found in Attachment G.

Please see Attachment H detailing the Chief Academics Officer's student achievement record as a teacher with Green Dot. The Fairley principal, Julius Blackburn, previously taught with Green Dot for the 2015-16 school year. Data from that year is not available due to vendor testing challenges.

The principal of Fairley High School will be Julius Blackburn, currently serving in this role for the 2022-2023 school year. Julius joined GDPST in 2015 and has served as a teacher, Math Curriculum Specialist, Assistant Principal, and Principal.

The Principal's duties and responsibilities will 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 for assigning 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 principal will share evaluation and feedback responsibilities for teachers and classified staff. All positions at the school will report to the principal.

The principal at Fairley High School 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. Our 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 Fairley 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 System: 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. 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.

Strategy, plans, and the timeline for recruiting and hiring additional key staff

Strategy: Each year, Fairley High School will hire a diverse faculty of the best teachers available. We will achieve this goal by launching a comprehensive recruitment plan that works to source talent from multiple different backgrounds while continuing our rigorous recruitment process to hire highly effective staff who are mission-aligned.

Plan: 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 that want to serve in turnaround schools that serve an urban population of students. GDPST has a Chief Talent Officer who will develop the recruiting strategy and support the implementation of this strategy. 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 that meet what we are looking for will be invited to have a conversation with an instructional leader at Fairley High School to learn more about the specifics of the role.
4. **Final Interview 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.

Timeline: 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 are not learning 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. 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 such as the Memphis Teacher Residency. These partnerships will help to hire for roles that are challenging to fill (Chemistry, Math) 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.

Timeline:

- Fall 2022: Building candidate pipeline, attending job fairs for current and future openings, designing and developing recruitment materials.
- November 2022: Posting open positions for 2023-2024
- January 2023: Start interviewing candidates for 2023-2024. Work with school leaders to identify potential vacancies for the following year.
- Spring 2023: Attend job fairs while also hosting informational events for GDPST
- July 1, 2023: 100% hired for the following school year.

In terms of staffing timeline, the school leadership team (principal and assistant principal) are already identified but would be identified no later than October of the year prior to start. Key operational staff would follow soon after to ensure both academic and operational systems are in place. Together with the home office, the principal and assistant principal will select and fill teaching positions with certified candidates. While the goal is to be one-hundred percent staffed by the start of the school year, key benchmarks will be progress monitored along the way (twenty-five percent by winter, fifty percent by early spring, seventy-five percent by early summer). These benchmarks will allow the school and home office to adjust marketing and recruitment efforts based on remaining openings.

Recruiting and Hiring Practices

To ensure that Green Dot Public Schools Tennessee is sourcing for 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 of color 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.

Teachers are licensed and endorsed

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.

Teacher Evaluation System

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.

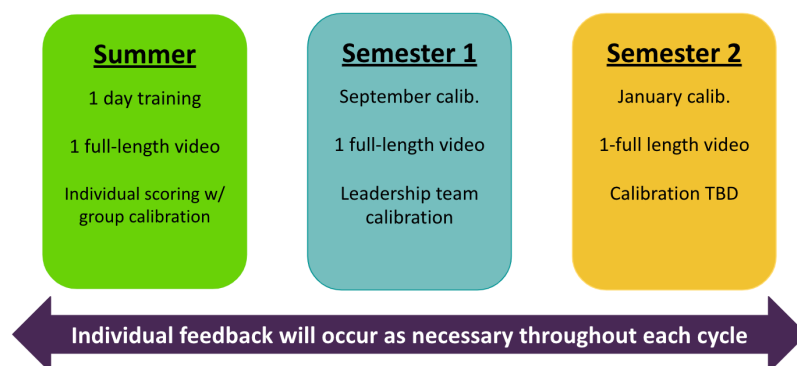
Great teaching doesn't necessarily always look the same; you've got to look at what students are learning to make sure you've found it.

Observation Process

- Observer records observation and takes low-inference notes
- Observer uses video to score teacher using TNTP rubric
- Observer adds justification statement for each indicator summarizing 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, where the observer enters the scores and their justification for each indicator.

Unsatisfactory leadership or teacher performance

In order to ensure that our students at Fairley High School 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 is failing 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 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.

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.

Employees will be at-will

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

Staffing Chart

Position	Year 1 2024-2025	Year 2 2025-2026	Year 3 2026-2027	Year 4 2027-2028	Year 5 2028-2029
Principal	1	1	1	1	1
Assistant Principal (AP)	1	1	2	2	2
Classroom Teachers	18	19	20	21	22
Classroom Teachers (SPED, ELL, FL)	5	6	7	10	10
Student Support Positions (SW, Coun.)	1	1	2	2	2
Student/School Support	1	1	1	1	1
Teaching Aid (Assistants)	2	2	3	3	3
Operations	2	2	2	3	3

2.5 Professional Development

Number of Professional Development (PD) Days

The expected number of days for PD includes

- 10 days of Summer Professional Development before the start of the school year (outlined below); 15 days for new Green Dot teachers.
- 3 Professional Development Days during the school year, a time for collaboration within subject teams across GDPST led by curriculum specialists or time for full-school PD based on academic, cultural, or observation data led by the school administration.
- School Site PD, twice weekly. Principals work in conjunction with the Academic Team and Chief of Schools to design PD for use at the school level. At Fairley, this PD occurs before school starts for 45 minutes for a total of 90 minutes weekly.
- Intellectual Preparation. English and math teachers attend intellectual preparation meetings with their respective Curriculum specialists twice weekly during their planning period, for a total of 90 minutes weekly. The master schedule is created to allow all teachers who teach the same content, for example, Geometry, to have a common prep time across GDPST schools.
- Principal Collaboration occurs monthly for a full day. This PD is developed and led by the Chief of Schools with the goal of growing and supporting principals.
- Assistant Principal Collaboration occurs monthly for a full day. This PD is developed and led by the Chief of Schools with the goal of targeting needs specific to developing the leadership capabilities of APs.

Responsibility for Professional Development

At Green Dot, Professional Development is a collaborative venture between schools and the GDPST Regional office. Summer PD is overseen by the Regional Office; however, school leadership plays an active role in the development and facilitation of summer sessions. School Site PD is the principal's responsibility, with the Chief of Schools supporting identifying PD topic needs and providing feedback on session facilitation. Intellectual Preparation meetings are planned and facilitated by content Curriculum Specialists.

Core Components of PD Plan

The core components of the professional development (PD) at Green Dot are effective teaching and data-driven instruction. Specifically, PD is tailored to target the skills and strategies teachers need to deliver high-quality Tier I instruction with the appropriate scaffolds and supports that allow access for all students. This supports the goals outlined in our academic plan as we strive to improve academic achievement for students at all proficiency levels. Additionally, our PD provides teachers with the skills to create a safe, welcoming, inclusive learning environment in their classrooms through strategies that reward student risk-taking and normalize error as part of the learning process. Professional development is typically developed internally, though Green Dot frequently collaborates with consultants from Lavinia Group to ensure our PD is best-in-class and instructionally sound. Green Dot provides teachers with access to PD in the specific areas of practice in which they need to grow.

Professional development is provided for all teachers and instructional support staff during summer PD and throughout the year to ensure that all are equipped to understand their role in implementing IEPs and ILPs. These sessions are designed and facilitated by our Special Populations team. Sample topics include understanding appropriate accommodations and modifications in IEPs and how to embed WIDA standards in daily instruction.

Summer PD Schedule & Overview

GDPST teachers have 10 days of Professional Development at the beginning of the school year, with five additional days for new to Green Dot teachers. The teachers are supported throughout this time by administrators and Curriculum Specialists. Topics over these PD days could include:

- School Site Orientation (introductions, policies, school culture, etc.)
- Planning and preparation (best practices in lesson planning or lesson internalization processes, writing

standards-based three-part objectives (if not provided in the curriculum), writing a cognitively engaging Day 1 lesson, etc.)

- Clear Expectations and Classroom Management (Practicing signature strategies and classroom management techniques, developing a classroom management plan, etc.)
- Strong Relationships and Strong Presence (Applying the five techniques for building positive, professional, secure relationships with students; demonstrating five key elements of Strong Voice, etc.)
- Using data to improve instruction (e.g. reviewing data from the previous year)
- Teacher-administrator meetings
- Training for support staff, such as Crisis Prevention Institute (CPI) certification.

Sample Summer PD Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 <i>New to Green Dot only</i>	Intro. to Green Dot w/ Regional Leadership team. Curriculum Overview with Curriculum Specialists	Teachers rotate through nine sessions that continue their onboarding to Green Dot and our ways of working. Sessions frequently include using instructional technology (such as Google Drive/Classroom, NearPod), Routines & Procedures 101, Writing Objectives, Exit Tickets, Intro. to Advisory, Relationships in the Classroom, Using Outlook and PowerSchool, Bias in Teaching and Instruction.			School Site Orientation. Teachers report to their assigned school site to meet with admin, receive keys to their room, and review key building level procedures, like how to make copies.
Week 2	All Green Dot Day. This is our big kick-off to the new school year! Strategic Priorities rotations - a dive deep into data from the previous school year.	<p>Content Specific PD. Teachers meet with in their content-specific groups for four intense days of PD related directly to their TN Academic Standards, curriculum, and assessments. During this time, teachers are introduced to curriculum platforms and structures, expectations for lesson internalization, and experience several model lessons that demonstrate exemplary facilitation of a lesson in their content area.</p> <p>Non-teaching staff participation in training sessions during this time as well. For example, academic counselors meet with the Dir. of College & Counseling to audit student schedules to ensure that all students have a schedule prepared for day one. Campus Security Officers (CSOs) complete CPI certification. The office staff works closely with their School Operations Manager to enroll students and prepare the building for day one.</p>			
Week 3	Advisory PD Our advisory program is central to our mission. This PD day is centered on ensuring teachers have the tools needed to be effective advisors. In recent years, we've partnered with Colin Seale, CEO of ThinkLaw, to provide PD on critical thinking as an equity issue. Teachers end the day by making introductory phone calls to students in their advisory.	<p>HR Compliance. Time is held during the morning to complete mandatory training such as mandated reporter, workplace harassment, bloodborne pathogens, etc.</p> <p>All Green Dot Day Closing. This marks the end of the time all five schools are together for Summer PD. We celebrate the upcoming school year and acknowledge those who are celebrating anniversaries with Green Dot.</p>	<p>School Site Retreats. School administrators lead their staff in three days of school-specific PD. This is a time to build connections with others at your school site, prepare classrooms, learn schoolwide routines and procedures, and welcome students to campus for orientation sessions. The Chief of Schools supports principals in planning sessions for these three days, supported by a library of PD resources from which they can pull sessions on various topics.</p>		

Diverse, Inclusive, and Culturally Relevant Pedagogies

Green Dot embeds the topics of diverse, inclusive, and culturally relevant pedagogy in all levels of professional development. Beginning with the selection of our core curricula, Illustrative Math and CommonLit360 were selected not only for their alignment with state standards but for their acknowledgment that all students bring unique lived experiences that should be celebrated and relied on during the instructional process. During content PD, teachers are taught how to allow for student-centered exploration and thinking about a topic, especially in the initial stages of a new concept, to make connections to their own experiences. Texts in our ELA curriculum reflect a wide variety of author and character backgrounds that challenge rather than reinforce stereotypes.

Secondly, we believe that all students have the potential to achieve at high levels. Unfortunately, in many schools, valuable learning, such as critical thinking, has been reserved for advanced or gifted programs. Green Dot has partnered with ThinkLaw as part of our advisory program. ThinkLaw is a student-centered curriculum that allows teachers to unleash the critical thinking potential of all students through individual and collaborative thinking, discussion, debate, and writing. ThinkLaw founder Colin Seale has visited our schools and facilitated PD on critical thinking as an issue of equity, with the goal of transforming students' questions from "what" and "how" to "why" and "what if."

Cultivating Future Leadership Capacity

Future leadership capacity is cultivated through teacher leadership teams at each school. Teachers with proven records of success apply to serve on one of the three teams, the instructional leadership team (ILT), the culture team, or the advisory leadership team (ALT). The purpose of all three teams is to support the ongoing work in the school pertaining to the team's focus; for example, the ALT helps create or vet advisory lessons, reviews student survey data, and provides coaching to advisors. Members of the ILT work closely with the content Curriculum Specialist and principal to ensure that all teachers are successful with curriculum preparation and implementation. Since the inception of GDPST, several teachers have risen through the ranks, from a teacher serving on a leadership team to a Curriculum Specialist to assistant principal to principal and beyond.

New Teacher Supports

New Teachers may receive additional specialized workshops that cover topics that first-year teachers have previously struggled with, such as classroom management, using data to improve instruction, and best practices in lesson planning. Sessions may occur during teacher planning or before/after school. New teachers also receive one-on-one coaching from school administrators and Curriculum Specialists tailored to the exact needs of that teacher. The coaching plan developed for new teachers frequently follows the Get Better Faster (Paul Bambrick-Santoyo) scope and sequence that prioritizes the order in which new teachers need to master both management and instructional skills for long-term success.

Support for Mid-Year Hires

The support of mid-year hires is shared between school leadership and Green Dot Regional office. The onboarding plan below was developed to ensure mid-year hires receive a thorough orientation to the school and Green Dot.

GDPST New Teacher Onboarding Plan		
Prior to teacher's first day at Green Dot:		
HR	Communicate expected first day with appropriate individuals via email and/or meeting maker. This should include: admin team, SOM, Dir. of Acac. or Dir. of Student Services (for new core or SPED teacher), CS (depending on content area).	<input type="checkbox"/>
Admin Team	Develop a schedule for the new teacher to follow on day one that includes specifics about where, when, and with whom he/she will be meeting, as well as setting aside time to prepare their classroom for their first day with students.	<input type="checkbox"/>
	Develop plan for curriculum onboarding for new electives teachers (IG expectations, curriculum resources, etc.)	<input type="checkbox"/>
Curriculum Specialist	If start day is also a PD day, develop plan to introduce new staff member at PD. <i>This should also happen at the next PD if no PD is scheduled for the teacher's first day.</i>	<input type="checkbox"/>
SOM	Communicate with ILT member about what info they should cover with the teacher. If the teacher needs to complete pre-work for initial CS meeting, i.e. read the text for the first five lessons, the CS will inform the ILT member.	<input type="checkbox"/>
	Make sure teacher's classroom is clean and that working tech (projector, doc cam, etc.) is ready for the teacher. Have a class set of books ready for the teacher.	<input type="checkbox"/>
Onboarding Day One (No Students)		
HR	Required first day HR items: compliance (I-9, remaining paperwork, BBP, sexual harassment, general GD onboarding, WD overview)	<input type="checkbox"/>
IT/OPS	Provide teacher with Green Dot laptop, badge if photo received ahead of time	<input type="checkbox"/>
Admin	Provide teacher with opportunities to meet staff and students when appropriate with the onboarding schedule.	<input type="checkbox"/>
ILT Member (1 class period during ILT member's planning)	Curriculum specifics (how to access curriculum maps, online curriculum). Will vary by content area. CS to communicate with ILT member (see above).	<input type="checkbox"/>
	IG expectations. Template overview. How to upload to Google Drive.	<input type="checkbox"/>
	Next steps to prep for co-planning with CS (CS will communicate these with ILT member)	<input type="checkbox"/>
Onboarding Day Two (No students)		
Principal (30 - 45 min.; should happen first)	Welcome from the principal.	<input type="checkbox"/>
	Introduction to key office staff, other admin team members, and SOM.	<input type="checkbox"/>
	Suggestion: Encourage teacher to join you during a student lunch period to introduce to students, especially student leaders and/or students who will most likely be in the teacher's class.	<input type="checkbox"/>
SOM (30 - 45 minutes)	Check in with teacher after dismissal to see how the day went to answer any lingering questions.	<input type="checkbox"/>
	Building tour (could also use Student Ambassador to do this), building access details, where to find materials to setup classroom	<input type="checkbox"/>
	How, where, and by when to sign-in	<input type="checkbox"/>
AP - Advisory (approx. one hour)	How/where to make copies (provide T with copy paper, starter supplies if that is common practice at the school).	<input type="checkbox"/>
	Advisory overview (what it is, why we have it, importance of advisory). Could include ALT member if that works with the schedule.	<input type="checkbox"/>
	Where to find advisory schedule and materials.	<input type="checkbox"/>
AP - Safe & Civil (approx. 60 - 90 minutes)	Read-in. Provide teacher with a copy of the book his/her advisory is reading and details on where they are if they've been reading with a sub/other teacher.	<input type="checkbox"/>
	Key school-wide expectations (Basic Five, transitions, etc.)	<input type="checkbox"/>
	Key school-wide procedures	<input type="checkbox"/>
	Intro. to school incentive system and Hero/Kickboard	<input type="checkbox"/>
	Introduction to CSO/support staff near teacher's classroom	<input type="checkbox"/>
New Teacher (as time allows)	Referrals (when and how to submit) and other behavior support systems, i.e. reflection room	<input type="checkbox"/>
	Taking Attendance (logging into PS)	<input type="checkbox"/>
	Provide teacher with time to setup classroom.	<input type="checkbox"/>
Beyond the First Day (1st Two Weeks)		
ILT	Help teacher setup their gradebook during planning or before/after school, provide intro to Outlook (meeting makers, etc.)	<input type="checkbox"/>
ILT	Introduce teacher to EADMS before first GDCAP	<input type="checkbox"/>
CS	Schedule co-planning with teacher during first two days in classroom.	<input type="checkbox"/>
Admin team	Day One with Students: Start each class period in the room with the new teacher to introduce the teacher to students. Plan to hang around for the first 5 - 10 minutes to help monitor any "spicy" students.	<input type="checkbox"/>
Admin team	Pop in each period for the first week; frequently during week two.	<input type="checkbox"/>
HR	Follow up with teacher after second week on campus.	<input type="checkbox"/>
CS	Provide IG feedback for first three IGs (regardless of coaching cycle)	<input type="checkbox"/>
Admin team	Keep sub in room for remainder of the week, is possible	<input type="checkbox"/>

2.6 Insurance

GDPST currently has insurance coverage for existing schools that meet insurance requirements laid out in the Achievement School District MOU through Bolton. Bolton has a policy that covers Fairley High School. Upon approval of the charter application, through the process of leasing or purchasing Fairley High School's building, we will continue to share with Bolton the following requirements:

- Worker's Compensation (as required by law)
- General Liability Insurance (\$1,000,000)
- School Board/Professional Liability (\$5,000,000)
- Commercial Auto Liability Insurance (\$1,000,000)
- Umbrella Coverage (\$5,000,000)
- Property Insurance (100% replacement cost, including Boiler/Machinery and business interruption/extra expense losses) Bolton has agreed to provide the required insurance after the charter is approved and will price the insurance addition based on the requirements above.

See Attachment J for a letter confirming coverage of new schools from Bolton.

2.7 Transportation

Green Dot Public Schools Tennessee (GDPST) currently operates an in-house bussing system that provides regular transportation to over 250 students per a day with the capacity to provide bus transportation to nearly 400 students in Memphis. By owning the school buses and employing the bus drivers directly, GDPST has successfully managed busing operations for all 5 of its Memphis campuses serving over 2000 students.

Prior to creating an in-house bussing system, GDPST worked closely with Durham School Services, Cline Tours, First Student, Harmony Transportation and ABC Charters. GDPST maintains active relationships with these school busing partners to augment GDPST in-house busing when needed to extend the network busing capacity to meet student needs.

Transportation Plan for Fairley High School

GDPST has ensured the successful transportation of Fairley High School students for over 9 years, both internally and through external partners. Fairley High School has a current daily transportation need of approximately 75 students served by one regular education bus and one special education bus. Further, Fairley contracts with outside busing partners to provide extra capacity for special event transportation.

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

We foresee the need for daily busing at Fairley High School to expand to approximately 100 students in the years after joining MSCS. We do not foresee the average rider distance from campus increasing as the expected student population will continue to mimic the population as a neighborhood school. To account for an 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 available coverage radius by over a mile in served directions but allow for flex capacity of up to approximately 120 daily riders.

The 2 regular education buses will have the capacity to serve over 25 daily stops in the South Memphis and Whitehaven communities, and beyond, while minimizing student ride time. The 1 special education bus will be routed based on IEP demand. If IEP demand exceeds the coverage area or ridership limitations of one bus, a second bus is available to be utilized for special education routing. Each bus is expected to cost approximately ~\$83K per bus annually for driver pay, bus maintenance and vehicle registration fees.

All special event transportation will first look to be satisfied by internal GDPST busing capacity. However, if the need exceeds capacity or would interfere with successful daily busing operations, GDPST busing will actively work with Fairley High School to secure the needed busing transportation through an outside busing partner.

Oversight

GDPST will provide in-house transportation for daily student transport and special event bussing needs. GDPST contracts directly with Transpar Group to provide busing operational capacity and expertise. Working actively with the Director of Operations, Transpar staff ensure that GDPST in-house busing operations are effectively and efficiently serving the needs of students.

If outside partner transportation capacity is needed, the Director of Operations will identify partners who can provide transportation for extracurricular activities and will negotiate rates in the event GDPST drivers and/or buses are not available. GDPST will only contract with bus transportation provider(s) that meet or exceed all local, state and federal busing requirements and have experience working in the capacity of services provided.

GDPST works closely with Durham School Services, Cline Tours, First Student, Harmony Transportation and ABC Charters to extend it's contracted busing capacity

Compliance

GDPST will abide by all local, state and federal regulations regarding its transportation service, including compliance with Tennessee Code Annotated §49-6-21 and FMCSA regulations. Through its relationship with Tranpar, GDPST will have a contracted transportation supervisor who will provide daily oversight for student transportation, which include bus maintenance and inspections, bus driver credentials and training records, and handling complaint investigations.

2.8 Food Service

Green Dot Tennessee 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).

Currently, food service at Fairley High School is provided by MSCS Nutrition Services. This food service partnership has been successful for Fairley High School, MSCS Nutrition Services and Fairley students and families. Green Dot would like to continue this specific service even as we transition authorizers. Under GDPST's past and current agreements, MSCS Nutrition Services has held the responsibility for maximizing the number of students who qualify for free and reduced-price meals through meal application collection and qualification. Further, MSCS Nutrition services has been responsible for all record keeping and requirements related to food service at Fairley High School. Green Dot will continue to be a good partner in assisting MSCS Nutrition in providing high quality, compliant, and effective nutrition services to Fairley High School.

In the unlikely event that food services at Fairley High School are not provided by MSCS Nutrition, GDPST will seek bids from qualified food service providers. GDPST will release a detailed Request for Proposal (RFP) outlining the specific requirements of the program. Once a proposal is accepted, GDPST will provide its food service program on a contracted basis with the Director of Operations overseeing and managing the appropriate vendor. If needed, the Director of Operations 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 require completion of all relevant student nutrition forms in the student application process, not allowing registration completion without the guardian providing the needed information. Green Dot will also seek to partner with a vendor for an appropriate Point of Sale and Student Eligibility system to aid the organization in accurately tracking reimbursable meals and ensuring appropriate compliance with state and federal requirements. Additionally, GDPST will work with the chosen meal vendor to ensure compliance with all other required areas of the School Nutrition Program, including meal patterns and menu planning, food safety, wellness, and civil rights.

Furthermore, GDPST will annually train all staff in compliance with the required Professional Standards for food service staff under the School Nutrition Program.

2.9 Additional Operations

Technology

Fairley High School has a robust IT infrastructure in place consisting of a Core Cisco Main Switch, 24 Cisco Switches, 80 Wi-Fi access points, a Aruba Wi-Fi Controller, a Camera Server, approximately 500 combined DELL/HP/Lenovo Chromebooks for students use, 20 Ergotron Chromebook carts for charging and storage, over 35 DELL laptops for staff us, 40 Cisco VOIP phones in classrooms and offices, 3 Ricoh Printers, 8 HP office printers, and various educational technology as needed, such as projectors, document cameras, calculators, monitors, and peripherals.

Fairley High School integrates technology throughout all facets of its operations. In the classroom, students utilize Chromebook devices for computer-based testing and learning. This allows students to take interim assessments that mirror the experience of TN Ready. Additionally, teachers are able to integrate tech resources into their lessons, when pedagogically appropriate. Teachers utilize laptops with projectors and document cameras for technology based instruction. All devices are connected to the network infrastructure to utilize the internet for increased collaboration and effective learning. Fairley High School extends the learning experience by giving students off campus access to web based tools and software, including but not limited to Google Classroom, PowerSchool, and iReady.

All students have access to Chromebooks, as needed, to strive for one device for every student on campus. Fairley and GDPST staff ensure the devices are up to date with all Chrome OS and required testing applications to ensure effective state test taking.

Student information management

Data Management

Fairley High School will utilize PowerSchool as it's Student Information System, which will have a direct integration with the EIS. Fairley's EIS will be actively managed by Green Dot's Information Systems team containing PowerSchool and system administration experts. Fairley's EIS will be connected to Green Dot's data warehouse for advanced data management and analysis provided by Green Dot's Data Analysis team. Fairley will utilize the state required systems for IEP and 504 data management.

Persons Granted Absolute Access to Student Records

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Principal. Within five (5) business days, Green Dot shall comply with the request. Absolute access to their child's or own student records shall be granted to:

- parents/guardians of students younger than 18 years of age, including the parent who is not the student's custodial parent;
- an adult student, or a student under 18 years of age who attends a postsecondary institution, in which case the student alone shall exercise rights related to their student records and grant consent for the release of records; and
- parents/guardians of an adult student with disabilities who is at least 18 years of age and has been declared incompetent under Tennessee law.

Persons or Agencies Granted Limited Access to Student Records

The following persons or agencies shall have access to student records that are relevant to their legitimate educational interest or other legally authorized purpose without prior written consent of the parent or eligible student:

- parents/guardians of a student at least 18 years of age who is a dependent child as defined under 26 USC § 152;
- students who are at least 16 years of age who have completed the 10th grade;
- Green Dot officials and employee who have a legitimate educational interest as defined in this policy and 34 C.F.R. Part 99;
- members of a Green Dot Student Attendance Review Team;
- Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA).
- federal, state, and local officials, as needed for an audit, evaluation, or compliance activity related to a state or federally-funded education program and in accordance with a written agreement developed pursuant to 34 CFR § 99.35; and
- any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
- any judge, district attorney, probation officer, counsel of record of a minor student;
- a foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the pupil's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or non-related extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Green Dot for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed and maintained by Green Dot;
- a student at least 14 years of age who is both a homeless student and an unaccompanied minor as defined in 42 USC § 11434a;
- an individual who completes items 1-4 of the caregiver's authorization affidavit and signs the affidavit for the purpose of enrolling a minor in school;
- a caseworker or other representative of a state or local child welfare agency or tribal organization that has legal responsibility for the care and protection of a student, provided that the information is directly related to providing assistance to address the student's educational needs;
- appropriate law enforcement authorities, in circumstances requiring that Green Dot provide special education and disciplinary records of a student with disabilities who is suspended or expelled; and
- designated peace officers or law enforcement agencies in cases where Green Dot is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written parental consent, lawfully issued subpoena, or court order is submitted to Green Dot, or information is provided to it indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other individuals.

In addition, the parent/guardian or adult student may provide written consent for access to be granted to persons, agencies, or organizations not afforded access rights by law. The written consent shall specify the records to be released and the party or parties to whom they may be released. The recipient must be notified that further transmission of records is prohibited. The consent notice shall be kept with the student's records file in perpetuity.

School health and nursing services

For compliance with the Coordinated School Health Program, the GDPST Director of Operations 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.

Safety and security

The School Operations Manager (SOM) will supervise the contracted security guards from Men in Blue (MIB), and with the school's admin team, the SOM will assist with creating schedules and duties for the supervision team. The office coordinator (OC) is required to sign-in all visitors using the Raptor system to check the national database for sex offenders. These systems are currently being used.

School maintenance

The School Operations Manager (SOM) will utilize the DeskPro system to log and track maintenance work orders. Light maintenance work will be completed by the facilities associate. Larger maintenance jobs will be escalated to a district operations manager when contracted vendors are needed.

Transitional consideration for school operations

Fairley High School and GDPST will look to continue to utilize all their existing internal expertise and vendor partnerships to ensure effective and efficient operations. In the case of a conflict of interest or potential disruption of operational activities when transitioning from the ASD to MSCS, GDPST will work to communicate and collaborate with MSCS to ensure all concerns are addressed.

2.10 Charter Management Organization

Clear division of roles between the board and the CMO

Green Dot Public Schools Tennessee is part of the Green Dot Public Schools family of organizations. Within Green Dot schools, there are currently four entities: Green Dot Public Schools National (GDPSN), Green Dot Public Schools California (GDPSC), Green Dot Public Schools Tennessee (GDPST) and Green Dot Public Schools Texas (GDPSTX). Each entity is separately incorporated and has a separate local Board of Directors. Green Dot shifted to this model in order to appropriately separate funds across states, separate liability across states and ensure that the laws of one state that do not apply to the other regions are followed, while also creating links so that best practices are leveraged.

The Green Dot Public Schools National Board (GDPSN Board) oversees the strategic direction of Green Dot Public Schools as a whole entity, is responsible for major strategic and policy decisions that affect multiple regions and provides oversight of services provided by GDPSN. The GDPSN Board ensures all regions are aligned with the Green Dot brand and mission. Green Dot facilitates collaboration and representation across regions and aligns on the strategic direction of the family of organizations through an annual meeting of all Boards. All Board chairs, the GDPSN CEO and regional Executive Directors all meet once annually, which provides an opportunity for collaboration and feedback.

Additionally, the Chair of the GDPST Board is invited to attend the National meetings and the CEO of GDPSN attends regional board meetings.

Green Dot Public Schools Tennessee is a 501(c)(3) nonprofit charter management organization with its own Board of Directors that has 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 Green Dot 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 GDPST Board on many topics. The board will seek to add members from the community surrounding Fairley High School as well as stakeholders from the school if possible. No other significant changes to the board are anticipated.

See Attachment M for GDPST's network organizational chart. This organizational chart represents the size of the GDPST Regional office when it is operating 5 schools in SY24-25. We assume that the size of the regional office will remain the same in Year 3 and Year 5 of the school unless we add additional schools. If GDPST adds more schools, we will add staff accordingly, primarily in academics and operations.

Shared services

Fairley HS will receive a combination of services from Green Dot Public Schools National (GDPSN) and GDPST. This allows GDPST to focus on providing high quality service to local stakeholders while benefiting from GDPSN's years of expertise in operating successful charter schools.

The following services are provided primarily by GDPSN as they are scalable and systems driven and therefore reduce redundant costs: Accounting and Compliance, Finance, Development, Knowledge Management, and Strategic Planning.

The following services are provided primarily by GDPST as they are highly localized, though best practice sharing will still occur across the Green Dot network: Coaching of teachers and administrators, Human Capital, School Operations, Compliance, Busing, After School Programs, Local Finance, Local IT, Facilities, Community Engagement, Student Services and Special Education.

From a school's perspective, the support they receive across these categories is seamless and GDSPT will pay a fee through public revenues in exchange for these services across both GDPST and GDPSN. All schools within GDPST will pay the same percentage fee. Green Dot National plans to collaborate with GDPST before the ultimate fees are determined, and this management fee may adapt over time. The fee to GDPST from the school is determined yearly in the budgeting process. The fee currently stands at 7.5% from the school to GDPST. The fee to GDPSN from GDPST is determine yearly by a contract negotiation process. The fee currently stands at 7% from GDPST to GDPSN.

The successful delivery of Green Dot National and Tennessee 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 Tennessee Regional Office for Tennessee schools). Teammates will be asked to provide feedback on various services provided by the Regional Office and Green Dot National. Throughout the year, the Green Dot National and Tennessee Regional Office will also monitor performance dashboards for their respective departments to ensure the effective delivery of services to Tennessee schoo

2.11 Waivers

TCA / SBA Rule or Policy	Description of Statute	Proposed Replacement Policy or Practice	How will the waiver be necessary to fulfill the charter school's ability to meet its goals or comply with its mission?
Duty-Free Lunch Period: TCA § 49-1-302(e)(1)	The board shall develop and adopt rules and regulations to achieve for the 1985-1986 school year and thereafter, a duty-free lunch period for all teachers, kindergarten through grade twelve (K12), of at least the length of the student lunch period, during which time the teacher has no other assigned responsibilities	We believe that it is important for teachers to have this flexibility to choose how they use this time. While all Green Dot teachers are encouraged to take a lunch break, many choose to use lunchtime to build relationships with students and take care of other issues that come up throughout the morning.	Allowing teachers the flexibility to use their time in the way they feel is most efficient leads to better student outcomes.
Licensed Principals: TCA § 49-5- 101(a)	No person shall be employed as principal, teacher or supervisor of any public elementary or high school by any local school district or receive any pay for such services out of the public-school funds of such local school district until the person presents to the director of schools a valid license as prescribed in this part. It is unlawful for any board of education to issue any warrant or check to such persons for services as principal, teacher or supervisor until the person has presented for record a license valid for the term of employment.	Green Dot strives to hire highly qualified leaders for all our schools. We require that all of our Principals have credentials; however, since our leaders may come from varied backgrounds and states, it may take them time to obtain a Tennessee credential. We therefore would like to waive this requirement for those leaders while they obtain their license in the early years of joining a school.	Having a highly effective leader at schools leads to more highly effective teaching, which ultimately drives higher student achievement. Allowing for leaders of diverse backgrounds ensures that we have leaders who are ingrained in the Green Dot culture, have shared experience to connect to the school community, and will be effective in all aspects of the Green Dot model. Green Dot will recruit the most qualified candidates and hire the leaders who will most effectively ensure quality student outcomes.
Instructional Materials: TCA § 49-3-359(a)	There is included in the BEP an amount of money sufficient to pay two hundred dollars (\$200) for every teacher in kindergarten through grade twelve (K-12). This money must be used by the teachers for instructional supplies and must be given to each teacher by October 31 of each school year so that the teacher may spend it at any time during that school year on instructional supplies as determined necessary by the teacher. The purpose of these funds is to permit purchase of items of equipment for the benefit and enhancement of the instructional program. The funds cannot be used for basic building needs such as HVAC, carpets, furniture, items or equipment for the teachers' lounge, or the like. Any funds not spent by the end of the school year must be pooled at the school level and used for the purchase of items of equipment for the benefit of all teachers. Pooled funds cannot be used for basic building needs such as HVAC, carpets, furniture, items or	GDPST is founded in it's mission to prepare students for college. To be successful in this work a highly structured curriculum is needed to advance students and close the achievement gap with their peers. A direct allocation of \$200 per a teacher for instructional supplies inhibits our ability to ensure each teacher and classroom has the unique and specialized materials and supplies needed to facilitate our program efficiently and align to curricular needs.	Though a direct allocation to teachers is not the most effective way to ensure robust and aligned supplies, a portion of spending on instructional supplies is directed by teachers leads in each subject area. The advanced understanding of the curricular goals by our teacher leads allows them to direct funds more effectively. Further through aligning utilization of resources GDPST is able to ensure that student needs are incorporated in instructional supply ordering leading to increased student engagement and outcomes.

	equipment for the teachers' lounge, or the like.		
Use of Unapproved Textbooks: TCA § 49-6-2206	No teacher or principal in a TN public school shall allow the use of a textbook whose subject is excluded by the textbooks listed by the commission, unless the textbook contains a subject that is included in a textbook that was previously listed and purchased with public funds. Principals and teachers in violation of this provision shall be fined.	Green Dot has developed an academic curriculum that has historically been successful. To continue to execute this curriculum, we need the flexibility to continue using the standards-based materials we have identified as aligned to this curriculum.	Using high quality materials that are aligned to our academic model and curriculum will enable the highest student achievement.
Custody of School Property: TCA § 49-6-2004	(a) The custody of all county school property shall be with the county board of education. (b) The board may designate the principal teacher of the local school, during the school term, or the truancy officer, to look after the protection and preservation of school grounds, houses and equipment.	Since Green Dot will have full ownership over operating the facility and will incur all associated costs, we must also maintain custody over the property.	Maintaining control over our own building will enable us to make facility decisions that are in the best interests of our students.
Licensed Personnel Salaries: TCA § 49-3-306(a), and SBE Rule 0520-01-02- .02; SBE Policy 5.600	The commissioner, as approved by the state board of education, shall annually formulate a table of training and experience factors and a state salary schedule to be effective for each school year, which shall be applicable to all licensed personnel in every LEA	GDPST has developed a salary schedule for teachers based on the number of years with the organization. A school-wide bonus may also be offered based on the TVAAS level achieved by the school.	We believe that our compensation system allows us to attract and retain the most highly effective teachers in our classrooms.
Teachers-Contracts: TCA§49-5-408-409	All teachers shall make a written contract with the director of schools. The timeline for written notice requirements are outlined in 409.	GDPST is an at-will employer and will provide offer letters with an annual salary amount based on certified years of experience. Employment decisions are based on student enrollment needs as well as student course needs. Additionally, at-will offer letters display annual compensation as teachers have the ability to opt into summer savings, allowing their salary to be distributed in 23 or 24 pay periods.	Ensuring that employment is at-will allows for the organization to make employment decisions that are based on student data. As student data is not always available until the end of the instructional year, being able to make staffing adjustments during the early summer is important to student achievement.
Tenure: TCA § 49-5-503	The statutes within this section outline a variety of requirements for teachers with tenure.	GDPST is an at-will employer which provides flexibility to retain and reward teachers based on performance evaluations and not tenure.	Having the most highly effective teachers in classrooms regardless of tenure is best for student achievement.
Personal and Professional Leave - Accumulation and Use: TCA § 49-5-711	The statute allows personal and professional leave at the rate of one (1) day for each ½ year employed	GDPST provides 10 days of sick leave on an annual basis and the employee handbook outlines sick time usage for care for self, family, and time off for school-related events for dependents.	By structuring usage of sick time to fall in defined categories in the employee handbook, school leaders can better ensure that classrooms are staffed on a daily basis with certified teachers.
Tennessee Teachers' Sick Leave Bank Act: TCA §49-5-803	Allows for the creation of a sick leave bank	GDPST allows for generous time off and complies with all state and federal leave plans.	Creation and maintenance of a sick leave bank creates a hardship for a CMO the size of Green Dot operating under potentially three authorizers.
Leave: TCA § 49-5-702-713 and 49-5-806-810	Requirements for substituting/replacing teachers during leave of absences are outlined here.	We would like to have the flexibility to decide the best way to respond to a leave of	This would give Green Dot the flexibility to determine the best way to manage a leave of

		<p>absence depending on the specific circumstances. All staff, regardless of certification, are eligible for state and federal leaves with the request for leave process the same for all employees.</p>	<p>absence without impacting students. By managing leaves in alignment with state and federal guidelines, the school can better ensure that absences are minimized.</p>
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2.12 Network Vision, Growth Plan and Capacity

Green Dot Public Schools Tennessee (GDPST) 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 Charter Commission, 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 the Charter Commission by the end of the 2027 school year, Green Dot does not have any applications pending for new schools in Tennessee.

Over the next five years, GDPST’s priority will be to continue to operate the five schools we currently manage: Bluff City High School, Fairley High School, Hillcrest High School, Kirby Middle School and Wooddale Middle School. The network will seek to continue to improve outcomes and increase enrollment at these campuses while transferring authorization of the ASD schools to Memphis Shelby County Schools (MSCS). GDPST has built strong relationships in the communities we serve and we have made commitments to educate the children in these communities. Our ASD campuses have long histories in Memphis - and while enrollment rules as an MSCS charter indicate that our schools won’t be ‘neighborhood schools’ - our primary goal is to ensure that our schools continue to provide a quality school option in these neighborhoods.

If MSCS does not approve GDPST to operate the four ASD schools, GDPST will work through the appeals process. Bluff City High School was the first school in Tennessee to open under the operation of the State Board of Education (now Tennessee Public Charter School Commission). We have a strong, positive working relationship with the TPCSC. Should all appeals fail, we will seek to operate new charter schools so we can keep our commitment to the communities we serve.

The CART feedback states that GDPST did not offer compelling evidence of organizational capacity to open high quality schools in Tennessee, or elsewhere, including specific timelines. Nationally, Green Dot operates a number of high schools with impressive outcomes. In fact, several California campuses are ranked in the top 100 high schools in the country annually. Additionally, a review of Section 4.1 of this application illustrates the positive changes in both culture and academic outcomes made since GDPST began operating the ASD schools. Fairley and Hillcrest outperform most high schools on the priority list - neighborhood and iZone - in spite of serving students from low performing schools middle schools.

	Feeder Pattern Academic & Culture Data								
	TVAAS			TCAP Proficiency				Culture	
	Composite	Literacy	Numeracy	ELA Prof.	8th Grade	Math Prof.	8th Grade	Chronic. Abs.	Suspension
Geeter K-8	1	3	1	6%	<5%	<5%	<5%	36.9%	15.2%
Chickasaw 6-8	1	1	2	9.8%	6.7%	<5%	<5%	51.1%	21.6%

Green Dot Public Schools has a 23-year history of school transformation, especially with secondary schools. 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 support of our national team, has the financial experience, academic expertise, and the community engagement knowledge to create successful relationships within the community. Currently, Fairley is a TVAAS 3, and our other three ASD schools are TVAAS 5, the state’s highest rating for growth and proficiency on state mandated tests.

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 facilities goals.

Green Dot National has a strong history of building schools in difficult real-estate markets (California, Washington). Green Dot National provides real-estate expertise and has a strong history with non-profit lenders to support facilities acquisition when needed. In fact, the national team was able to ensure that GDSPT found desirable location to house Bluff City High School with a 6-month lead time.

2.13 Network Management

The GDPST Leadership Team consists of the following staff:

- **Executive Director:** 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:** Oversees a cluster of schools in Tennessee (5), providing direct coaching and support to the principals and assistant principals.
- **Chief Talent Officer:** The Chief Talent Officer leads recruitment and selection efforts of teacher and administrator candidates. In addition, he manages human resources processes, compliance, and onboarding for Green Dot Tennessee.
- **Chief Academic Officer:** The Chief Academic Officer works with a team of Curriculum Specialists to coach teachers, ensure fidelity of curriculum execution, and implement the assessment model.
- **Director of Finance:** The Director of Finance manages the financial aspects of the Tennessee Regional Office and all Green Dot Tennessee schools. Jovan works closely with Principals to determine the budgets and resource allocations for the schools .
- **Director of Operations:** The Director of Operations manages facilities, information technology, bussing, and vendor contracts related to school operations.
- **Director of Community Engagement:** The Director of Community Engagement manages advocacy, partnerships, and development aspects of the region.
- **Director of Special Populations:** The Director of Student Services oversees Special Education at GDPST. She provides support through 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.
- **Director of College & Counseling:** The Director of College & Counseling 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 Compliance** - The Director of Compliance supports the organization to ensure all LEA compliance is met regarding TSIP, accreditation, Title I, results based monitoring and other duties as assigned by the LEA and GDPST.

Network Organizational Chart:

See Attachment M for GDPST’s network organizational chart. This organizational chart represents the size of the GDPST Regional office. We assume that the size of the regional office will remain the same in Y3 and Y5 of the school unless we add additional schools or significantly increase enrollment. For example, GDPST may add a Director of Academics if more Curriculum Specialists are needed to support new schools or increased enrollment. While we hope to expand to additional schools and have been authorized to open ten schools with ASD, it is unclear whether it will be possible for us to grow in the upcoming years, given the testing transition and the prospects of matching with viable schools. If we did add more schools, we would add staff accordingly, primarily in academics and operations.

Shared Services:

Fairley High School will receive services from Green Dot Public Schools National (GDPSN) and GDPST. This allows GDPST to focus on providing high-quality service to local stakeholders while benefiting from Green Dot’s 23 years of expertise and learning.

GDPSN primarily provides the following services: they are scalable, systems-driven, and reduce redundant costs: Accounting and Compliance, Finance, Development, Knowledge Management, and Strategic Planning.

The following services are combined seamlessly from GPDSN and GDPST to leverage expertise nationally, manage local handoffs, and ensure alignment: Human Resources, Information Technology, Operations, Curriculum development, Policy, Legal, and Communications. A local GDPST staff member will provide on-the-ground support and local context for each function. These will be supplemented by systematized network-level support from GPDSN staff within these same departments.

The following services are provided primarily by GDPST as they are highly localized, though best practice sharing will still occur across the Green Dot network: Coaching of teachers and administrators, Human Capital, Community Engagement, Student Services, and Special Education. From a school’s perspective, the support they receive across these categories is seamless, and they pay no higher than 14.5% of public revenues in exchange for these services across GDPST and GPDSN. GPDSN, which receives about half of the service fee, focuses on financial, legal, communications, development, and supports direct coaching to regional leaders. All schools within GDPST will pay the same percentage fee. Green Dot plans to collaborate with GDPST schools before determining the ultimate fees, and this management fee may adapt over time.

The successful delivery of Green Dot National and Tennessee 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 Tennessee Regional Office for Tennessee schools). Teammates will be asked to provide feedback on various services provided by the Regional Office and Green Dot National. Throughout the year, the Green Dot National and Tennessee Regional Office will also monitor performance dashboards for their respective departments to ensure the effective delivery of services to Tennessee schools.

Decision-making responsibilities

Function	Network Decision – Making	School Decision – Making
Performance Goals	GDPST Leadership Team sets the organizational goals for academics, sustainable growth and culture. These goals align to performance management frameworks developed by GPDSN.	Principals with the input from the GDPST Executive Director and Chief of Schools set school-specific goals aligned to regional priorities. For example, a school may be doing well with suspension rates but needs to support better attendance. Goals will be crafted to support that school’s need to improve outcomes.
Curriculum	GDPST Academic Team (Executive Director, Chief of Schools, Chief Academic Officer and Curriculum Specialists) and members of GPDSN Academic team including Curriculum Specialists set instructional guidelines and provide guidance on curriculum	Principals/teachers implement the curriculum within the school. Leaders provide feedback to support the region in making any needed curricular adjustments.
Professional Development	GDPST Academic Team and members of GPDSN Academic team including Curriculum Specialists develop processes and tools for coaching, evaluating, and supporting teammates as well as facilitate network-wide and region-wide leadership retreats training.	Principals and Department Chairs provide daily/weekly professional development (PD) for teachers. Leaders will use multiple data sources (classroom observations, assessment analysis to determine weekly PDneeds). They design and execute weekly, seeking support from the regional academic team where needed.

Data Management and Interim Assessments	GDPSTN Information Technology Team and Knowledge Management Team along with GDPST IT Manager and Desktop Associate maintain data infrastructure and reports that enable school-site teams to access assessment data.	Principals and teachers administrator interim assessment and review and analyze data to inform daily instruction.
Promotion Criteria	GDPST Academic Team develops student promotion policies and criteria	Principals and Instructional Leadership Team make promotion decisions based on student data.
Culture	GDPST Leadership Team defines and promotes the organization's core values, administer annual surveys 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	National CFO sets net-work wide budget goals and objectives; National Controller establishes network-wide accounting policies; GDPSTN Controller and Managing Director of Finance and Operations completes national reporting; Director of Finance, Director of Operations and Chief of Schools works with school leadership to implement the student recruitment strategy	School leadership executes the student recruitment strategy. While enrollment goals are set collaboratively with regional leads, the specific strategies to meet targets are determined by a campus. The regional team will provide increased supports if a school is not on track to meet goals.
School Staff Recruitment and Hiring	GDPST Chief Talent Officer develops network-wide policies and related systems and tools and initial resume screening. The team is also responsible for local recruiting events, sourcing a pool of viable applicants, supporting school and screening and selection process, and disseminating onboarding materials to help new employees.	School leadership and staff participate in recruiting and screening. Principals make the final hiring decision.
Human Resource Services (payroll, benefits, etc.)	GDPSTN Managing Director of People, GDPSTN Knowledge Management, and GDPST Chief Talent Officer manage and maintain HR systems. The Managing Director of People provides guidance for benefits, HR, and payroll systems. GDPST Chief Talent Officer oversees local employee relation needs.	School Operations Managers facilitate timely submissions of timesheets and ensure employees are following all required employment laws and health and safety requirements.
Development/Fundraising	GDPSTN VP of Advancement and the Director of Gifts and Partnerships identify and secure funds that benefit	School Leaders may seek additional funds to support specific school programs and may develop a school site fundraising plan.

	the entire network or groups of schools within the network.	
Community Relations	GDPST Chief of Staff supports GDPST Director of Community Engagement and Special Projects Manager in overall public and community relations strategy. GDPST Director of Community Engagement conducts local community outreach, builds community partnerships, coordinates parent engagement/trainings across schools and supports the GDPST Director of Finance in student recruitment/student enrollment activities.	School site leadership and manages community and parent relations and partnerships.
I/T	GDPST Information Technology team manages vendor relationships, establishes Green Dot's overall network infrastructure and designs models for teacher and student facing technology. GDPST also provides a National Help desk to resolve IT and Knowledge Management related issues. GDPST IT team maintains local IT equipment and network.	School site staff escalates IT pain points and needs to ensure appropriate safeguards are in place to protect IT assets.
Facilities Management	GDPST Director of Operations negotiates new and renewed facility leases, leads major capital improvement work, provides support in selecting facilities maintenance vendors.	School Operations Managers and principals escalate when facilities support is needed.
Vendor Management	GDPST Director of and Operations develops a process to select vendors for services and supplies. GDPST Director of Operations and the Executive Director identify and select region-wide contracts, manage local vendor relationships and purchase any significant goods and services.	Principals purchase services and goods under a certain threshold (approval needed by GDPST Director of Operations, Director of Finance and Executive Director if limits are exceeded).
Student Support Services	GDPST Director of Special Populations establishes a special education instructional model, ensures compliance and creates networks of partnerships to supplement student wraparound services.	School site leadership identifies and delivers support services based on individual student needs.

2.14 Network Governance

GDPST Board Green Dot Public Schools Tennessee is part of the Green Dot Public Schools family of organizations. Within Green Dot schools, there are currently four entities: Green Dot Public Schools National (GDPSN), Green Dot Public Schools California (GDPSC), Green Dot Public Schools Tennessee (GDPST), and Green Dot Public Schools Southeast Texas (GDPSX). Each entity is incorporated separately and has a separate/local Board of Directors. Green Dot shifted to this model to appropriately separate funds across States, separate liability across States, and ensure that the laws of one state do not apply to the other regions while also creating links so that best practices are leveraged.

The Green Dot Public Schools National Board (GDPSN Board) oversees the strategic direction of Green Dot Public Schools as a whole entity, is responsible for major strategic and policy decisions that affect multiple regions, and provides oversight of services provided by GDPSN. The GDPSN Board ensures all regions are aligned with the Green Dot brand and mission. Green Dot facilitates collaboration and representation across regions and aligns on the strategic direction of the family of organizations through an annual meeting of all Boards. All Board chairs, the GDPSN CEO, and regional Executive Directors all meet once annually, which provides an opportunity for collaboration and feedback.

Green Dot Public Schools Tennessee (GDPST) offers two opportunities for governance and oversight. First, the board of directors is composed of a seven member volunteer board responsible for overseeing the full regional network of schools. Second, each campus offers a School Advisory Council (SAC) that oversees specific campus goals and ensures that stakeholders are involved in the decision-making process.

GDPST Board of Directors

The Green Dot Public Schools Tennessee Board of Directors (GDPST Board) philosophy includes the following key tenets- students-first decision-making, mission orientation, effective governance, transparency, and collaborative relationships with key stakeholders. The GDPST Board will be responsible for major strategic and policy decisions related to Tennessee schools, including ensuring Green Dot Tennessee's financial sustainability. There will be ample opportunities for key stakeholder groups to become involved, participate in the implementation and growth of the school and learn about leadership, including:

- Joining the GDPST Board or commenting at open Board meetings
- Sharing input with the GDPST Regional Office during school and community events
- Participating in School Advisory Councils (see below)

GDPST Board Composition and Size

The GDPST Board is comprised of seven, volunteer members who are business, legal, 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. GDPST Board members have skills in one or more of the following areas: teaching and learning, teacher effectiveness and assessment, governance, financial audits, budgeting, fundraising, marketing, real estate, public affairs, advocacy, technology, legal services, or strategic planning. The GDPST Board currently has seven members and may comprise up to 25.

The GDPST Executive Director will serve as the primary intermediary between the GDPST schools and the GDPST Board. The GDPST Executive Director will synthesize feedback and elevate critical information and suggestions to the attention of the Board. In conjunction with Green Dot Tennessee's Leadership Team, the GDPST Executive Director will also provide regular updates about academic progress in our Tennessee schools to the Board. Meetings of the Board of Directors will be held in compliance with Tennessee Open Meetings Laws, which require that a quorum is present during the meeting. be present at the physical location of the posted meeting. As such, we will give adequate public notice and publicly post the agenda of meetings held in Memphis Shelby

County so that members of the public may join if desired. The powers and duties of the GDPST Board include:

- Approving or denying the budget put forth by the GDPST Regional Office
- Setting strategy and policy
- Protecting GDPST from financial, legal, and organizational risk
- Conducting and managing the Operations of the organization
- Assuming obligations and entering into contracts
- Managing risk and liability
- Amending, repealing or adopting new bylaws
- Filling vacancies and on the Board of Directors
- Appointing Board Officer

To ensure the success of GDPST, the Board will review academic, cultural and financial data regularly. GDPST Board members (along with other regional board members) also participate in a series of committees that are hosted by GDPST National:

- **Education:** Reviews annual performance goals; monitors school progress; advises Green Dot on curriculum development, educator effectiveness, assessment and accreditation
- **Audit and Budget:** Ensures organization is in good fiscal health and is compliant with laws; confirms strategic priorities are reflected in the budget; oversees the selection of auditor and reviews annual audit
- **Development:** Develops strategy for fundraising and development; builds financial support

Evaluating Success


GDPST employs multiple tools to evaluate organizational success. The primary tools involve setting annual strategic priorities and evaluating the executive director

Strategic Priorities

Each year, the GDPST Board adopts a set of annual Strategic Priorities (attachment F11) that outlines annual goals for each schools. Goals are aligned to state and authorizer expectations and are organized into the following categories: College Ready Learners, Engaged Parents and Community, Highly Effective Team, and High Quality, Replicable School Model. 5-year and annual goals are set by the board. In many cases, metrics are different by school (TNReady Results, graduation rates). In some cases, metrics are organization-wide (fundraising goals or vendor evaluation). The GDPST Board reviews progress on goals at each meeting.

The Executive Director, senior home office leaders and school principals work collaboratively to identify Key Focus Initiatives to ensure that schools are on track to meet goals. Each quarter goals and specific tasks are detailed to ensure progress, and quarterly stepbacks are used to track successes and areas needing adjustment. The one-page version of the strategic priorities is included below.

GDPST Strategic Priorities: 2023

PRIORITIES	2025 GOALS	2023 ANNUAL GOALS	SCHOOL LEVEL GOALS				
							
College-Ready Learners: Academic Growth	Green Dot students will attend schools rated A by the state by 2025.	Increase the percentage of students in Tier I in ELA by 15 percentage points from BOY to EOY annually on iReady.	24.6%	22.4%	25.0%	24.6%	27.5%
		Increase the percentage of students in Tier I in Math by 15% percentage points from BOY to EOY annually on iReady.	19.7%	18.9%	19.7%	18.5%	21.9%
		As determined by the spring iReady assessment ≥ 50% of students will meet stretch goals in both English and Math.	50	50	50	50	50
		Schools will earn a composite TVAAS of ≥ 4.	4	4	4	4	4
College Ready Learners: Student Culture	Green Dot students will attend schools rated A by the state by 2025.	High schools will increase cohort graduation rates annually by 5% until exceeding the state average (89%).	88.3%	80.5%	68.7%		
		Middle school student attrition rates will decrease by 5% or more per year until reaching a rate of ≥ 85%.				82.00%	81.00%
		Schools will reduce chronic absenteeism by a rate of 50% until reaching an annual rate of ≤ 10%.	31.2%	26.9%	30.7%	14.1%	27.6%
		Student attendance rates will increase by 5% from the previous year until reaching a rate of ≥ 95%.	85.0%	79.2%	74.6%	95.0%	90.8%
		Schools will reduce suspensions by 50% annually until reaching a rate of ≤ 4%.	4.4%	6.5%	4.5%	4.1%	4.0%
Engaged Parents & Community	100% of schools will be fully enrolled with strong community support.	Schools will be 100% enrolled by September 1 each year.	523	369	450	456	555
		Advocacy efforts will result in a fair pathway for school authorization, including access to quality facilities.					
		Each campus will benefit from a minimum of 2 quality partnerships that meet specific needs of the local community.	2	2	2	2	2
Highly Effective Team	95% of school positions will be staffed with effective team members.	Students will receive instruction from a qualified instructor 90% of each core course.	90%	90%	90%	90%	90%
		Schools will increase teacher retention by 5% until reaching a goal of 85%.	43%	85%	84%	57%	69%
		GDPST will employ effective, multiple measure performance management systems for all employees.					
High Quality Model	The region will have a defined, sustainable footprint.	The development team will reach its 2023 fundraising goal of \$772,000.					
		GDPST will secure a location and complete facilities improvements for a Bluff City Gym.					
		GDPST will create a sustainable 5-year model that incorporates contingencies related to regional needs.					
		GDPST will create and implement a robust vendor and partner evaluation process to ensure 100% compliance and maximized cost efficiency.					

Executive Director Evaluation

The GDPST Board evaluates the GDPST Executive Director (ED) according to a set of competencies, including achievement of annual performance goals, the effectiveness of strategic planning, instructional leadership, financial management, board relations, relationship-building, communications and public relations, fundraising, leadership skills, and interpersonal skills. The GDPST Board Chair works with Green Dot's Chief Growth Officer (CGO) who provides regular coaching to the ED) to complete the evaluation annually, typically in September after school accountability metrics are finalized. First, the ED provides a self evaluation. Then GDPST Chief Growth Officer seeks feedback from a selection of direct reports, uses regional accountability metrics, and observation feedback to produce a draft evaluation report. The CGO then works with the board chair to finalize a draft report. The CGO shares the draft report with the ED, then the full board has an opportunity to review the report and vote to approve it. A copy of the draft report is available in Attachment F.

The Board will conduct a self-reflection at an 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.

Expansion of the Board

The GDPST Board 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 nominee's professional background, community involvement, and commitment to Green Dot's mission are reviewed. 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 Leadership Memphis, New Memphis, Tennessee Charter School Center, and Memphis Business Chamber to identify additional potential board members.

GDPSN retains the ultimate power to appoint and remove Board Members of GDPST. While removal has not happened in the history of Green Dot, the power is reserved for potential violations of the GDPS licensing agreement. For example, if a board member decided to change the brand of Green Dot by offering a religious program without first seeking approval from the GDPSN board, such an action may warrant removal.

The GDPST Board 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.

Board Training

Green Dot Public Schools is registered through the Tennessee Charter School Center to use Board Smart Board on Track to complete this year's Board of Trustee training and certification requirements, pursuant to Tennessee Code Annotated §49-13-111(q), which requires that all board members participate in four or six hours of training and receive certification through the Tennessee Charter School Center annually.

The GDPST Board registered for Board Smart Board on Track this year. All board members have completed the required hours of training before the certification documents deadline of November 15, 2023. Progress is tracked through the Tennessee Charter School Center. Here is the list of the training courses:

- Non-profit Governance
- State Law
- Tennessee Open Meetings and Open Records Requirements
- Conflict of Interest and Ethics
- Board Recruitment and Succession Planning
- Board Orientation and School Administration
- Facilities and Finance
- Fundraising

Tennessee Charter School Center will provide a calendar with all LIVE and Recorded courses' dates and times with active links to complete registration. These LIVE courses will allow participants to review the training content with an expert, network with peers from around the state, and discuss the next steps.

Resolution of concerns

Green Dot encourages community and parent participation and feedback on decisions affecting them and their schools. Parents are encouraged to contact their school principal or the Tennessee Executive Director to express 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, the school principal must be included in resolving concerns. GDPST has adopted grievance procedures providing prompt and equitable resolution of student and employee complaints alleging any action as follows.

Step One: The student or parent/guardian presents their grievance or issue to the staff member with whom he/she has the conflict. The staff member should address the grievance, attempt to resolve it, and give the student a decision within a reasonable amount of time.

Step Two (for students): If there is dissatisfaction with the decision or it is not within the scope of the person's responsibilities to respond, the student should approach the next appropriate supervisor (either a counselor or administrator). After reviewing the concern, the counselor or administrator will confer and determine a response to the issue raised. The response is submitted in writing to the student with the explained decision.

Step Two (for parent/guardians): If the response given by the staff member seems unreasonable to the parent/guardian, he/she should then request a meeting with the Principal. Following a review of the request and an investigation of the issue, a meeting will be scheduled with the involved parties. After considering the contents of the appeal letter and information collected during the investigation and meeting, a decision will be communicated in writing to all involved parties.

Step Three: If the response given by the counselor or administrator seems unreasonable to the student or parent/guardian, he/she should then submit a written request for a meeting with the Chief of Schools and Executive Director. Following a review of the request and an investigation of the issue, a meeting will be scheduled with the involved parties. After considering the contents of the appeal letter, information collected during the investigation, and information clarified during the meeting, a decision will be communicated in writing to all involved parties.

Current Governing Board Members

Name	Employer	Area of Focus
Chilton Simmons	Director of Finance and Operations - Monogram Foods	Finance
Pamela Egwuekwe	K-12 Program Manager - Code Crew	Education
Amertice Allen	Senior Director of Donor Experience - St. Jude ALSAC	Outreach
Matt Thiry	VP of Operations - WellbHealth	Finance
Pedro Velasquez Rodriguez	Executive Director - Life Doc Health	Healthcare
Tamika Young	Human Resource Manager - Nike	HR
Terrell Monger	Pastor - One Accord Ministries	Community

Three additional board members were added to the GDPST Board since the original application submission.

Governance Documents

Please see Attachments F1 - F8 for governance documents.

- F1. Articles of Incorporation
- F2. Proof of non-profit and tax-exempt status
- F3. By-laws
- F4. Code of Conduct
- F5. Conflict of Interest Policy
- F6. Board member bios
- F7. Board policies - Document Retention and Destruction Policy would be considered the Board policies.
Note - board policies are included in attachment F3, Board of Directors By-laws.
- F8. Executive Director Evaluation

Fairley School Advisory Council

Fairley High School will have a School Advisory Council (SAC) Bylaws were written to comply with T.C.A. § 49-13-10. As outlined in the SAC bylaws (Attachment F), the purpose of The SAC shall review a school plan addressing the following focus areas before September 15th for the ensuing academic year. The SAC will subsequently monitor the plan and applicable data, and if necessary, recommend modifications to the plan to reflect changing needs and/or priorities throughout the year:

8. Curricula, instructional strategies and materials responsive to the individual needs and learning styles of our students.
9. Instructional and auxiliary services to meet the needs of non-English-speaking or limited-English-speaking students; students with special or exceptional needs; and advanced students.
10. A professional development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs.
11. Build the schools' and parents' capacity for strong parental involvement and develop and annually review a written parent involvement policy, pursuant to No Child Left behind. The policy shall:

- a. Provide the coordination, technical assistance, and other support necessary to assist the school in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
 - b. Coordinate and integrate parental involvement strategies [under Title I] with parental involvement strategies under other programs as appropriate.
 - c. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools ..., including identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section.
 - d. Involve parents in the activities of the school.
12. Determine the calendar for the following academic year and submit the calendar to the Green Dot Governing Board for ratification prior to May 15 of each year.
 13. Review the school budget to assure spending in accordance with the goals of the plan. The SAC will recommend the school budget for the ensuing fiscal year before the principal submits it for Green Dot Public Schools Board approval.
 14. Other activities and objectives as designated by the Green Dot Board of Directors.

A full description of membership, elections, and terms can be found in Attachment F; however, the following members are sought for Fairley's SAC:

6. The Principal
7. Four (4) classroom teachers elected by classroom teachers.
8. One (1) classified staff member elected by the classified staff.
9. Three (3) parents shall be elected by an election procedure open to all parents.
10. Three (3) students shall be elected by an election procedure open to all students. Students must maintain a 2.0 grade point average to be elected and serve on the SAC. Student representatives shall not be eligible to enter into closed session.

2.15 Personnel/Human Capital - Network-wide Staffing Projections (for existing operators)

The staffing chart below represents the size of the GDPST Regional office.

We assume that the size of the regional office will remain the same in Y3 and Y5 of the school unless we add additional schools. While we hope to expand to additional schools and have been authorized to open ten schools with ASD, it is unclear whether it will be possible for us to grow in the upcoming years, given the testing transition and the prospects of matching with viable schools. If we did add more schools, we would add staff accordingly, primarily in academics and operations.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Middle Schools	2	2	2	2	2
Number of High Schools	3	3	3	3	3
Total Schools	5	5	5	5	5
Student enrollment	2,539	2,728	2,947	3,146	3,146
GDPST Regional Office					
GDPST Executive Director	1.0	1.0	1.0	1.0	1.0
Chief of Schools	1.0	1.0	1.0	1.0	1.0
Chief Talent Officer	1.0	1.0	1.0	1.0	1.0
Chief Academic Officer	1.0	1.0	1.0	1.0	1.0
Director Counseling and College	1.0	1.0	1.0	1.0	1.0
Director of Special Populations	1.0	1.0	1.0	1.0	1.0
Director of Finance	1.0	1.0	1.0	1.0	1.0
Director of Compliance	1.0	1.0	1.0	1.0	1.0
Director of Community Engagement	1.0	1.0	1.0	1.0	1.0
Director of Operations	1.0	1.0	1.0	1.0	1.0
Curriculum Specialist– Math	2.0	2.0	2.0	2.0	2.0
Curriculum Specialist – ELA	2.0	2.0	2.0	2.0	2.0
Curriculum Specialist – Science	1.0	1.0	1.0	1.0	1.0

Curriculum Specialist – History	1.0	1.0	1.0	1.0	1.0
Curriculum Specialist – ESL	1.0	1.0	1.0	1.0	1.0
Special Projects Manager	1.0	1.0	1.0	1.0	1.0
IT Manager	1.0	1.0	1.0	1.0	1.0
Operations Analyst	1.0	1.0	1.0	1.0	1.0
Facilities Associate	1.0	1.0	1.0	1.0	1.0
IT Desktop Associate	1.0	1.0	1.0	1.0	1.0

Behavior Intervention Specialist	1.0	1.0	1.0	1.0	1.0
School Psychologist	1.0	1.0	1.0	1.0	1.0
SPED Program Admin	1.0	1.0	1.0	1.0	1.0
Recruiter	1.0	1.0	1.0	1.0	1.0
Human Resources analyst	1.0	1.0	1.0	1.0	1.0
Total Regional Office FTEs	27.0	27.0	27.0	27.0	27.0
MIDDLE SCHOOL STAFF					
Principal	2.0	2.0	2.0	2.0	2.0
Assistant Principal	4.0	4.0	4.0	4.0	4.0
Classroom teachers	53.0	53.0	53.0	53.0	53.0
Classroom teachers (non-core – special education, elective)	17.0	17.0	17.0	17.0	17.0
Student Support (Counselor)	4.0	4.0	4.0	4.0	4.0
Campus Aide	8.0	8.0	8.0	8.0	8.0
Student Support Specialist	2.0	2.0	2.0	2.0	2.0
Social Worker	2.0	2.0	2.0	2.0	2.0
SPED Aide	2.0	2.0	2.0	2.0	2.0

Instructional Aide	9.0	9.0	9.0	9.0	9.0
School Operations Staff	6.0	6.0	6.0	6.0	6.0
Total FTEs at Middle Schools	109.0	109.0	109.0	109.0	109.0
HIGH SCHOOL STAFF					
Principal	3.0	3.0	3.0	3.0	3.0
Assistant Principal	5.0	5.0	6.0	6.0	6.0
Classroom teachers	54.0	57.0	57.0	60.0	60.0
Classroom teachers (non-core – special education, elective)	28.0	31.0	31.0	34.0	34.0
Student Support (Counselor)	4.0	5.0	6.0	6.0	6.0
Student Support Specialist	3.0	3.0	3.0	3.0	3.0
Social Worker	3.0	3.0	3.0	3.0	3.0
Campus Aide	8.0	9.0	9.0	9.0	9.0
SPED Aide	3.0	3.0	3.0	3.0	3.0
Instructional Aide	6.0	6.0	6.0	6.0	6.0
School Operations Staff	8.0	9.0	9.0	9.0	9.0
Total FTEs at High Schools	125.0	134.0	136.0	142.0	142.0
TOTAL NETWORK FTES	261.0	270.0	272.0	278.0	278.0

SECTION 3: FINANCIAL PLAN AND CAPACITY

3.1 Planning and Budget Worksheet

Please find the Planning and Budget Worksheet in Attachment N.

3.2 Budget Narrative

Please find the Budget Narrative Worksheet in Attachment O.

3.3 Network Financial Plan

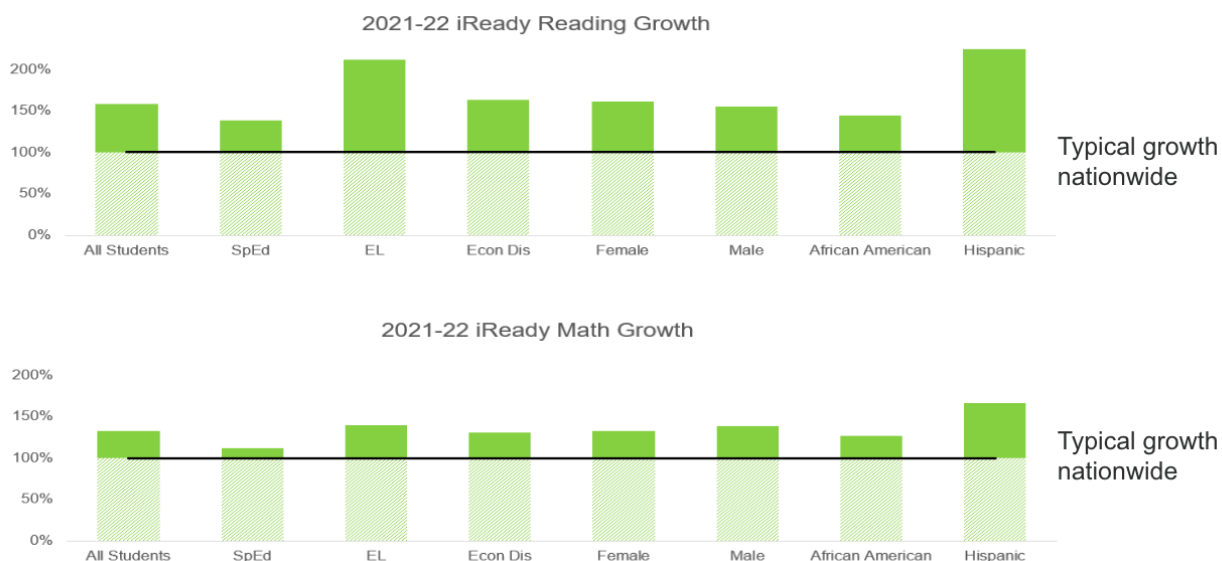
Please see the detailed Network Financial Plan in Attachment P.

4.1 Past Performance

Success of existing education program

Green Dot Public Schools Tennessee currently operates four transformation schools, two middle schools and two high schools, and one independent high school in Memphis. Our success as a network is rooted in our belief that with quality teaching and leadership, all students can learn at high levels. Across the network, our success is exemplified by:

Rigorous, standards-aligned curricula. Central to the success of our education program is our rigorous, standards-aligned core curricula. This has been particularly evident with the adoption of Illustrative Mathematics (IM) as our math curriculum, beginning with the 2019-20 school year. Unlike many traditional math programs, IM provides opportunities for students to learn the concepts behind math, ultimately setting them up for greater success in later units and grade levels as standards spiral. Like our other curricula, IM includes support for all learners, including special education, English language learners, and students needing intervention. The success, while reflected in other data sources shared in this application, is best reflected as a network in our student iReady growth in ELA and Math during the 2021-22 school year, which illustrates that Green Dot students recorded growth far above national typical growth in both ELA and math, across all subgroups.



Continuous development of teachers & leaders. Green Dot teachers and leaders engage in frequent professional development (PD) and coaching cycles. For teachers, this looks like two weeks of PD before the start of the school year to ensure that each teacher is equipped with the skills and knowledge of their curriculum and the strategies needed to execute lessons successfully. PD on topics directly related to student learning and teacher skill development continues twice weekly throughout the school year. Teachers engage in frequent coaching cycles, consisting of planning, observation, and debrief/practice, with school leaders and curriculum coaches. For leaders, development support consists of monthly professional development with other principals or assistant principals and weekly one-on-one coaching with Green Dot leadership. During the 2021-22 school

year, we added an additional development layer for teachers and leaders with twice weekly intellectual prep (IP) periods for ELA and math teachers facilitated by school leaders. IP periods allow teachers to engage in deep discussion around lesson content and pedagogy, resulting in teachers having an intense grasp of concepts and corresponding grade-level standards. This focus on the most crucial aspects of lessons is most evident in our 2021-22 TVAAS literacy and numeracy scores. *Note: Bluff City and Fairley’s low TVAAS Numeracy scores can be attributed to individual teachers who struggled with content or positions that were difficult to fill post-Covid; both schools had positive TVAAS growth scores from other math teachers.*

2021-22 TVAAS Literacy & Numeracy		
School	TVAAS Literacy	TVAAS Numeracy
Bluff City High	4	1
Fairley High	4	1
Hillcrest High	4	4
Kirby Middle	5	5
Wooddale Middle	5	5

Math performance continues to be a critical area for our school. Although low, Fairley’s math success rate of 2% in 2021-22 is an improvement from the previous year, showing that the school is moving in the right direction. A deeper dive into TVAAS data indicates that individual teacher performance varied widely (ranging from teacher-level TVAAS scores of 4 to 1). To ensure a higher degree of teacher consistency this year, we implemented the following changes: we added a high school-specific math curriculum coach; we adjusted teacher hiring tasks and improved teacher onboarding; we increased the intensity of individual teacher coaching; and, we built more frequent data analysis into teacher intellectual prep periods.

While improving teacher performance remains our priority as this effort falls within our locus of control, it’s important to note that student performance on math has proven a particular challenge across the nation post-pandemic. 2021-2022 high school math TVAAS and proficiency data across Memphis demonstrates a strong need for attention.

High School	Classification	TVAAS Numeracy	Proficiency - Math
BTW	MSCS - iZone	5	<5%
Westwood	MSCS - iZone	5	<5%
Whitehaven	MSCS - Optional	5	14.6%
Oakhaven	MSCS - iZone	5	10.5%
Hillcrest	Green Dot	4	<5%
Hamilton	MSCS - iZone	1	5.2%
Southwind	MSCS	1	5.0%
Bluff City	Green Dot	1	<5%
Fairley	Green Dot	1	<5%
Kirby	MSCS	1	<5%
Manassas	MSCS - iZone	1	<5%
Mitchell	MSCS	1	<5%
Ridgeway	MSCS	1	<5%
Sheffield	MSCS - iZone	1	<5%
Trezevant	MSCS - iZone	1	<5%
Wooddale	MSCS - iZone	1	<5%

At Fairley, incoming 9th grade iReady data suggest that students enter high school performing at a median of 4th-grade level in both math and reading. This means 50% of incoming freshmen perform at or below a 4th-grade level during the first month of high school. The table below outlines the TVAAS and proficiency at Fairley’s primary feeder schools in 2021-2022, based on data reported on the TDOE School Report Card. The academic performance and culture metrics suggest that Fairley must work diligently with students and families to unlearn behaviors around school attendance and close several years of learning gaps before students take their first high school TN Ready exams, a mere nine months after enrolling at the school.

	Feeder Pattern Academic & Culture Data								
	TVAAS			TCAP Proficiency				Culture	
	Composite	Literacy	Numeracy	ELA Prof.	8th Grade	Math Prof.	8th Grade	Chronic. Abs.	Suspension
Geeter K-8	1	3	1	6%	<5%	<5%	<5%	36.9%	15.2%
Chickasaw 6-8	1	1	2	9.8%	6.7%	<5%	<5%	51.1%	21.6%

If Fairley were to become a charter with MSCS, there would be an opportunity to partner with feeder schools to ensure vertical alignment with curriculum and work collaboratively to address the school cultural issues (e.g., chronic absenteeism and suspension rates) that also impact student success. Meaningful collaboration with Fairley and it’s feeder schools could significantly improve outcomes for students in our community.

Meaningful relationships with students. To improve academic performance, students need to be present in school. When students know that adults in the school know and care about them and their interests, they are more likely to stay engaged in school. Our academic program includes an advisory program that students attend daily in grades 6 through 12. Our advisory program focuses on social-emotional skills and relationship-building

between peers and teachers, critical thinking and problem solving, service learning, and other topics that increase buy-in between students and the school. As a result, all students have at least one trusted adult in the building who knows them and their educational goals.

Teachers, staff, and leaders are also trained to engage with students in positive ways. Our schools seek alternative consequences to suspension, such as community service and lunch or after-school detention. In conjunction with the focus on building community through advisory, Green Dot transformation schools have seen a significant decrease in the number of suspensions compared to pre-Green Dot years. This is significant because more students are in school learning.

Green Dot suspension rates are among the strongest in Memphis. The dramatic improvement in suspension rates under Green Dot leadership demonstrates our commitment to creating safe, welcoming environments in our schools. The table below illustrates that Green Dot has significantly reduced suspension rates compared to the last year SCS operated these schools.

Suspension Rate Decline, Green Dot Transformation Schools			
School	Pre-Green Dot (SCS) Suspension Rate (Year)	2021-22 Suspension Rate	% Decline
Fairley High	34.1% (2013-14)	9.9%	71%
Hillcrest High	52.1% (2015-16)	7.1%	86%
Kirby Middle	41.8% (2015-16)	8.3%	80%
Wooddale Middle	36.8% (2014-15)	6.4%	83%

Schools nationwide experienced an increase in disciplinary incidents during and immediately after COVID as students and families grappled with the mental health implications of pandemic stressors. Green Dot expects all of its turnaround schools to reduce their suspension rates by 50% annually, until reaching a rate of 4% or below.

Fairley continues to refine its use of restorative practices, engagement with families, and increased focus on social-emotional learning (SEL) in daily advisory classes. Fairley has also made sure students have access to a full time nurse, who provides services daily and social workers, who have been instrumental in providing additional resources for social emotional support. Collectively, these efforts will lead to improved discipline metrics for the school.

Although Fairley has a suspension rate slightly higher than other Green Dot turnaround schools, this rate remains lower than the 2021-22 MSCS high school suspension rate of 11.3%. The table below compares Fairley's 2021-22

suspension rate with other Green Dot schools, iZone high schools, and neighborhood high schools near Green Dot campuses,, as reported on the TN Dept. of Education School Report Card website.

High School	Classification	Suspension Rate 2021-22
Mitchell	MSCS	5.4%
Bluff City	Green Dot	5.9%
Hillcrest	Green Dot	6.2%
BTW	MSCS - iZone	9.5%
Fairley	Green Dot	9.7%
Ridgeway	MSCS	9.9%
Oakhaven	MSCS - iZone	10.1%
Westwood	MSCS - iZone	10.1%
Wooddale	MSCS - iZone	13.6%
Kirby	MSCS	14.2%
Southwind	MSCS	15.0%
Sheffield	MSCS - iZone	17.1%
Manassas	MSCS - iZone	18.6%
Hamilton	MSCS - iZone	21.6%
Trezevant	MSCS - iZone	21.7%
Whitehaven	MSCS - Optional	23.8%

Student achievement and academic growth

See Attachment Q for detailed student achievement and growth results for each school in the network.

The COVID-19 pandemic brought unprecedented disruption to education, with students nationwide experiencing devastating academic losses during the 2019-20 and 2020-21 school years. Green Dot Tennessee, like districts around the nation, sought innovative ways to continue classroom instruction via distance learning. Despite these efforts, the impacts of the pandemic will have a lasting impact. Looking at academic achievement data over pre- and post-pandemic years in a linear fashion, without acknowledging the effects of the pandemic, presents a major challenge. In the first year of “normal” post-pandemic testing, Green Dot students achieved proficiency rates equal to or greater than the last “normal” pre-pandemic testing year of 2018-19 in more than half of tested ELA and math subjects. This swift recovery from the declines of the two Covid years is, in our opinion, a significant achievement. Additionally, students across Green Dot demonstrated growth on iReady benchmarks from fall 2021 to spring 2022. This is significant because it marks the growth of students whose progress may not yet be visible in TN Ready proficiency rates.

Pre- vs. Post-COVID % of Students On Track/Mastered on TN Ready				
	2018 - 19, % On Track/Mastered		2021-22, % On Track/Mastered	
	ELA	Math	ELA	Math
Bluff City High	9.4%	5.2%	12.9%	1.8%
Fairley High	4.9%	0.3%	8.4%	2.0%
Hillcrest High	6.6%	4.3%	6.8%	3.2%
Kirby Middle	8.4%	7.4%	7.1%	3.5%
Wooddale Middle	6.9%	6.5%	10.8%	7.7%

Notes:

- Because of changes to the science and social studies tests between 2018-19 and 2021-22, only ELA and math are included here to ensure a fair comparison.
- In 2018-19, Bluff City only had 9th and 10th-grade students. The inclusion of Alg 2, a subject with traditionally lower proficiency rates, in the 2021-22 data set should be noted.

Graduation rates

Official graduation rates are outlined in the table below. An initial challenge for turnaround high school operations is cohort data tracking. For the first three years, Fairley attempted to locate and secure documentation for students who were enrolled before Green Dot was operating the school. This is frequently a challenge as contact information from the student’s time of enrollment with MSCS was not accessible, leaving few opportunities to locate students missing from the cohort. As in other aspects of education, the COVID-19 pandemic impacted graduation rates beginning with the 2019-20 cohort but most significantly impacting the 2020-21 cohort year. While there are many factors to this slide, the year of remote learning resulted in older students seeking full-time employment to supplement family income lost during the pandemic. For many, the immediate financial benefit of working and receiving compensation was more lucrative than finishing their senior year. Fortunately, graduation rates are trending positively for the 2021-22 school year, and we expect that trend to continue. It should be noted that Fairley’s pre-Green Dot graduation rate in 2013-14 was 70%.

TDOE Graduation Rate (%) Data, 2014-2022								
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Bluff City							78.5	83.3
Fairley	75.7	70.4	76.6	76.9	80.5	77.6	61.7	75.5
Hillcrest			68.6	60.5	60.4	61.3	48.3	63.7

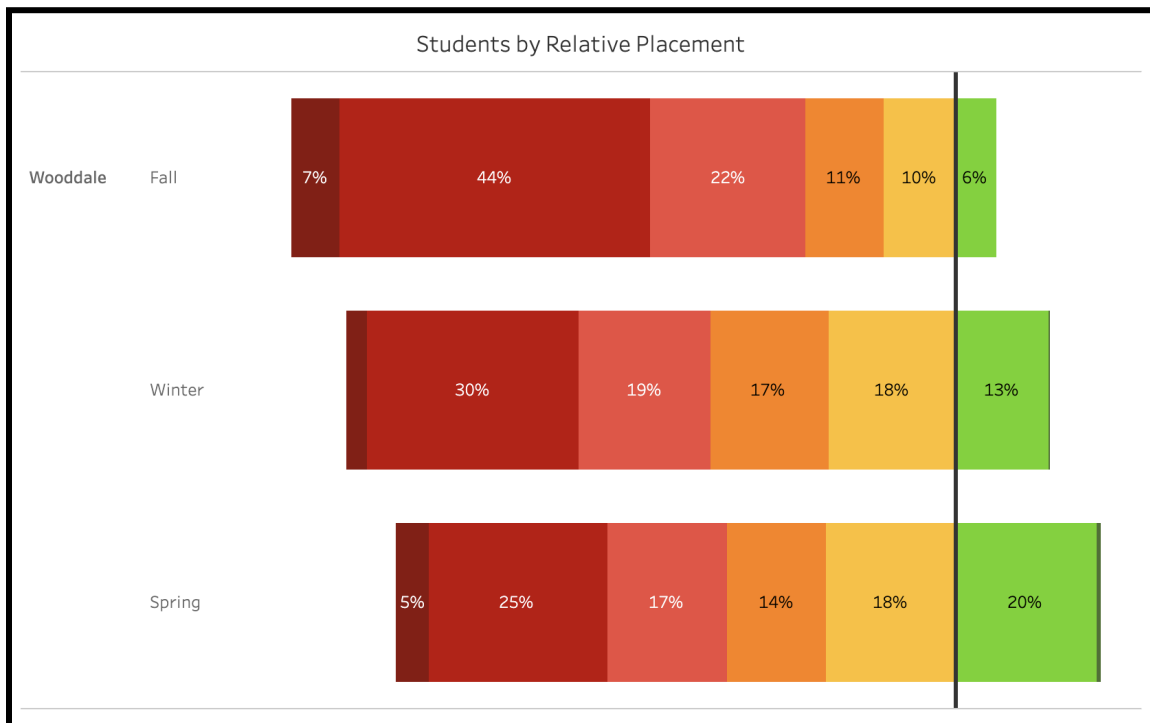
While Fairley’s graduation rate has not yet exceeded its pre-pandemic level of 80.5%, an increase of nearly 15 percentage points from 2020-21 to 2021-22 shows the school at nearly 93% of its pre-COVID rate. In 2022-23 Green Dot hired its first Director of Counseling and College to develop a counseling program that ensures appropriate supports for all students as they navigate the courses and credits required for high school graduation. It should be expected that this rate will continue to recover during the 2022-23 school year.

Consistently high-performing school: Wooddale Middle School

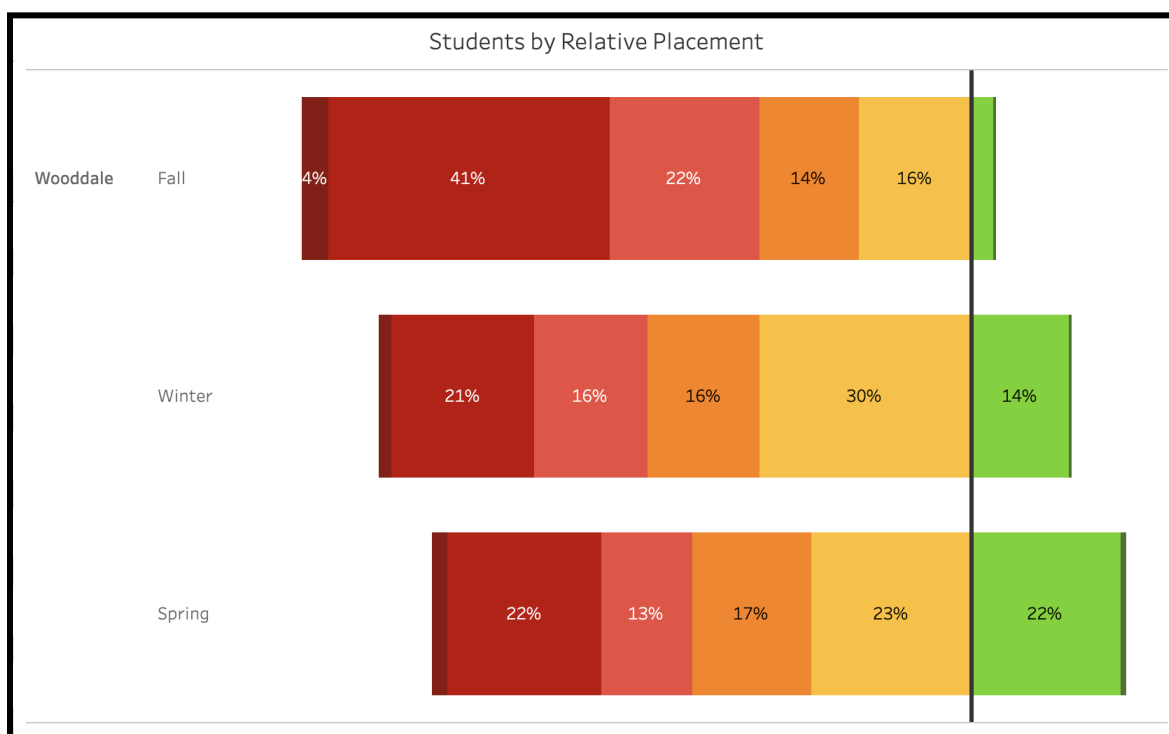
Green Dot was selected to operate Wooddale Middle School beginning with the 2015-16 school year. When considering what makes a school high-performing in the context of transformation work, one must consider both achievement and growth.

One metric used to determine that Wooddale is a high-performing school is iReady growth from the beginning of the year to the end of the year. The chart below shows Wooddale’s performance during the 2021-22 school year. Areas to note are the significant increase in the percentage of students who improved their status to on or above grade level, or Tier I, illustrated in the two shades of green. Because students typically enter Wooddale and our other schools performing several grade levels behind, the percentage of students on grade level does not always fully reflect the entire achievement picture. In the charts below, this is illustrated by the red colors decreasing and the orange and yellow colors increasing. For example, Student A, a 6th grader, entered the year reading on a 1st-grade level. But at the end of the year, the student reads on a 4th-grade level. While traditional achievement scores that only look at proficiency would only see Student A as ‘not proficient,’ growing four grade levels in a single school year reflects strong achievement driven by excellent teaching and school leadership.

Wooddale Middle School - iReady Placement Fall - Winter - Spring 2021-22, Reading



Wooddale Middle School - iReady Placement Fall - Winter - Spring 2021-22, Math



The successes at Wooddale can be attributed to a committed execution of our curriculum by teachers who engage in continuous development that are supported by strong, mission-driven school leaders. Specific actions that contributed to the success include

- frequent observation and coaching, with content-specific feedback by school leaders and network curriculum specialists.
- a bell schedule and master schedule that protects time in reading and math.
- teachers and school leaders prepare for and attend intellectual preparation meetings with fidelity.
- frequent review of student and teacher-level achievement data, including exit tickets, weekly assessments, unit exams, midterms, and finals.
- dedicated time in core math and ELA classes to address student skill and knowledge gaps.
- use of data to enroll students in reading or math intervention classes to address significant content and/or skills gaps.

Academic success at Wooddale did not come without challenges. Inconsistent TN Ready testing, including canceling middle school testing in 2015 and shifting tests and delivery platforms (paper vs. online) between 2015 and 2019, resulted in data that was difficult to discern year-to-year comparisons. For Wooddale, this resulted in a schoolwide TVAAS of 5 in 2016, with a TVAAS 1 in the following two years. To address gaps, school leaders and teachers focused intensely on data from assessments like iReady and internal common assessments alongside TN Ready data, resulting in many of the initiatives listed in this section. Most specifically, as a network, we adopted more rigorous, robust ELA and math curricula and invested in the development of leaders and curriculum coaches to provide coaching aligned specifically to the execution of the lessons. To ensure that all teachers were equipped for success, it was not uncommon for leaders or curriculum coaches to co-teach lessons with teachers

or engage in in-depth lesson planning coaching sessions. This effort was an initial step that led to further adjustments to curriculum and coaching as a response to the pandemic. Following these efforts, Wooddale returned to being a TVAAS 5 school in 2019 and in 2022.

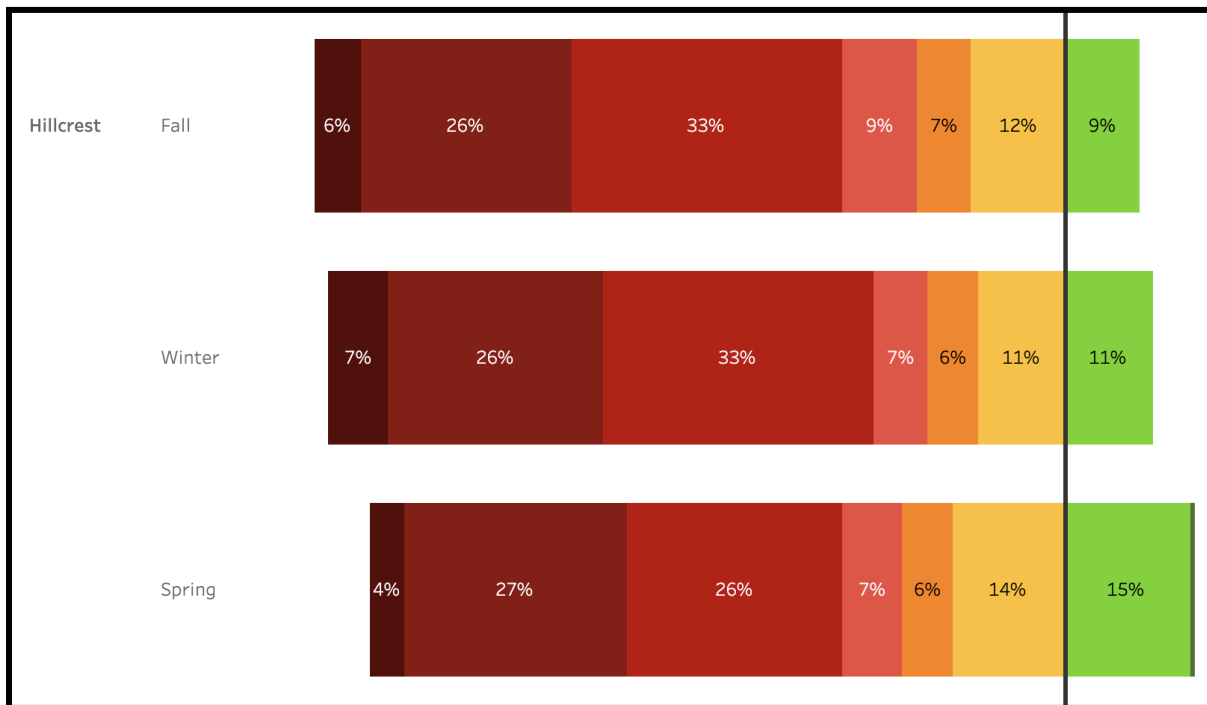
Wooddale success has affected how other schools in our network operate in that they embraced and experienced success with shifts in curriculum and coaching. The learning for our network was that the buy-in and engagement from school leadership is the ultimate x-factor in implementing a similar shift. From this learning, Green Dot was able to improve our network-wide coaching and professional development of school leaders to ensure they are fully equipped to lead their schools to similar success. TN Ready testing in 2022 brought a first glimpse of success with the efforts that first took hold at Wooddale, with four of five schools in the network achieving a TVAAS 3 or higher.

School needing improvement: Hillcrest High School

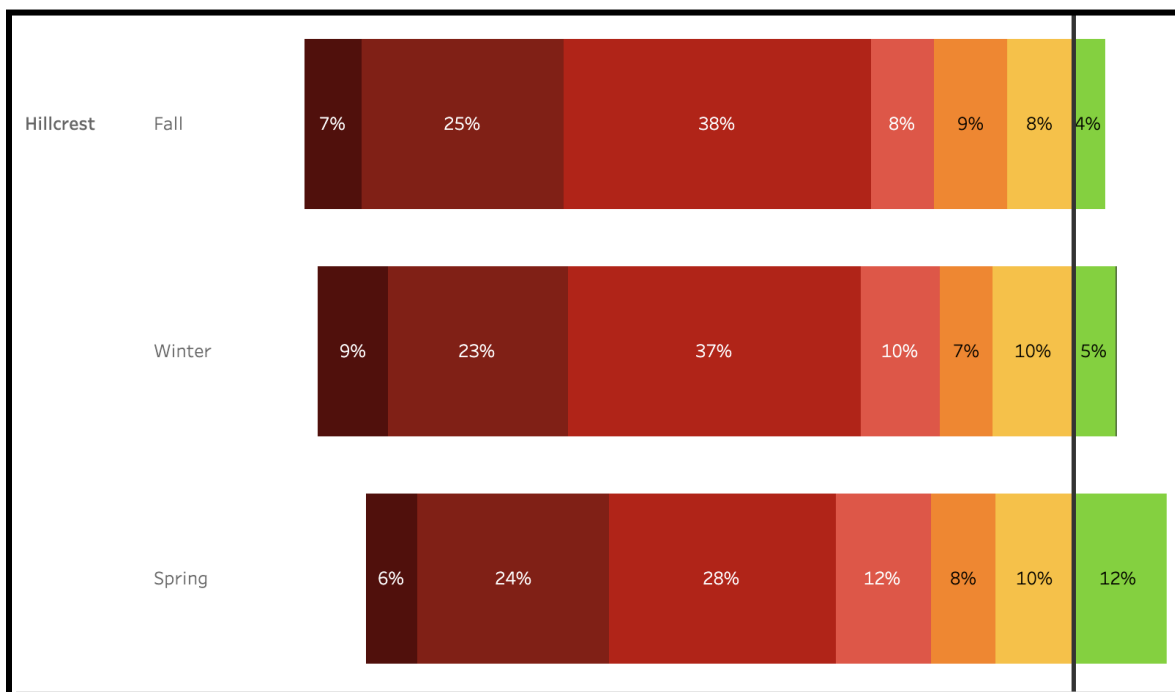
Even though Hillcrest High has earned its highest TVAAS ratings ever under Green Dot’s operation, the school is in need of improvement in academic achievement. Specifically in moving student growth and proficiency on iReady, which, as explained above, accounts for students who are both on and below grade level. This is particularly important as Hillcrest does not have a Green Dot feeder middle school. The freshman class entering in the fall of 2022 had median iReady math and reading levels at a 4th-grade level of proficiency. Because students are entering Hillcrest several grade levels behind, annual typical growth is not sufficient to close achievement gaps. The area of improvement is a focus on improved Tier I instruction, proven to raise the performance of all students, even those significantly behind, and the utilization of intervention strategies that bridge gaps without lowering academic expectations for students.

The charts below demonstrate the need for this focus area. Although there was a slight improvement in the percentage of students on grade level, illustrated in the green, the growth did not meet our expectation of a 15 percentage point increase from fall to spring in reading or math. Most significantly, the data suggests very little improvement in students testing in the lowest bands, those who are on the K–5 levels, illustrated by the three shades of red. We aim to decrease the percentage of students in the Tier III band (2+ grade levels below) from fall to spring. To dramatically improve student outcomes and realize our mission, we must see an improvement in this data.

Hillcrest iReady Reading, Fall 2021 to Spring 2022



Hillcrest iReady Math, Fall 2021 to Spring 2022



Specific strategies to address this gap are similar to those outlined above that resulted in successes for Wooddale. These include:

- Focus on intellectual preparation for English and math teachers, including planning for unfinished learning or gaps in student learning demonstrated in data.
- Frequent review of informal and formal data with school leaders and teachers to identify negative trends early and plan to intervene.
- Increased real-time coaching for new or struggling teachers. Receiving ‘in-the-moment’ feedback allows teachers to make immediate adjustments to their instruction so that students benefit right away. All Green Dot leaders are training and frequently practice giving this type of coaching and feedback to teachers.
- Tier III intervention courses for students with the greatest needs. Intervention classes are tailored to individual needs using iReady instruction and teacher-led whole and small-group instruction. Often, the skills taught in these classes align with K-2 skills and knowledge.
- Double dosing math and ELA. Students attend their math and ELA classes daily for 80 minutes. This daily, extended time allows for in-class Tier II instruction that can be difficult to deliver on a typical high school schedule with class periods of 50 minutes or shorter.

In addition to these steps, we must increase understanding of and buy-in for the assessments by school leaders, teachers, and, most importantly, students. Each stakeholder needs to understand why this data is important and what it means for student outcomes. This can be achieved through professional development for leaders and teachers, advisory and in-class lessons for students, and opportunities for students to know and understand the meaning of their data and growth goals.

We will know that performance is satisfactory when the percentage of students on grade level increases by 15 percentage points from fall to spring and the percentage of students in Tier III decreases by 15 percentage points from fall to spring. We are hopeful that Hillcrest will be able to achieve at least one part of this goal during the 2022-23 school year and both metrics the following school year.

Explain any performance deficiencies or compliance violations that have led to formal authorized intervention with any school operated by the network in the last three years and how such deficiencies or violations were resolved.

At the end of the 2021-22 school year, Bluff City High School was placed on probation by the Tennessee Public Charter School Commission (TPCSC). This probation was largely the result of one year of ineffective leadership and earning a TVAAS 2. Bluff City achieved a TVAAS 5 during its first two years of operation before the pandemic and pause in TN Ready testing. The leader was replaced, and Bluff City's new leadership, with the support of the Green Dot Tennessee home office, has worked diligently to ensure a plan of action was created and approved by the TPCSC to outline action steps necessary to remove Bluff City from the probationary status as soon as possible.

The MSCS Charter Application Review Team (CART) referenced the TPCSC's Performance Framework in response to our original application. Bluff City scored "Does Not Meet Standard (2)" for the 2021-22 school year. The root cause of this performance is outlined in the previous paragraph and as of this revision, Bluff City is making progress toward meeting the goals of its action plan.

The student achievement and comparative performance sections of the TPCSC Charter School Performance Framework establishes rigorous standards for performance. To illustrate this rigor, consider chronic absenteeism. To "Meet Standard (3)," high schools would need a chronic absenteeism rate of less than 20%. The Tennessee average for Economically Disadvantaged high school students is 41%. Therefore, schools like ours would need to score 51.2% lower than the state average to meet the standard.

To understand comparative performance, Green Dot ran the following schools through SECTION 1 (Parts 1 & 2): Student Achievement and Comparative Performance of the 2021-2022 TPCSC Charter Performance Framework: Fairley neighborhood high schools, Bluff City neighborhood high schools, and iZone high schools. Composite scores indicate that Bluff City High School falls within the midrange of the schools reviewed. Early indicators suggest that the adjustments GDPST has made this year at Bluff City will yield improved results.

Scores on Academic Sections on TN Charter Commission Rubric

High School	Classification	TPCSC Framework Score*
Whitehaven	MSCS - Optional	2.96
Oakhaven	MSCS - iZone	2.77
Westwood	MSCS - iZone	2.19
Hillcrest	Green Dot	2.13
BTW	MSCS - iZone	2.06
Trezevant	MSCS - iZone	2
Fairley	Green Dot	1.88
Mitchell	MSCS	1.88
Southwind	MSCS	1.85
Bluff City	Green Dot	1.72
Wooddale	MSCS - iZone	1.69
Ridgeway	MSCS	1.56
Sheffield	MSCS - iZone	1.56
Kirby	MSCS	1.5
Manassas	MSCS - iZone	1.5
Hamilton	MSCS - iZone	1.38

While Green Dot believes at its core that schools should be held accountable for their results, in this case, the standard has been set at a level that does not acknowledge the complexities or incremental improvements associated with school turnaround work. Nor does it acknowledge the exponential challenges high schools faced across the nation as a result of the pandemic.

The table below delineates scores by indicator. All data, except TPCSC rating, was obtained from the TN State Report Card website between 5/5/2023 and 5/12/2023.

Tennessee Public Charter School Commission Framework Criteria	School	Bluff City	Fairley	Hamilton	Hillcrest	Kirby	Manassas	Mitchell	Oakhaven	Ridgeway	Sheffield	Southwind	Trezevant	B.T. Washington	Westwood	Whitehaven	Wooddale
	Classification	Green Dot	Green Dot	MSCS - iZone	Green Dot	MSCS	MSCS - iZone	MSCS	MSCS - iZone	MSCS	MSCS - iZone	MSCS	MSCS - iZone	MSCS - iZone	MSCS - iZone	MSCS	MSCS - iZone
	Priority Status		Priority	Priority	Priority			Priority	Reward	Targeted Support	Priority	Targeted Support	Priority				Priority
Absolute Performance - ELA <i>To achieve "Meets Standards (3)" >30% of students must score On Track/Mastered on TN Ready</i>	% On Track/Mastered	13.4%	10.5%	16.8%	8.9%	14.2%	5.6%	8.4%	21.0%	18.7%	9.7%	21.6%	7.8%	<5%	11.1%	28.0%	10.9%
	Meets TPSCS Standard?	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Absolute Performance - Math <i>To achieve "Meets Standards (3)" >20% of students must score On Track/Mastered on TN Ready</i>	% On Track/Mastered	<5%	<5%	5.20%	<5%	<5%	<5%	<5%	10.50%	<5%	<5%	5.00%	<5%	<5%	<5%	14.60%	<5%
	Meets TPSCS Standard?	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Growth - TVAAS Composite <i>To achieve "Meets Standards (3)", the school needs a TVAAS of 3 or higher</i>	TVAAS Composite	2	3	1	5	1	1	3	5	1	1	1	3	3	3	5	1
	Meets TPSCS Standard?	N	Y	N	Y	N	N	Y	Y	N	N	N	Y	Y	Y	Y	Y
Chronic Absenteeism <i>To achieve "Meets Standards (3)", the school needs a rate <20%</i>	Chronic Absenteeism	62.4%	53.7%	28.3%	61.4%	35.4%	18.2%	26.6%	9.1%	40.7%	9.1%	34.2%	29.4%	9.8%	14.0%	24.9%	11.2
	Meets TPSCS Standard?	N	N	N	N	N	Y	N	Y	N	Y	N	N	Y	Y	N	Y
Comparative Performance - ELA <i>To achieve "Meets Standards (3)" On Track/Mastered Rate of +/- 5% of the resident district. MSCS 9 - 12 ELA avg. was 24.9%</i>	Difference From District Avg. of 24.9%	-11.5%	-14.4%	-8.1%	-16.0%	-10.7%	-19.3%	-16.5%	-3.9%	-6.2%	-15.2%	-3.3%	-17.1%	>-19.9%	-13.8%	3.1%	-14.0%
	Meets TPSCS Standard?	N	N	N	N	N	N	N	Y	N	N	Y	N	N	N	Y	N
Comparative Performance - Math <i>To achieve "Meets Standards (3)" On Track/Mastered Rate of +/- 5% of the resident district. MSCS 9 - 12 Math avg. was 8.8%</i>	Difference From District Avg. of 8.8%	> - 3.8%	> - 3.8%	-3.60%	> - 3.8%	> - 3.8%	> - 3.8%	> - 3.8%	1.70%	> - 3.8%	> - 3.8%	-3.80%	> - 3.8%	> - 3.8%	> - 3.8%	5.80%	> - 3.8%
	Meets TPSCS Standard?	N	N	N	N	N	N	N	Y	N	N	Y	N	N	N	Y	N
Comparative Performance - Science <i>To achieve "Meets Standards (3)" On Track/Mastered Rate of +/- 5% of the resident district. MSCS 9 - 12 Science avg. was 20.1%</i>	Difference From District Avg. of 20.1%	-15.0%	-14.4%	>-15.1%	-11.4%	-9.9%	-13.1%	-14.4%	-10.8%	1.6%	-13.9%	-13.9%	-8.7%	>-15.1%	-6.3%	0.1%	-11.5%
	Meets TPSCS Standard?	N	N	N	N	N	N	N	N	Y	N	N	N	N	N	Y	N
Comparative Performance - History <i>To achieve "Meets Standards (3)" On Track/Mastered Rate of +/- 5% of the resident district. MSCS 9 - 12 History avg. was 21.6%</i>	Difference From District Avg. of 21.6%	-14.5%	-14.6%	No Data	-10.6%	No Data	No Data	No Data	No Data	-11.0%	No Data	No Data	No Data	-16.5%	No Data	15.5%	No Data
	Meets TPSCS Standard?	N	N	No Data	N	No Data	No Data	No Data	No Data	N	No Data	No Data	No Data	N	No Data	Y	No Data
TPSCS Framework Rating Section 1, Subparts 1. Student Achievement and 2. Comparative Performance	Total Score	1.72	1.88	1.38	2.13	1.50	1.50	1.88	2.77	1.56	1.56	1.85	2.00	2.06	2.19	2.96	1.69
	Rating	Does Not Meet Standard (2)	Does Not Meet Standard (2)	Falls Far Below Standard (1)	Does Not Meet Standard (2)	Does Not Meet Standard (2)	Does Not Meet Standard (2)	Does Not Meet Standard (2)	Does Not Meet Standard (2)	Meets Standard (3)	Does Not Meet Standard (2)	Does Not Meet Standard (2)	Does Not Meet Standard (2)	Does Not Meet Standard (2)	Does Not Meet Standard (2)	Does Not Meet Standard (2)	Meets Standard (3)

According to the TPSCS Framework: To assign the final score determination, the "Average Total Rating" will be rounded to the nearest whole number.

Priority School Status

Fairley High School remains a priority school, along with three other Green Dot schools (Hillcrest High, Kirby Middle, and Wooddale Middle). Green Dot strongly believes that it has the right programs and supports in place to continue to move our schools and students forward academically. Although Green Dot’s two turnaround high schools remain on the priority list, they perform near the top compared to iZone and neighborhood peer schools with a priority schools designation.

The table below shows the comparative performance between Green Dot priority high schools, iZone priority high schools, and priority schools in the same geographic area as Fairley.

High School	Classification	Priority Status	TPCSC Framework Score*	TVAAS Composite	TVAAS Literacy	TVAAS Numeracy
Hillcrest	Green Dot	Priority	2.13	5	4	4
Trezevant	MSCS - iZone	Priority	2.00	3	5	1
Fairley	Green Dot	Priority	1.88	3	4	1
Mitchell	MSCS	Priority	1.88	3	4	1
Wooddale	MSCS - iZone	Priority	1.69	1	2	1
Sheffield	MSCS - iZone	Priority	1.56	1	4	1
Manassas	MSCS - iZone	Priority	1.50	1	3	1
Hamilton	MSCS - iZone	Priority	1.38	1	1	1

Bluff City Annual Report & Debt Default

The Charter Application Review Team expressed concern related to Bluff City’s financial status. There are two factors related to the information conveyed in Attachments R (Annual Report). Attachment T was mentioned in the feedback related to the loan status, however, Attachment T is pending legal cases. Regardless, we will address the concern here.

Bluff City’s current financial status is attributed to two factors: enrollment variance and probationary status.

- Enrollment Variance. Bluff City’s charter agreement with the TPCSC required an enrollment of 616 with an annual variance allowance of up to 15% . Because the school’s enrollment fell outside the approved variance level, the school was provided the opportunity to increase the enrollment levels to show a sustainable pathway to ensure enrollment is within the charter agreement variance allowance. During the 2022-23 school year, the Green Dot Chief of Staff, Marysa Utley, led recruitment efforts resulting in the largest lottery application pool in Bluff City’s history.
- Probationary Status. One of Bluff City’s loan covenants requires a one-year TVAAS composite of 3 or higher. Thus, despite previous years of TVAAS 5, when Bluff City received a TVAAS 2 for the 2021-22 school year, the loan entered default status. Green Dot Tennessee and Bluff City leadership engage in frequent conversations with our lender. Conversations have included a discussion of the shortcomings of the TPCSC rubric, many of which have been discussed in this amended application. Namely, the difficulty of attaining a “Meets Standard (3)” in several indicators. No adverse actions have been taken as a result of the default. Further, the lender has engaged GDPST with a discussion about editing this requirement.



Facilitator Notes & Materials

- Have participants move into 6 teams. Try to ensure a mix of new and veteran team members and a mix of roles (teachers, IAs, etc.).
- Materials Needed: (handouts pdf, [poster](#))
 - Printed versions of slides 5-10 (2 slides per page)
 - SY22 Review & SY23 Goals ([MQ to link after July 15](#))
 - Start Stop Continue Handout (1 per participant)
 - Start Stop Continue Posters (6 posters per school)
- Recommended Groups (principal should co-facilitate)
 - Bluff City: [Christina & Chad](#)
 - Fairley: [Karen & Julius](#)
 - Hillcrest: [Marysa & Teddrick](#)
 - Kirby: [Jocquell & Sharon](#)
 - Wooddale: [Patrick & Denai](#)
- Other: Please take notes on the slide 10 group discussion. Take pictures of completed posters.



GDPST Strategic Priorities

July 2022

Green Dot Community Agreements



Be Professional

- Be on time & ready to work
- Be collaborative
- Be willing to learn new things



Be Present

- Keep it low tech with high engagement
- Stay on task & focused
- Listen to learn



Be Positive

- Believe we *all* can
- Be solution-oriented
- Assume the best in others



Objectives & Agenda

Objectives

- School teams will learn about the draft SY23 Strategic Goals
- School teams will review last year's performance
- School teams will brainstorm ideas to ensure we meet our SY23 goals by completing a Start Stop Continue activity and a Gallery Walk

Agenda

- I. Strategic Priorities Overview (10 minutes)
- II. SY22 Results (20 minutes)
- III. Start Stop Continue Activity

Green Dot Mission

Our mission is to help transform public education so **all** students graduate prepared for college, leadership, and life.

Strategic Pillars

College-Ready
Learners



Engaged
Community



Highly Effective
Team



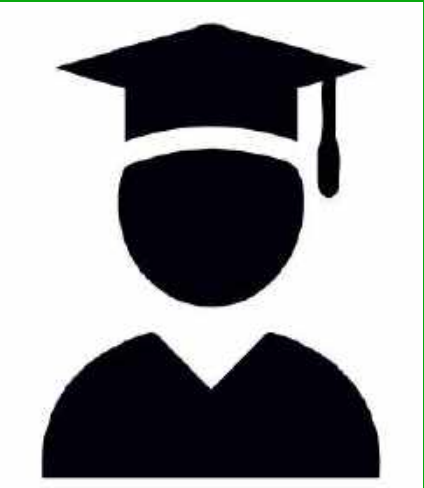
High Quality
Model



GDPST Strategic Goals



College-Ready Learners



2025 Goal	DRAFT 2023 Goal
Green Dot students will attend schools rated A	Increase the percentage of students in Tier I in ELA by 15% from BOY to EOY annually on iReady.
	Increase the percentage of students in Tier I in Math by 15% from BOY to EOY annually on iReady.
	As determined by the spring iReady assessment $\geq 50\%$ of students will meet stretch goals in both English and Math.
	Schools will earn a composite TVAAS ≥ 4 .
	High schools will increase cohort graduation rates annually by 5% until exceeding the state average (89%).
	Middle school student attrition rates will decrease by 5% or more per year until reaching a rate of $\geq 85\%$.
	Schools will reduce chronic absenteeism by a rate of 50% until reaching an annual rate of $\leq 10\%$.
	Student attendance rates will increase by 5% from the previous year until reaching a rate of $\geq 95\%$.
	Schools will reduce suspensions by 50% annually until reaching a rate of $\leq 4\%$.

GDPST Strategic Goals



Engaged Parents & Community



2025 Goal

DRAFT 2023 Goal

100% of schools will be fully enrolled with strong community support

Schools will be 100% enrolled by September 1 each year.

Advocacy efforts will result in a fair pathway for school authorization, including access to quality facilities.

Each campus will benefit from a minimum of 2 quality partnerships that meet specific needs of the local community.

GDPST Strategic Goals



Highly Effective Team



2025 Goal

DRAFT 2023 Goal

95% of schools staffed with effective team members

Students will receive instruction from a qualified instructor 90% of each core course.

Schools will increase teacher retention by 5% until reaching a goal of 85%.

GDPST will employ effective, multiple measure performance management systems for all employees.



GDPST Strategic Goals

High Quality Model



2025 Goal

DRAFT 2023 Goal

The development team will reach its 2023 fundraising goal of \$772,000.

GDPST will have a defined, sustainable footprint.

GDPST will secure a location and complete facilities improvements for a Bluff City Gym.

GDPST will create a sustainable 5-year model that incorporates contingencies related to regional needs.

GDPST will create and implement a robust vendor and partner evaluation process to ensure 100% compliance and maximized cost efficiency.

GDPST Strategic Goals



TEAMS (20 Minutes). Review last year's performance data along with your SY23 school goals and consider the following:

1. Where are the surprises?
2. What questions do you have about the data or goals?
3. What are your areas of strength? What specific actions led to those successes? How will you continue to be strong?
4. What are your areas of growth? What do you need to do this year to ensure your school meets its target? How will you monitor?
5. What can you learn from another campus?



Strategic Goals Planning



Each group will be assigned one of the following topics:

TEAM	TOPIC
1	As determined by the spring iReady assessment $\geq 50\%$ of students will meet stretch goals in both English and Math.
2	High schools will increase cohort graduation rates annually by 5% until exceeding the state average (89%). OR Middle school student attrition rates will decrease by 5% or more per year until reaching a rate of $\geq 85\%$.
3	Student attendance rates will increase by 5% from the previous year until reaching a rate of $\geq 95\%$.
4	Schools will reduce chronic absenteeism by a rate of 50% until reaching an annual rate of $\leq 10\%$.
5	Schools will be 100% enrolled by September 1 each year.
6	Schools will increase teacher retention by 5% until reaching a goal of 85% 85%.

Strategic Goals Planning



STEP 1: INDEPENDENT WORK (10 minutes). Independently complete the worksheet. What do we need to **START**, **STOP**, and **CONTINUE** doing to meet our SY23 school goals?



STEP 2: GROUP DISCUSSION (10 minutes). Work with your team to find consensus about the 5 most important **START**, **STOP**, and **CONTINUE** strategies. Transcribe your list to the poster.



STEP 3: GALLERY WALK (30 minutes). As a team, rotate to the other 3 posters to review their work and complete the following:

- Place a ★ next to any strategies you agree are priorities.
- Place a ? next to a strategy that is confusing or won't prove effective.
- Add any strategies you think are critical to achieve the goals.

STEP 4: REFLECT (15 minutes). Return to your poster to review comments. Be prepared to share insights with the full group.¹⁴⁶



38109 Zip Code Income, Population and Demographics

Are you tired of spending 10+ hours searching for demographic and population data for the 38109 zip code? We have all of the data you need by state, county, city, and zip code that will save you many hours of research!

In this article, we'll explore most of the 190+ data points we have for 38109, covering popular demographics statistics like household income, race, age and gender, educational attainment, poverty, housing, and transportation.

38109 is a zip code in Shelby County, Tennessee, which covers District 2 and District 3, with a total population of 44,846 people.

The data on this page is from the 2021 American Community Survey (ACS) 5-Year survey from the US Census Bureau.

[Table of Contents](#)



DEMOGRAPHICS FOR SURROUNDING AREAS

The list below contains demographics and income statistics for zip codes in areas that surround 38109.

- [38131](#) [38201](#) [38132](#)
- [38041](#) [38133](#) [38075](#)
- [38012](#) [38049](#) [38058](#)
- [38080](#) [38019](#) [38117](#)
- [38067](#) [38028](#) [38029](#)
- [38135](#) [38046](#) [38076](#)
- [38060](#) [38141](#) [38036](#)
- [38134](#) [38138](#) [38018](#)
- [38120](#) [38024](#) [38122](#)
- [38044](#) [38050](#) [38016](#)

[View Demographics Data](#)

PLACES IN TENNESSEE

Here are some popular cities and towns in Tennessee with detailed demographic statistics for each location.

[District 10](#)

[District 7](#)

Median Household Income

According to the latest ACS 5-year survey in 2020, the **median household income in 38109 is \$31,609.00.**

The chart below shows the average household income by age in 38109.

Under 25	\$33,202.00
25 to 44	\$30,313.00
45 to 64	\$37,869.00
65 and over	\$30,099.00

Average Household Income

A very commonly asked question is "what is the average household income in the 38109 zip code?". The official term for the average household income is the **mean household income**. The mean household income is the total income of all households divided by the number of households.

The average (or mean) household income in 38109 is \$44,410.00.

1.83% of households in the 38109 zip code are classed as high income households (making \$200,000+ per year).

THE DIFFERENCE BETWEEN A MEDIAN AND AN AVERAGE INCOME

The difference between a median and mean household income is that **the median income is**

- District 2
- District 2
- Garland
- Maynardville
- District 2
- District 5
- District 4
- District 7
- District 2
- Jamestown
- Eastview
- District 4
- District 1
- Sunbright
- District 9
- District 4
- District 6
- Hadley
- District 5
- District 1
- District 6
- District 35
- District 3
- District 11
- District 15
- District 4
- District 12
- District 6

ANCESTRY

- Mexican
- German
- Irish
- English
- African American

[View Ancestry Data](#)

BABY NAMES

- Popular Baby Boy Names
- Popular Baby Girl Names

[View Baby Name Data](#)

FIRST NAMES

the middle point of the set of numbers whereas **the mean income is an average of all numbers.**

Both metrics are important when looking at the income statistics for 38109 but because the median value doesn't depend on other numbers in the dataset, it doesn't change as much when some of the values are extremely low or extremely high.

Popular Male First Names Popular Female First Names

[View First Name Data](#)

LAST NAMES

- [Common Asian and Pacific Islander Surnames](#)
- [Common Black Surnames](#)
- [Common Hispanic Surnames](#)
- [Common American Indian/Alaskan Native Surnames](#)
- [Common Two or More Race Surnames](#)
- [Common White Surnames](#)

[View Last Name Data](#)

LATEST BLOG POSTS

- [Best Free Excel Family Tree Templates](#)
- [Social Security Death Index](#)
- [What is a Genetic Family Tree?](#)
- [How Much DNA Comes From Each Parent?](#)
- [How to Preserve Old Handwritten Letters](#)

Household Income Tiers for 38109

We can also look at the household income tiers. This lets you see how many households fall into each of the earnings brackets and what percentage that bracket is of the total number of households.

The chart below shows the household income brackets to see which age groups have the highest median income. The actual data is more granular than these brackets, but we've simplified them into bigger categories to make reviewing the data for the 38109 zip code easier to view.

You can purchase the raw data above, which will have the full income tiers with smaller jumps in household income.

Less than \$24,999	36.70%
\$25,000 to \$49,999	29.71%
\$50,000 to \$74,999	16.46%
\$75,000 to \$99,999	7.62%

\$100,000 to \$149,999	6.87%
\$150,000 to \$199,999	0.81%
\$200,000 or more	1.83%

Is 23andMe More Accurate Than Ancestry?
 What are Ancestry DNA Genetic Communities?
 What is a Chromosome Browser?
 What is the Ancestry Chromosome Painter/Browser?
 Michigan Death Records and Death Index

Genealogy Blog

Per Capita Income

The per capita income is the average income of all people in the 38109 zip code. This is calculated by dividing the total income of all people in 38109 by the total number of people in 38109.

It differs from the average or mean household income because it includes all people in 38109 and not just the people who earn an income (i.e. children, retirees, unemployed, etc.).

The per capita income in the 38109 zip code is \$18,409.00.

Population in 38109 by Race and Ethnicity

The total population in 38109 is currently 44,846 people.

The race and ethnicity of the population in 38109 can be very important for social research, economics, and marketing to a multi-cultural society.

Whether you want to target products or services to a particular race or ethnicity, or provide housing and new businesses to improve areas with a larger ethnic minority

population, this data is very valuable for discovering suitable areas.

The chart below breaks down the population and percentage for each race and ethnicity in the 38109 zip code.

2.00% White	914
95.40% Black/African American	42,853
0.10% Native	31
1.30% Hispanic	582
0.00% Asian	0
0.00% Hawaiian/Pacific Islander	0
1.10% Two or more races	489
0.10% Other	30

Population of 38109 by Age and Gender

Another very important demographics statistic for the 38109 zip code is the age and gender of the population. The age and gender of the population can be used to track trends in population growth or decline, and for businesses, the data can be used to identify people important to you and your business need.

In the table below, we show age groups at a 10 year granularity for ease of use. The raw data, which can be purchased above, includes age and gender at a 5 year granularity.

Age Group	Male	Female
0 to 9 Years	2,701	3,001
10 to 19 Years	3,078	2,902
20 to 29 Years	3,293	2,727
30 to 39 Years	2,400	2,860
40 to 49 Years	2,002	3,243
50 to 59 Years	2,791	2,957
60 to 69 Years	2,576	3,224
70 Years and over	1,743	3,401

Education Levels

Educational attainment is a very useful statistic that can give insights into other data such as the average household income, unemployment levels, and literacy.

What this means is that it is likely for areas that have higher levels of education to have higher average household incomes, lower unemployment rates, and higher literacy rates.

The chart below shows the educational attainment of the population in the 38109 zip code.

Master's degree or higher	6.99%
Bachelor's degree	13.90%
Some college or associate's degree	10.01%
High school diploma or equivalent	64.28%
Less than high school diploma	4.81%

Unemployment Rates

The unemployment rate is the percentage of the population that is actively looking for work but is unable to find a job. The unemployment rate is a very important statistic for 38109 because it can show how many people are actively looking for work and how many people are unable to find a job.

Lower levels of unemployment is generally seen as a positive sign for the economy. It also makes the government in 38109 look good because it shows that they are doing a good job of creating jobs, working to capacity, being efficient, and keeping the economy strong.

The unemployment rate is calculated using the total population in the 38109 zip code that are over the age of 16.

The current population in 38109 that are over the age of 16 is 35,345 people.

The unemployment rate in 38109 is 45.70%, which means 16,166 people are unemployed.

Median Age in 38109

The median age is an interesting metric because it gives us an idea of the age distribution of people in the 38109 zip code. You know when you see a median age that it is the age where half of the population is older and half is younger than it.

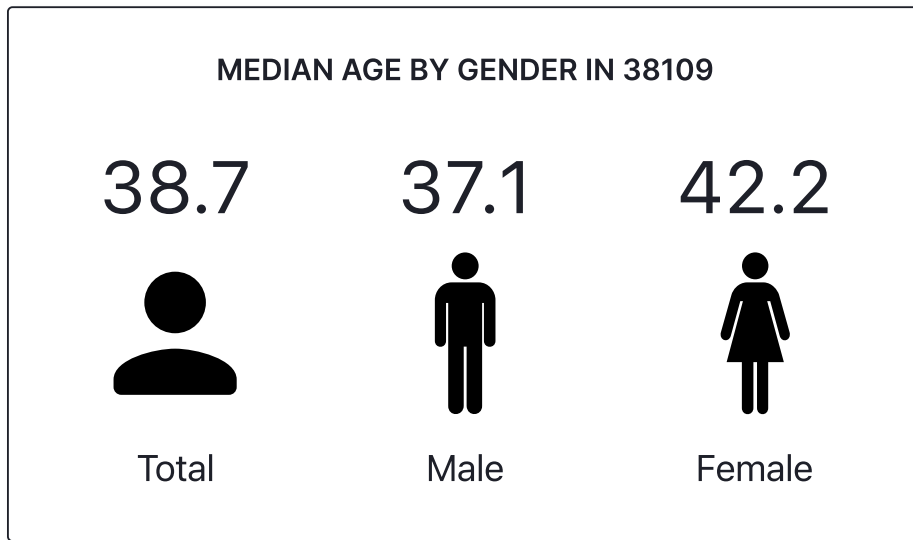
For demographic studies, this can be used to infer and compare data to things such as birth rates, the age of

parents, and so on.

An increasing median age can be a sign of an aging population, which can be a sign of a declining population. This is because older people tend to have fewer children and die more often than younger people.

The median age in 38109 is 38.7 years old.

We can also look at the median age by gender to compare the see how each group compares to the total median age:



Households and Families

There are a total of 16,268 households in 38109, and the average household size is 2.75 people.

For families, the **total number is 10,144**, and the average family size is 3.6 people.

24.00% of those families in the 38109 zip code are living below the poverty line.

The table below shows the poverty thresholds for 38109 in 2022.

Household Size	Poverty Threshold
1 Person	\$13,590.00
2 People	\$18,310.00
3 People	\$23,030.00
4 People	\$27,750.00
5 People	\$32,470.00
6 People	\$37,190.00
7 People	\$41,910.00
8 People	\$46,630.00

Please note that the poverty thresholds shown above are from 2022, while the latest demographics data we have is from 2020.

Households and Families by Marital Status

There are four types of household and family, as defined by the Census Bureau:

- Married-couple
- Male householder, no spouse present
- Female householder, no spouse present
- Nonfamily household

In the table below, you can see the total households and families in the 38109 zip code for each type, as well as the average sizes.

	Married	Male	Female	Nonfamily
Total Households	3,672	1,155	5,317	6,124
Average Household Size	3.37	3.34	4.01	1.18
Total Families	3,672	1,155	5,317	0
Average Household Size	3.34	3.05	3.9	0

Housing Data in 38109

There are total of 19,025 housing units in the 38109 zip code. Of those units, **16,268 (85.51%) are occupied**, and **2,757 (14.49%) are vacant**.

Rental Rates

Of the 19,025 housing units in 38109, **6,611 (34.75%) are occupied by renters**. The median rent paid by renters is **\$893.00**.

Owner occupied housing units make up the remaining 47.29% of housing units, with 8,996 housing units in total.

The table below breaks down how much rent is paid by renters in the 38109 zip code.

No rent paid

661

Less than \$500	744
\$500 to \$999	3,721
\$1,000 to \$1,499	2,006
\$1,500 to \$1,999	140
\$2,000 to \$2,499	0
\$2,500 to \$2,999	0
\$3,000 or more	0

Property Values

The median value of a property in 38109 is **\$66,200.00**.

The table below breaks down the range of valuations for all properties in 38109.

Less than \$50,000	2,130
\$50,000 to \$99,999	5,455
\$100,000 to \$149,999	485
\$150,000 to \$199,999	459
\$200,000 to \$299,999	324
\$300,000 to \$499,999	113
\$500,000 to \$999,999	6
\$1,000,000 or more	24

Property Age

We can also look at the number of properties built in a given year to see the spread of property age in the 38109 zip code.

1939 or earlier	469
1940 to 1949	2,924
1950 to 1959	5,641
1960 to 1969	4,046
1970 to 1979	2,755
1980 to 1989	961
1990 to 1999	997
2000 to 2009	1,098
2010 to 2013	134
2014 or later	0

Vehicles Available per Household

Finally, we have data on how many vehicles each household in 38109 has. The table below breaks down the number of vehicles available per household.

No vehicles available	2,131
1 vehicle available	7,710
2 vehicles available	4,713
3 or more vehicles available	1,714

Commuting to Work in 38109

The time and means of commuting to work are useful metrics to look at because they can be correlated against other data such as income and education level.

Does a longer commuting time indicate a higher average income? If so, has the huge increase in home working during the pandemic changed this?

Using these metrics, we can get a better understanding of the demographics of the 38109 zip code, how they commute, and how that correlates to other data points.

The average travel time is 24.7 minutes, and the chart below covers the range of travel times across the population of 38109.

Less than 5 minutes	242
5 to 9 minutes	223
10 to 14 minutes	862
15 to 19 minutes	1,676
20 to 24 minutes	6,696
25 to 29 minutes	779
30 to 34 minutes	2,577
35 to 39 minutes	310
40 to 44 minutes	237
45 to 59 minutes	506
60 to 89 minutes	373

90 or more minutes 221

We can also look at the means of transport in 38109 to see which modes of transport people are using to commute to work.

Drove alone	12,700
Carpooled	1,603
Public transportation	184
Walked	59
Other means	156
Worked from home	300

Conclusion

Hopefully this article has given you the demographics data you were looking for in the 38109 zip code.

If you need more demographics data, or you need the data listed above in spreadsheet form with more granular grouping, head back to the top of this page where you can purchase the complete demographics data for 38109.

Link To or Reference This Page

We spent a lot of time downloading, cleaning, merging, and formatting the data that is shown on the site.

If you found the data or information on this page useful in your research, please use the tool below to properly cite or reference Name Census as the source. We appreciate your support!

Link	Chicago	MLA	APA		Copy
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<a href="https://namecensus.com/demographics/tennessee/38109/">38109 Zip Code Income, Population and Demographics</a>
```


GDPS LEADER LESSON PLAN

ANNUAL SCHOOL GOALS			QUARTERLY LEADERSHIP FOCUS: KEY BEHAVIORS		
1	iReady ELA: Increase students in Tier 1 by 15 percentage points.			COMPETENCY	Grow People: Performance Management
2	iReady Math: Increase students in Tier 1 by 15 percentage points.			KEY BEHAVIOR	DELEGATION. Delegates tasks to appropriate individuals or groups.
3	iReady: ≥ of students will meet stretch goals form BOY to EOY.		1	GOAL #1	Train and monitor SOM to manage sub and class coverage roles
4	Schools will earn a composite TVAAS of 4 or 5.			GOAL #2	Support AP in running effective Advisory Leadership Team Meetings
5	Increase cohort graduation rate by 5% until reaching state average.			COMPETENCY	
6	Reduce chronic absenteeism by a rate of 50% until reaching ≤ 10%			KEY BEHAVIOR	
7	Increase attendance by 5% until reaching a rate of 95%.		2	GOAL #1	
8	Reduce suspensions by 50% until reaching a rate of ≤ 4%.			GOAL #2	
9	Schools are 100% enrolled.				
10	Increase teacher retention rate by 5% until reaching 85%.				

REFLECTION on PREVIOUS WEEK'S GOALS

SUCCESSES	CHALLENGES

WEEKLY GOALS

1	
2	
3	
4	

CALENDAR PREVIEW

NEXT WEEK'S CALENDAR INCLUDES...	FORECASTED CHALLENGES	HOW DOES MY CALENDAR ALIGN TO NEXT WEEK'S GOALS?												
<table style="width: 100%; border-collapse: collapse;"> <tr> <td><input type="checkbox"/> Admin Team</td> <td><input type="checkbox"/> Observations</td> </tr> <tr> <td><input type="checkbox"/> SOM</td> <td><input type="checkbox"/> Feedback</td> </tr> <tr> <td><input type="checkbox"/> Counselor(s)</td> <td><input type="checkbox"/> PD Planning</td> </tr> <tr> <td><input type="checkbox"/> ILT</td> <td><input type="checkbox"/> Data Review</td> </tr> <tr> <td><input type="checkbox"/> AP 1</td> <td><input type="checkbox"/> Leader Lesson Plan</td> </tr> <tr> <td><input type="checkbox"/> AP 2</td> <td><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/> Admin Team	<input type="checkbox"/> Observations	<input type="checkbox"/> SOM	<input type="checkbox"/> Feedback	<input type="checkbox"/> Counselor(s)	<input type="checkbox"/> PD Planning	<input type="checkbox"/> ILT	<input type="checkbox"/> Data Review	<input type="checkbox"/> AP 1	<input type="checkbox"/> Leader Lesson Plan	<input type="checkbox"/> AP 2	<input type="checkbox"/>		
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<input type="checkbox"/> ILT	<input type="checkbox"/> Data Review													
<input type="checkbox"/> AP 1	<input type="checkbox"/> Leader Lesson Plan													
<input type="checkbox"/> AP 2	<input type="checkbox"/>													

SCHOOL CULTURE

ENROLLMENT										
Enrollment					Reasons for Transfers		Recruitment Activities		Next Steps	
	Current	Budget	Variance	Weekly Δ						
9th	5	7	-2						1	
10th	5	9	-4						2	
11th	5	2	3						3	
12th	3	4	-1						4	
TOTAL	18	22	-4	0					5	
									6	

ATTENDANCE

Student Attendance				Teacher Attendance		Notice & Wonder		Next Steps	
	Rate	Weekly Δ		Reflection Questions					
YTD Attendance				1. What trends do you see?					
YTD Chronic Absenteeism				2. What interventions may be needed?					
YTD At Risk				3. What retention strategies are planned?					

SCHOOL CULTURE

Discipline				SSW Program Stats		Notice & Wonder		Next Steps	
Type of Infraction	Goal	Weekly Δ		Reflection Questions					
OSS				1. Are SWs providing a variety of services?					
ISS				2. What trends do you see?					
Expulsion/Remand				3. What interventions may be needed?					

INSTRUCTIONAL COACHING

Whetstone Tracker				Coaching Challenges		Next Steps			
Met	Partially	Not Met	Coaching Reflection						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I met my observation goals this week.						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I offered Real Time Coaching RTC in every observation.						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I logged feedback in Whetstone for all observations.						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I conducted an in-person debrief for all observations.						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I see evidence of teacher growth based on my coaching.						



COMMONLIT 360 IN BLOUNT COUNTY, TENNESSEE: A CASE STUDY

*An analysis of student academic growth in reading
and effective implementation of CommonLit 360*



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EXECUTIVE SUMMARY

Blount County is a school district in Tennessee. In the middle of the 2017-2018 academic year, the district began phasing in the CommonLit 360 Curriculum in the Blount County high schools for English I and English II (Grade 9-10).

In subsequent years, the district saw tremendous growth in reading achievement, as measured by the Tennessee state assessment – and moved from among the lowest scoring districts to among the highest in terms of reading growth.

As part of this case study, evaluators examined student scores on the TNReady English Language Arts assessment, and interviewed teachers and school administrators about their adoption of the CommonLit 360 Curriculum.

The report looks at reading proficiency from school year 2017-2018 to school year 2020-2021. Even in the midst of a global pandemic, in which experts warned could result in months of learning loss ([Dorn et al., 2021](#)), students in Blount County showed consistent growth in reading.

The major findings were:

- Student reading growth in Blount County went from below to above the state average,
- Higher proportions of students scored at *On Track* or *Mastery* levels,
- Lower proportions of students scored *Below* grade level,
- Historically underserved student populations saw growth similar to those seen for all groups of students.

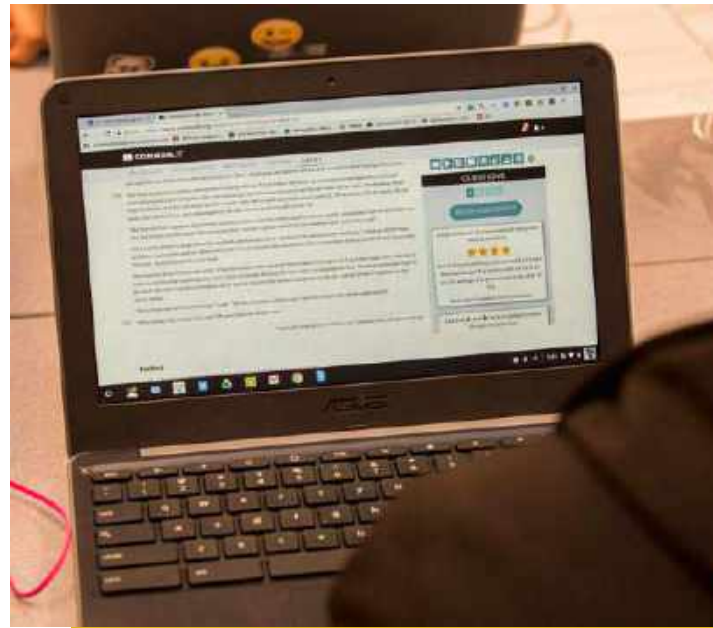
Teachers and administrators interviewed as part of this case study reported that adoption of the CommonLit 360 Curriculum led to:

- More time for collaboration, planning, and instruction,
- Greater student engagement,
- Deeper student insights,
- More student-led questioning,
- Less student variability on standardized test scores,
- Greater alignment across teachers, classes, grade levels, and schools,
- Tighter alignment of curriculum to English Language Arts grade level standards.



INTRODUCTION

In the spring of 2018, Blount County Schools' English I and English II high school students scored below the state average on the state of [Tennessee's TNReady English Language Arts assessment](#) (Tennessee State Board of Education, 2017). Yet, by 2020-2021 Blount County Schools' English I and English II students had scored well above the state average. Not only did students score at the highest level, but in terms of growth relative to all Tennessee schools, the proportion of students scoring *Below* grade level declined and the proportion of students scoring at *On Track* and *Mastery* levels increased.



This report examines the trends in these scores, including among demographic subgroups. It also includes qualitative data, in the form of interviews with teacher, school, and district-level leaders about the implementation of CommonLit 360 and the factors that led to Blount County Schools' transformation.

In their own words...

This case study describes the path to reading success for 9th and 10th grade students enrolled in English I and English II at two Blount County Schools. To learn more about implementation of CommonLit 360, evaluators interviewed:

- **Terri Bradshaw**, Blount County Schools 6th through 12th grade Literacy Coach,
- **Jake Jones**, former principal at Heritage High School and current Assistant Director of Schools, Curriculum and Instruction, and
- **Jennifer Bayola**, English Language Arts teacher, Learning Acceleration Coach, and Department Chair for Heritage High School English Language Arts.



BACKGROUND

Blount County Schools' English Language Arts program began partnering with CommonLit in the middle of the 2017-2018 school year. That year, Terri Bradshaw joined Blount County Schools as the district level Literacy Coach, encouraging teachers to adopt a shared curriculum.

At the time, the English I curriculum primarily consisted of a district-provided curriculum. That year, one of the two high schools began piloting CommonLit 360 Curriculum materials with a 7-week unit called "Science Fiction and Social Commentary." This success with the materials led to the decision to fully phase in CommonLit 360 materials as the core English Language Arts curriculum.

The next year, teachers' utilization of CommonLit 360 materials increased gradually. During that year, schools used a mixture of district-provided instructional units and CommonLit 360 instructional units. By 2019-2020, teachers had fully transitioned to CommonLit 360 in grades 9 and 10 (English I and English II). Due to the success with CommonLit 360, as well as the enthusiasm for the materials among teachers and students, the district has remained faithful to the 360 program.

During the COVID-19 pandemic, Blount County suffered disruptions similar to schools across the nation. The academic improvement seen in Blount County runs counter to the narrative of anticipated learning loss, which suggests that students were likely to regress several months during the pandemic ([Dorn et al., 2021](#)), and further underscores the promise of the CommonLit 360 program.





In their own words...

Question: What did English Language Arts instruction look like before adopting CommonLit?

*"I've been at the district level for two years, and what I can tell you is that previously, when I first arrived at the high school level as a principal, we didn't really have a consistent curriculum that was being implemented. We were working toward the standards, but **we didn't have a consistent curriculum across the district**. And, so our second year at the high school level is when we began to look at CL to adopt a consistent curriculum. We had teachers who were working on standards, but they had different novels to support that. "*
~ Jake Jones, district leader

*"Teachers were using materials, texts, and pacing according to their individual comfort levels. There was **little alignment among grade levels and teachers**."*
~ Terri Bradshaw, district leader

"...teachers were working very hard to prepare students. But as far as consistency across the district, we just didn't have it. We were very young, I believe, as a district, as far as collaboration in PLCs (Professional Learning Communities), and teamwork, and lesson design and implementation as a specific grade level and team..." ~ Jake Jones, district leader

*"I had come from a standards-based grading world, so I was very hyper-standards-focused at the time. So it was **very overwhelming**. And as a new high school teacher it was almost too much choice. So, you know, I absolutely went in with my knowledge of standards and did the best I could with the resources that we had. But in all honesty, **I spent a lot of time either finding or creating resources**."* ~ Jennifer Bayola, high school teacher

STATE TEST RESULTS

GROWTH: COMPARISON WITH OTHER TENNESSEE SCHOOLS

Prior to CommonLit adoption (2017-2018) in Blount County, student growth in reading in English I and English II was mixed. In English I (Grade 9), growth in reading was on par with state levels. In English II (Grade 10), growth of students prior to the implementation of CommonLit 360 was at Level 1, the lowest categorization according to the TNReady, the state assessment in English Language Arts.

Figure 1. TNReady Assessment Growth Levels

Level 1	Level 2	Level 3	Level 4	Level 5
Well-below average growth	Below average growth	Average growth	Above average growth	Well-above average growth

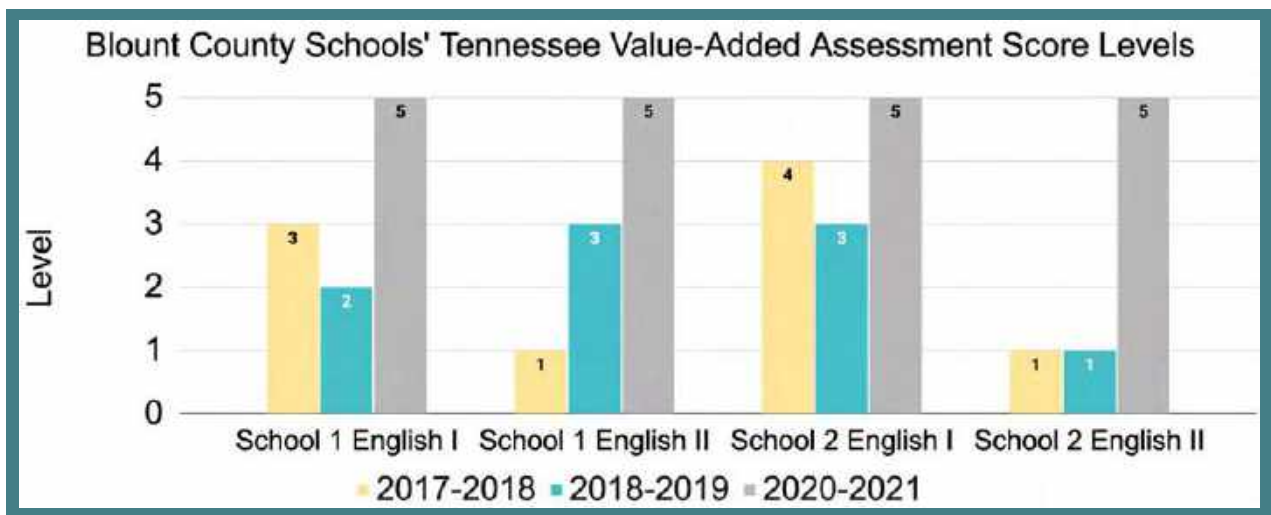
In school year 2018-2019, Blount high schools began transitioning to greater utilization of CommonLit 360 materials. That year, scores were mixed. School year 2019-2020 marked the first year of full implementation of CommonLit 360 in Blount. The global pandemic prevented evaluators from assessing progress since students did not take state assessments that year.



Then, in 2020-2021, the second year of full CommonLit 360 adoption, all four high school English classes (English I and II at both high schools) scored at Level 5, the highest growth category in Tennessee. The English II classes, which were the furthest behind, showed the greatest growth across the years. In sum, Blount County English I and II students went from scoring in the lower levels to the highest level for Tennessee schools. Figure 2 illustrates trends in student growth for the years 2017-2018, 2018-2019, and 2020-2021. Note that school year 2019-2020 scores are not included because the state test was canceled in March of 2020 due to the global pandemic.



Figure 2. Blount County value-added growth levels for years 2017-2018, 2018-2019, and 2020-2021



Additional data, including value-added scores and additional information about the Tennessee Value-Added Assessment Scores (TVAAS) may be found in Appendices A and B.



In their own words...

Question: How did instruction change after adopting CommonLit 360?

*“One change is just the **consistency across the district**... When I go into a 9th-grade classroom, then visit another 9th-grade class in the same building, and I see almost the same lesson being used and they're at the same place, that is exactly what we want to see. And then I go to the next 9th grade class and I see almost the same thing going on and they're at the same place, that just makes me really happy. That's that consistency,... **we reduced that variability for students**. I witness that same consistency across schools. I can go from the 9th grade at Heritage, then visit the 9th grades at William Blount and ECCA, and teachers are using the same texts, lessons, and strategies. So that's that consistency across the district.”*

*“...That's one piece, but the other part has to do with what I'm seeing in terms of instruction, because before we participated in the pilot [CommonLit 360], we were extremely centered on passive instructional strategies: lecture, students reading silently in class, students listening to audio. Often, the questioning was surface-level. So one of the changes that I've seen is not only **the students doing most of the work**, and the **students are engaged** with one another around a text, but we've also seen that **level of questioning raise up**. And so the kinds of things that the kids are thinking about really are getting to the depth of the standard. So those are the changes that I've seen...”*

*“I think that having thematic units has helped students really be engaged in what we're doing, because it makes sense. We've got this group of texts... **we had not been doing any informational texts [before], yet half of our reading standards are informational**. And so, making that connection instead of adding random informational texts here and there, **everything is connected together**. To go into classrooms and see the freshmen just really getting upset over Lee Sherman and the Bayou and the environment. They have been **really engaged by the topics, themselves, and then the text, as well.**”*



~Terri Bradshaw, district leader

SUMMARY OF STUDENT READING PROFICIENCY LEVELS

In addition to assessing student growth in reading, the TNReady also provides information on student proficiency levels. Figure 3 shows how the TNReady classifies student proficiency.

Figure 3. TNReady Student Proficiency Levels

Level 1	Level 2	Level 3	Level 4
Below Grade Level	Approaching Grade Level	On Track for Grade Level	Mastery of Grade Level

Moving Students Out of “Below” Grade Level Category

Figures 4 and 5 illustrate the year over year trends among students scoring in the lowest performance category, *Below* grade level. On both the English I and English II graphs (Figures 4 and 5, respectively), a clear downward trend may be noted, indicating **fewer students scoring *Below* grade level as implementation of CommonLit 360 increased.** The strong findings run counter to the narrative of anticipated learning loss, in which some experts suggested that students were likely to regress by several months during the pandemic ([Dorn et al., 2021](#)).

Figure 4. Trends of English I students’ Below grade level classification

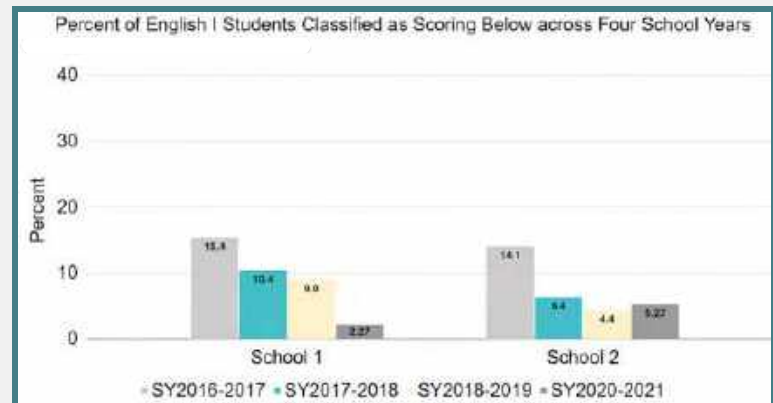
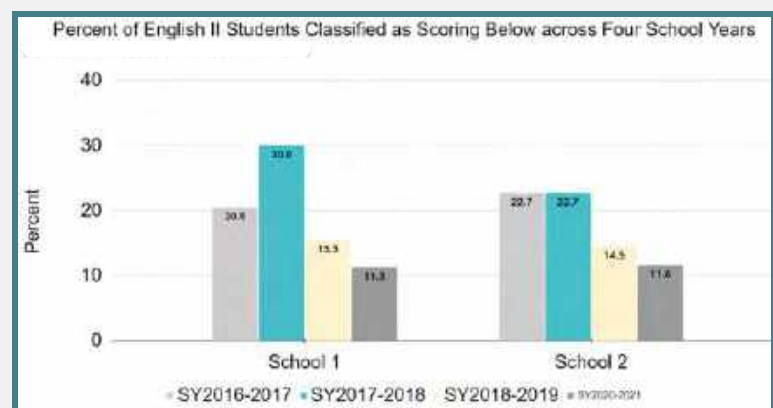


Figure 5. Trends of English II students’ Below grade level classification





District and State Comparisons of Below Grade Level Classifications: 9th and 10th Grades

The TNReady also provides information to allow district leaders to compare results to statewide results. Figures 6 and 7 represent 9th and 10th grade students, respectively, whose reading proficiency was classified as *Below* grade level; these charts show Blount’s results compared to the statewide results.

As shown in Figure 6, while Blount County saw a decrease in the percentage of 9th grade students scoring in the *Below* grade level category (a decrease by nearly four percentage points), the state saw an overall increase.

Figure 6. Ninth grade district and state comparisons of Below grade level classifications

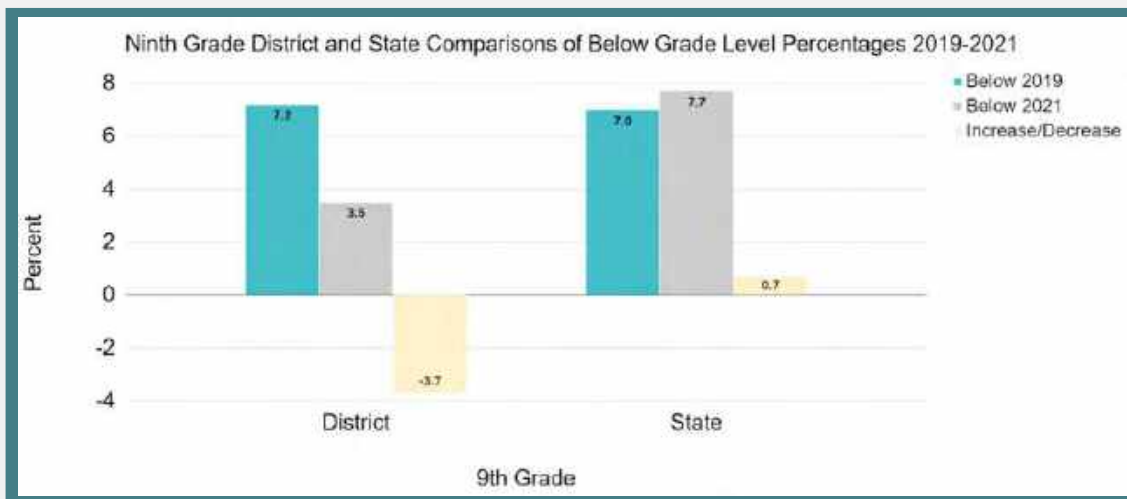
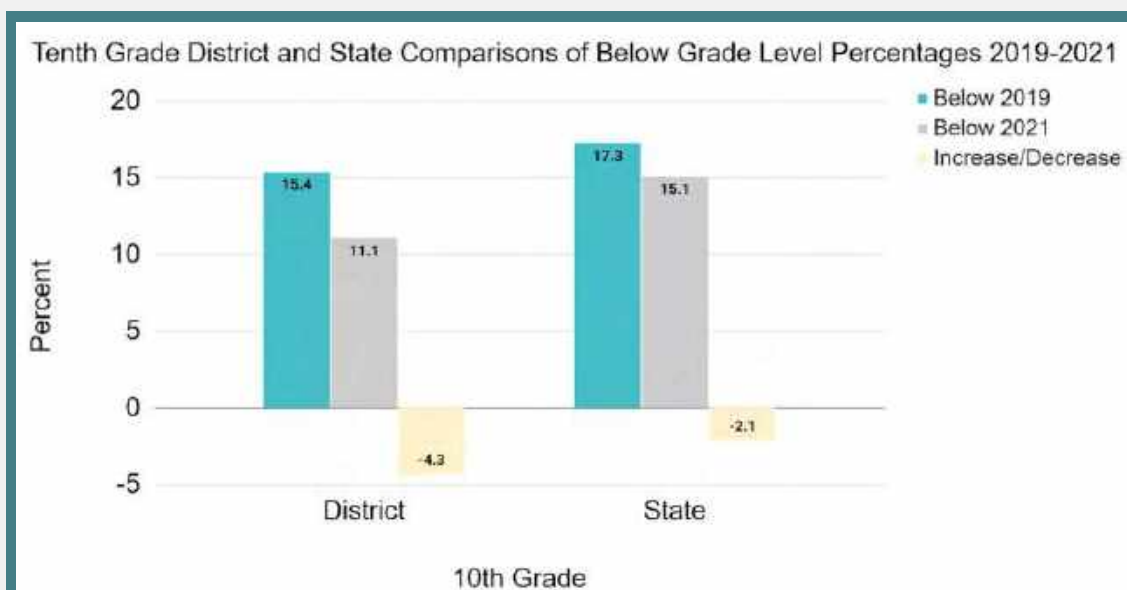


Figure 7. Tenth grade district and state comparisons of Below grade level classifications



Moving Students into “On Track” and “Mastery” Categories

Figure 8 shows the trends of *On Track* and *Mastery* proficiency levels within Blount County’s high school English I students, and Figure 9 illustrates the same within English II.

Despite some variation, as CommonLit 360 implementation increased across the years, in most cases, proficiency scores also tended to increase. Note that school year 2019-2020 scores are not included because the state test was canceled in March of 2020 due to the global pandemic.

Figure 8. Trends of English I students’ *On Track* and *Mastery* proficiency classification

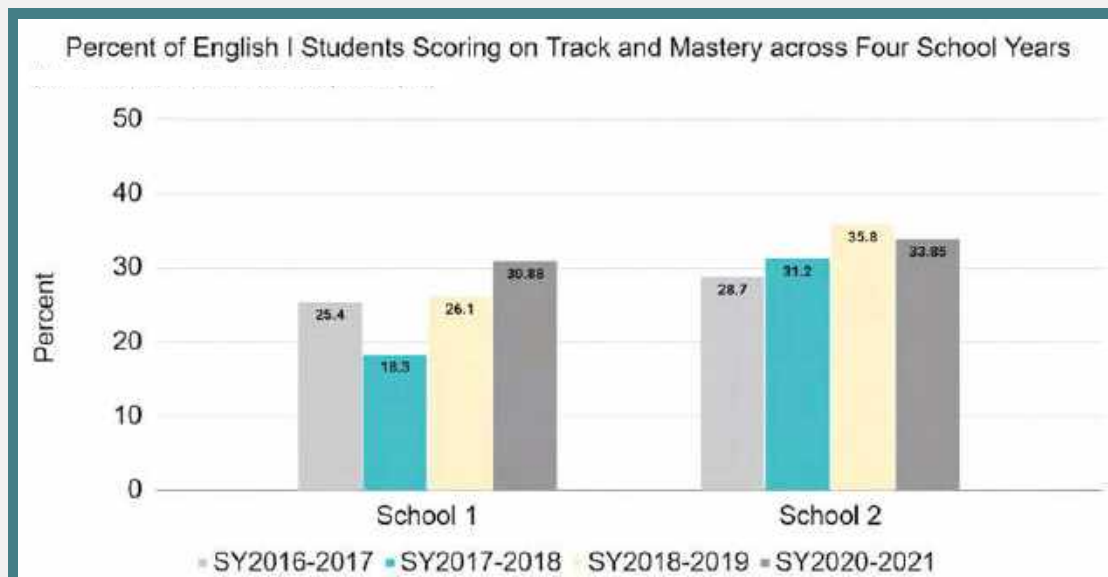
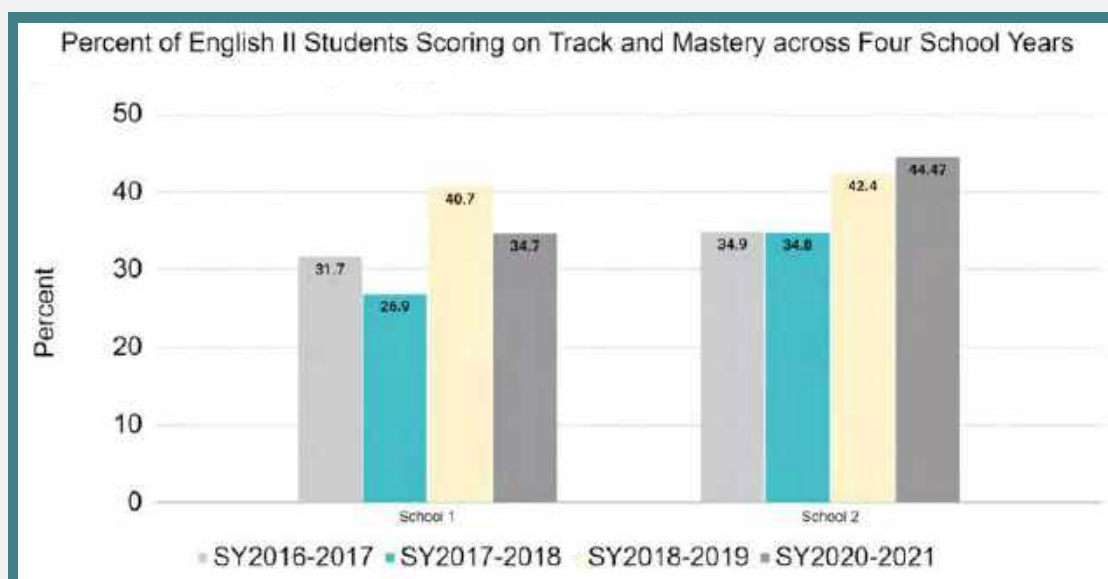


Figure 9. Trends of English II students’ *On Track* and *Mastery* proficiency classification





In their own words...

Question: What does student engagement look like with CommonLit 360?

*“There are little things that make a big difference, like encouraging partner [work]. It's the **collaboration and discussion** that happens around just a partner read... It sounds like something small, but it makes a really big difference. You know they're not just reading this short chunk together, they're talking about that chunk together, **they're working through problems together**, and the conversations I would walk around and hear from my **hyper-focused students**. It wasn't conversations about what happened with my best friend yesterday, it was conversations around this text, and it was **high quality conversations**, and it was moments where I could say ‘Yes! You’ve got it! Keep thinking like that. Go down that path.’ There were also moments where I could say ‘Not quite, let's think about it a different way.’ But, because they were getting there together with their peers, that learning changes everything. And it's, again, it sounds like a small thing but, **oh my gosh, the difference it makes when our kids are doing the work and doing it together**. For me, that was one of my moments that took me even deeper into ‘Oh my gosh, I just love this even more.’ Because there were class periods where I would spend the bulk of the time just walking around and listening to them [students] interact and interacting with them some, too.” ~Jennifer Bayola, high school teacher*

*“The change, you know, **I'd been a teacher for 15 plus years** – just, we were having those moments all the time and it was just amazing, and that's one of the biggest things I saw in regards to the student experience. That collaboration, and that I would just hear things and think ‘My gosh, these kids are saying things I didn't even get to, and **I'm a literature person. I was an English major, and they're saying things that make me say ‘well I didn't even think about that.’**” So it's just amazing that kind of shift that our kids are having together in the classroom.” ~Jennifer Bayola, high school teacher*

District and State Comparisons of On Track and Mastery Levels: 9th and 10th Grades

To further contextualize proficiency levels, Blount County results can be compared to statewide trends from 2019 to 2021.

Figures 10 and 11 illustrate the percentage of students in the district scoring at *On Track* and *Mastery* levels between 2019 and 2021 compared to statewide trends. The third (yellow) bar on each graph illustrates the change in percentage of students classified as *On Track* and *Mastery* from 2019 to 2021.

As Figure 10 shows, Blount County successfully saw an increase in the percentage of 9th grade students scoring at the *On Track* or *Mastery* levels, while the state saw an overall decrease from 2019 to 2021.

Figure 11 illustrates the *On Track* and *Mastery* levels trends for 10th graders, illustrating once again that Blount had better outcomes than the state. While the state saw an overall 3.7 point decrease, the district only saw a 1.2 point decrease.

Figure 10. Ninth grade district and state comparisons of *On Track* and *Mastery* classifications

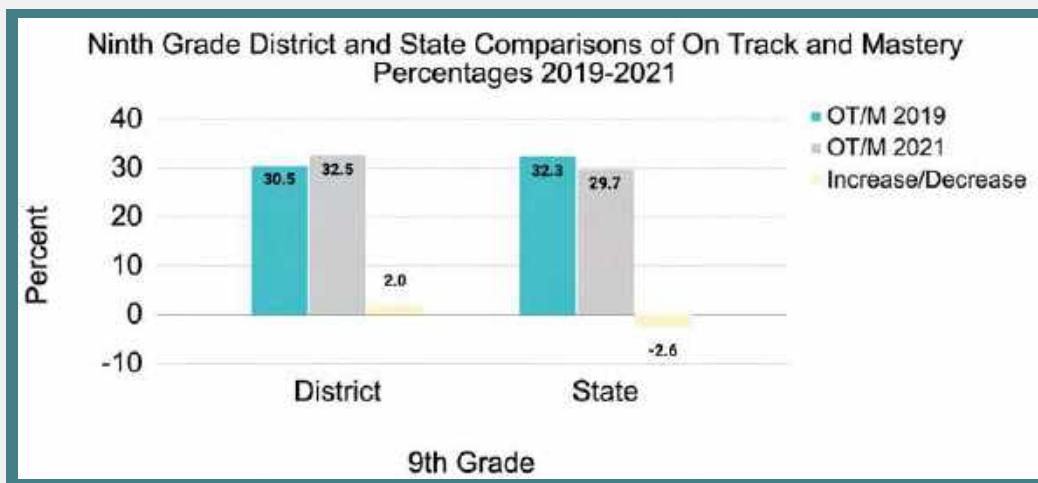
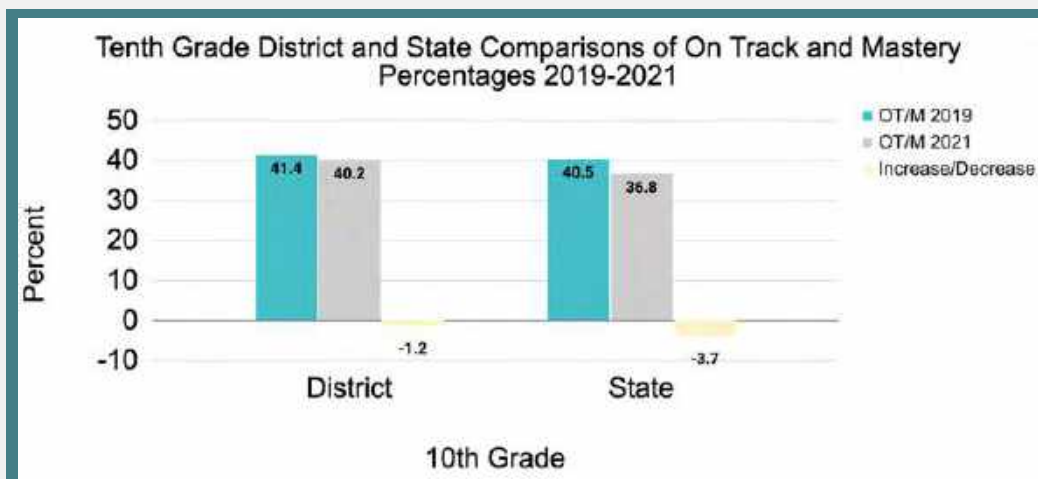


Figure 11. Tenth grade district and state comparisons of *On Track* and *Mastery* classifications





In their own words...

Question: How does CommonLit adoption have an impact on teachers?

*"I think one of the things I was thinking about a few minutes ago was the impact that it's [CommonLit] had on teachers, as well. As you know, there's all kinds of teachers. And, I think a good curriculum takes a teacher who might be struggling, or you know, a little weaker, and it makes that person a better teacher. And it takes those high flyers and makes them even better. So, **it pushes everybody up**. We've seen the kids be pushed, but the teachers are also being pushed. And that's a huge shift. It's making us all better."*

~ Terri Bradshaw, district leader

*"I think the biggest thing is, you know, **as educators we're not curriculum writers**. We provide instruction and we implement the curriculum that is provided for us. So I think it's given us **more time to collaborate, to plan, and to provide instructional opportunities** that are going to push our students to the next level. We're not tired because we're researching the curriculum. We're tired because we're providing intense instruction in the classroom, which is what we were trained to do." ~ Jake Jones, district leader*



SUBGROUP RESULTS

What is a subgroup?

Tennessee State reports aggregate scores for students who are from populations that have been historically underserved within the US, referring to this as the “[super subgroup](#)”.

Sub-populations of students whose data are included in the super subgroup include students from economically disadvantaged situations, students with disabilities, and students who identify as English Language Learner, Black, Hispanic, and Native American.¹

Results

Trends for the super subgroup from 2017 to 2021 are similar to the trends from the entire body of Blount County Schools students. The percentage of *On Track and Mastery* level students either slightly increased or remained stable, depending on school and course.

Most notably, the percentage of students scoring *Below* grade level markedly decreased across the years. Figures 12 and 13 illustrate the percentage of English I and II students scoring Below grade level from 2016 through 2021.

Figure 12. Historically underserved English I students classified as Below grade level

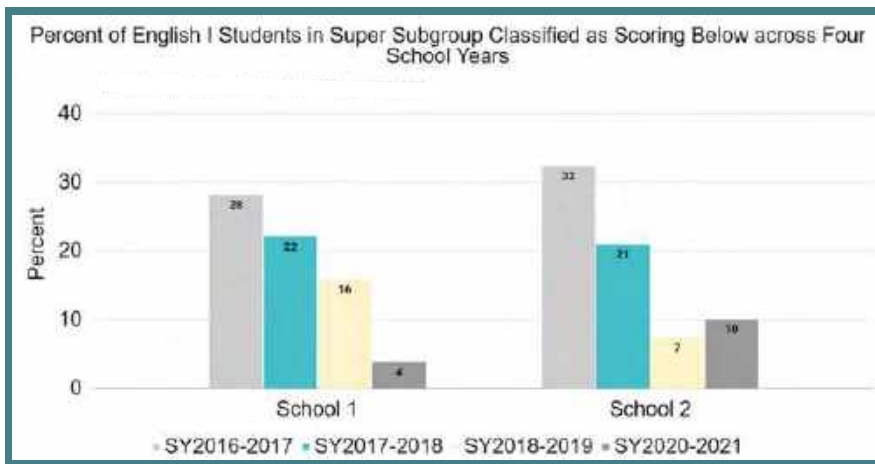
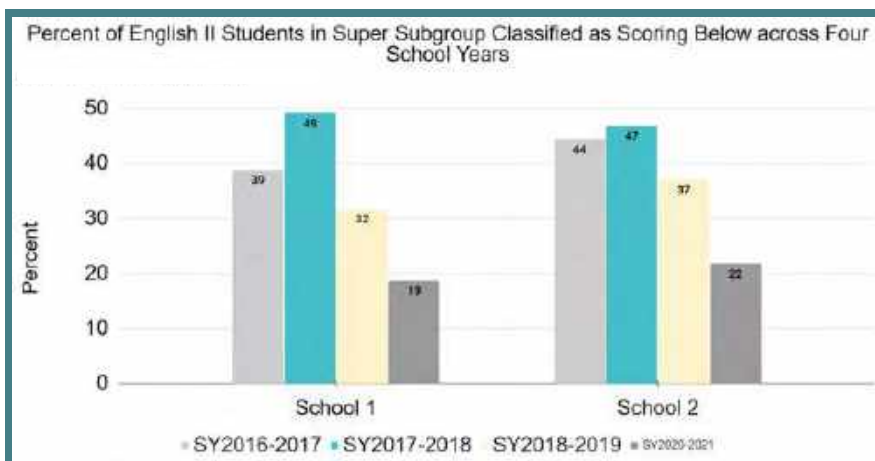


Figure 13. Historically underserved English II students classified as Below grade level



¹ If a student is identified as being from more than one sub-population, the student's information is included only once.



IN THEIR OWN WORDS...

Question: How did you roll out your adoption of CommonLit 360? What was the transition like?

*“You know, from a principal's perspective, anytime you change a curriculum or choose to introduce a new curriculum mid-year, that causes some anxiety for a principal. And so, I think you have to walk softly, and you have to comfort your teachers through that. It was a little bit of a struggle, number one, because it was a new curriculum. I mean we really didn't have any consistency in that grade level, so **we had to learn how to develop schedules, to allow for planning time, so that was a big piece that we as administration had to work through.** And when we began to see, as administrators, consistency across that grade band, when we went from one classroom to the other; we didn't have to worry about whether they would get the same as Ms. Bayola's [JB] class. We knew that all grade level students were receiving the same instruction...*

*“...The following year, all freshman teachers began implementing the curriculum. The data from the previous year provided confirmation that implementing a consistent grade level curriculum would assist student learning and achievement. The transition to a new curriculum did not come without anxiety, but I believe **once they started to see the progress of students on benchmarks and state achievement tests, they became believers.**” ~ Jake Jones, district leader*

*“The shift was when the results came back that year. So after they did the Science Fiction and Social Commentary [unit] in January, and then they saw there was another unit available, so they decided to try it as well. So they had a full semester of using the material, and they went from - like - 19% to 42% On Track and Mastery levels. That rattled the cages of other people, when they saw those results. And we have another school in the district who I had been trying to work through this framework with a lot of resistance, probably even more there. But when the principal saw the results, he said ‘we need to, we need to join this...’”
~ Terri Bradshaw, district leader*



IN THEIR OWN WORDS...

Question: Anything else you'd like to add?

*“One of the things we've talked about some, too, is if I ever have a question about the assessment platform, or I'm ever having trouble with anything, or a link doesn't work, **the speed and consistency, and response time on your tech support, your curriculum support...**It's fast; it's amazing. It's impressive what CL does and the support they provide teachers from CL's [own] group. It's just been amazing. I mean we email Anjali a lot and she would then, I don't know, in five minutes is back to us. So that's just something – we love that support and that relationship that we have been able to build with CommonLit. We've all been exposed to, in our years of teaching, multiple curriculums. **Nobody does what CommonLit does in regards to that actual connection with the people who are using these units.**” ~ Jennifer Bayola, high school teacher*



APPENDIX A

BACKGROUND: CHANGES TO STATE STANDARDS AND ASSESSMENTS

It is important to note changes to the state-level assessment process (TNReady) that occurred over the last twelve years. The timeline, below, outlines these changes to the standards and assessment tests, resulting in the current TNReady statewide assessment test.

As shown in Figure 14, there have been substantial changes in both the standards and statewide assessment across the past twelve years. During this time, Tennessee educators transitioned from the Common Core Standards to the development and implementation of the Tennessee Academic Standards (TNAS). Simultaneously, the Tennessee Comprehensive Assessment Program (TCAP) transitioned to the TNReady assessment test in 2015-2016. The TNReady assessment test remains in place; however, despite maintaining the same name, TNReady, multiple changes in vendors resulted in lack of consistency across the years.

Although the changes weaken conclusions that may be drawn when comparing scores across years, the changes affected all students in the state, and not simply Blount County Schools. Therefore, the changes do not affect comparisons between Blount County Schools and other schools and districts in the state.

Figure 14. Timeline table to illustrate changes in the standards and statewide assessments

Standards Development		Year	Statewide Assessment	
Common Core Standards (CCSS)	Adopted CCSS	2009-2010	Tennessee Comprehensive Assessment Program (TCAP)	
	Implemented CCSS	2010-2011		
		2011-2012		
		2012-2013		
		2013-2014		
Discontinued CCSS	2014-2015			
Tennessee Academic Standards (TNAS)	Developed TNAS	2015-2016	New vendor	TNReady
	Adopted TNAS	2016-2017	Another new vendor	
	Implemented TNAS	2017-2018	Adjusted for new standards (same vendor)	
		2018-2019		
	2019-2020	New vendor, but no test (pandemic year)		
		2020-2021	New test	

APPENDIX B

TNREADY ENGLISH LANGUAGE ARTS: VALUE-ADDED ASSESSMENT SCORES

The Tennessee Academic Standards and common [TNReady English Language Arts assessments](#) permit comparisons of student growth across all Tennessee schools through a [Value-Added Assessment Score](#) (TVAAS). This classifies students' individual growth in English Language Arts as Level 1 through Level 5, relative to all schools in the state. Levels 1 and 2 are below average growth, relative to the other Tennessee schools. Level 3 represents average growth or, alternatively, may be interpreted as students maintaining the same growth ranking within the state as the previous year. Levels 4 and 5 represent above average growth, relative to the other Tennessee schools.

The TVAAS metrics for Blount County Schools table tells a story of student success across the years of CommonLit 360 adoption. These value-added scores address the question of whether students “maintain the same relative position with respect to statewide student achievement from one year to the next for a specific subject and grade?” (SAS, 2019, p. 9).² Figure 15 summarizes the Blount County English Language Arts value-added scores for three years (2017-2018, 2018-2019, and 2020-2021).³

Figure 15. Tennessee Value-Added Assessment System Metrics for Blount County Schools

Timeline →	2017-2018 Prior to CommonLit	2018-2019 Beginning use of CommonLit	2020-2021 Full Adoption of CommonLit
School 1 English I	Average -0.59	Below Average -1.39	Well Above Average 3.44
School 1 English II	Well Below Average -6.81	Average 0.81	Well Above Average 2.21
School 2 English I	Above Average 1.73	Average -0.45	Well Above Average 4.98
School 2 English II	Well Below Average -2.87	Well Below Average -4.00	Well Above Average 2.99

² SAS EVASS (2019). Statistical models and business rules of TVAAS analysis. https://www.tn.gov/content/dam/tn/education/data/tvaas/Statistical_Models_and_Business_Rules.pdf

³ Note that there are no scores for 2019-2020, the first year of the global pandemic.

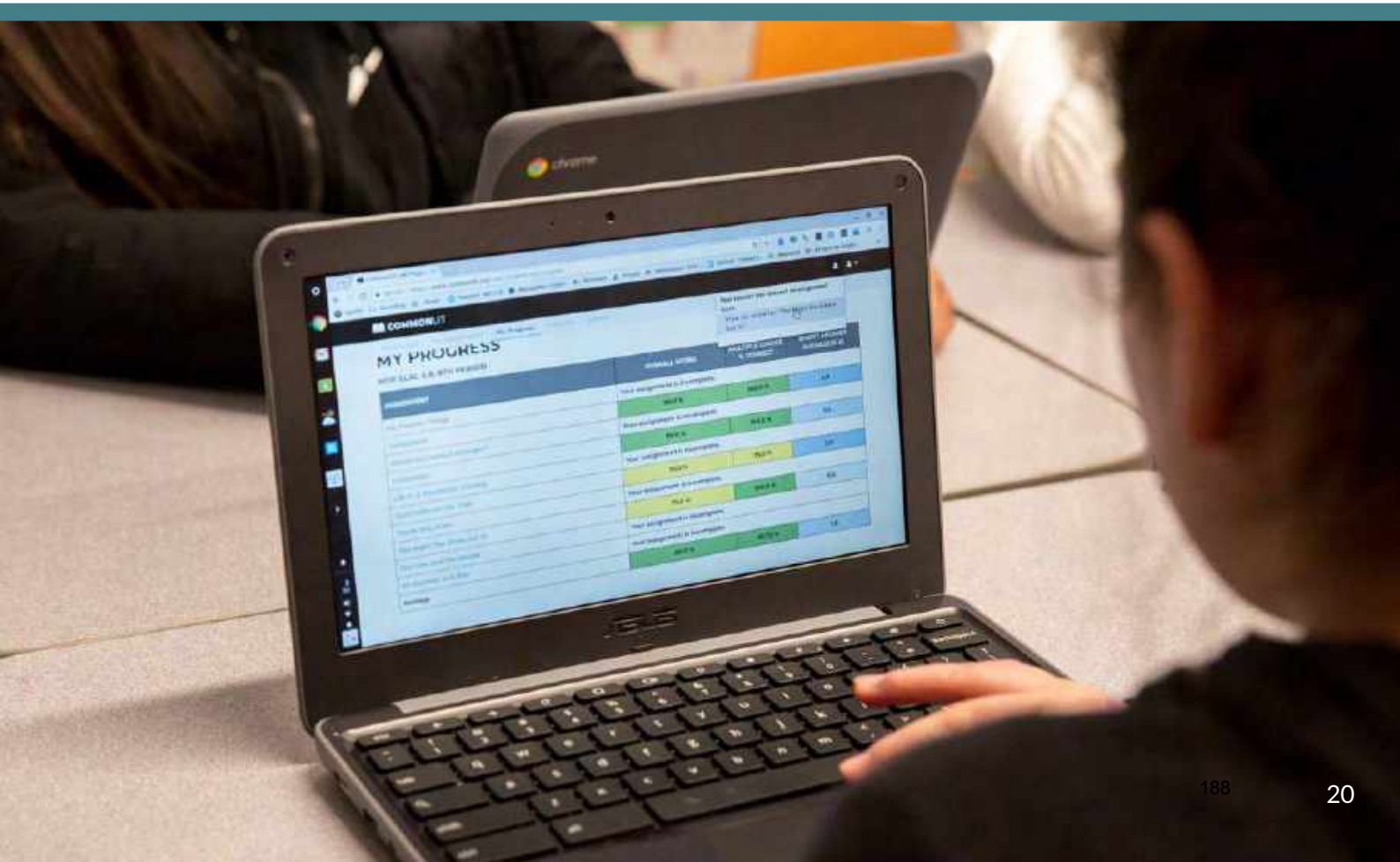
APPENDIX B

Figure 16 explains the color-coding and the index ranges, with red and pink representing low growth scores (below average, less than -0.99 standard errors), relative to all schools in the state, and green representing average growth (average, -0.99 to 0.99 standard error range) relative to the state. Finally, blue represents high growth (above average, greater than 0.99 standard errors), relative to other schools in the state.

Figure 16. Explanation of Value-Added Metrics

Index Range	Level
2.00 and higher	5
1.00 -- 1.99	4
0.99 -- -0.99	3
-1.00 -- -1.99	2
-2.00 and lower	1

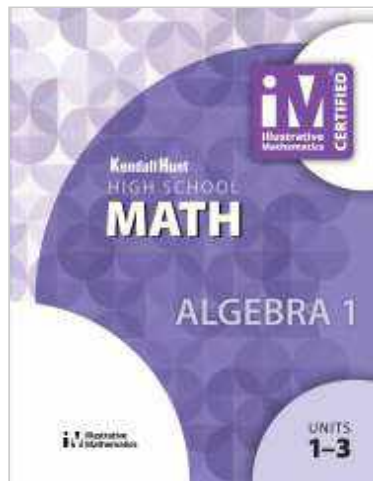
Note: Index values represent performance, in terms of standard error of the school’s performance, relative to other Tennessee schools.





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REPORT RELEASE

03/26/2020

REVIEW TOOL VERSION

v1

ALIGNMENT

Meets Expectations

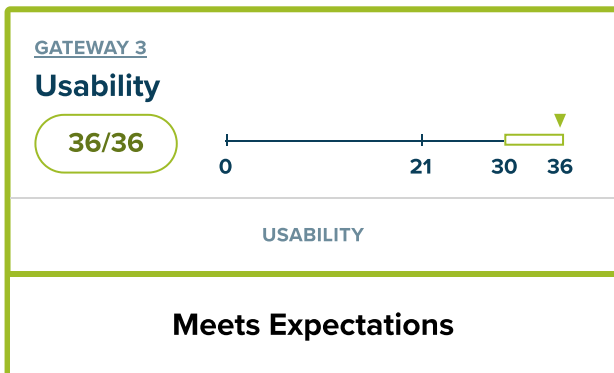
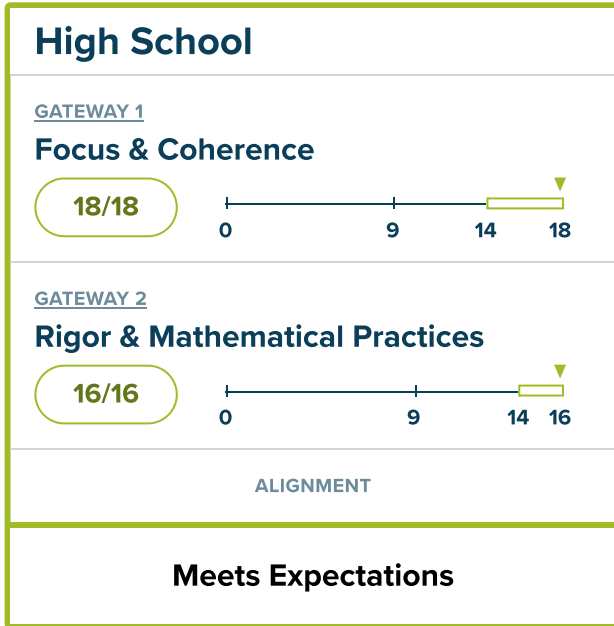
USABILITY

Meets Expectations

Report for High School Alignment Summary

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for alignment to the CCSSM for high school, Gateways 1 and 2. In Gateway 1, the instructional materials meet the expectations for focus and coherence by being coherent and consistent with "the high school standards that specify the mathematics which all students should study in order to be college and career ready" (p. 57 of CCSSM). In Gateway 2, the instructional materials meet the expectations for rigor and balance by reflecting the balances in the Standards and helping students meet the Standards' rigorous expectations, and the materials meet the expectations for

mathematical practice-content connections by meaningfully connecting the Standards for Mathematical Content and the Standards for Mathematical Practice.



OVERVIEW OF GATEWAY 1

Focus & Coherence



Criterion 1.1: Focus & Coherence

18/18

Focus and Coherence: The instructional materials are coherent and consistent with "the high school standards that specify the mathematics which all students should study in order to be college and career ready" (p. 57 of CCSSM).

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for focus and coherence. The instructional materials: attend to the full intent of the mathematical content contained in the high school standards for all students; attend to the full intent of the modeling process when applied to the modeling standards; spend the majority of time on the CCSSM widely applicable as prerequisites; let students fully learn each non-plus standard; engage students in mathematics at a level of sophistication appropriate to high school; make meaningful connections in a single course and throughout the series; and identify and build on knowledge from Grades 6-8 to the High School Standards.

Indicator 1A

Read

The materials focus on the high school standards.*

Indicator 1A.i

The materials attend to the full intent of the mathematical content contained in the high school standards for all students.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for attending to the full intent of the mathematical content contained in the high school standards for all students. The instructional materials address all aspects of all non-plus standards across the courses of the series.

Some examples of non-plus standards that were addressed by the series include:

- N-CN.1: In Algebra 2, Unit 3, Lesson 10, students begin to develop an understanding of the imaginary unit. In Lesson 11, students evaluate expressions that result in imaginary numbers and plot those imaginary numbers on a coordinate plane. In Activity 11.4, students develop a complex number using a coordinate plane with a real number axis and an imaginary axis.
- N-RN.2: In Algebra 2, Unit 4, Lessons 3 and 4, students engage with rational exponents. During Lesson 3, students make sense of numbers and use technology to investigate how rational exponents affect the bases. Students rewrite rational exponents as radical expressions. In Lesson 4, students use rational exponents and the properties of exponents learned from integer exponents. In Activity 4.2 Students explain why $(5^{\frac{1}{3}})^2$ is equivalent to $(5^2)^{\frac{1}{3}}$. Students then rewrite both of the terms as radicals.
- A-REI.4a: In Algebra 1, Unit 7, Lesson 12, students solve quadratic equations by completing the square. In the opener, students make an argument of why $x^2 + 10x + 20$ is not a perfect square. The teacher notes explain the reason $\sqrt{20}$ is not an option. In the lesson, students complete a table that starts with factoring and work backward from factored to polynomial form, allowing students to use the work at the top of the table to inform their work at the bottom. Students use two examples to solve equations by completing the square. Students compare and contrast the methods and solve several equations themselves. Later, in Lesson 19, students complete and examine the steps of deriving the quadratic formula. Students discuss the steps to understand how the quadratic formula relates to completing the square.
- F-IF.7a: In Algebra 1, Unit 6, Lesson 6, students graph quadratic functions that represent physical phenomenon, interpret key features of the graph in the real-world context given in the problem, and write and interpret quadratic functions that represent physical phenomenon. The teacher notes say: "Students use a linear model to describe the height of an object that is launched directly upward at a constant speed. Because of the influence of gravity, however, the

object will not continue to travel at a constant rate (eventually it will stop going higher and will start falling), so the model will have to be adjusted (MP4). They notice that this phenomenon can be represented with a quadratic function, and that adding a squared term to the linear term seems to “bend” the graph and change its direction.” After guided exploration, the students answer the question: “Why do you think the graph that represents $d = 10 + 46t$ changes from a straight line to a curve when $-16t^2$ is added to the equation?” Through the guided exploration using technology, students interpret different parts of the function, the vertex of the graph of the function, and the zeros of the function.

- G-GPE.1: In Geometry, Unit 6, Lesson 4, the three activities support students in deriving the equation of a circle given the center and radius using the Pythagorean Theorem. Students use the Pythagorean Theorem to calculate segment length, test whether a point is on a circle, and apply that perspective to build the general equation of a circle. The three activities in Geometry, Unit 6, Lesson 6, also support students in completing the square to find the center and radius of a circle. Students complete perfect square trinomials, analyze a demonstration of completing the square, and complete the square to find the center and radius of a circle.
- G-CO.9: In Geometry, Unit 1, there are three lessons that address this standard. In Lesson 19, students critique a conjecture which states that an angle formed between angle bisectors is always a right angle. Students proceed to develop their own conjecture about vertical angles, which leads to the proof that vertical angles are congruent. In Lesson 20, students translate and rotate one of two intersecting lines to produce parallel lines cut by a transversal, and they prove theorems related to the angles formed by parallel lines cut by a transversal. In Lesson 21, the Triangle Sum Theorem is proven in two different ways using transformations.
- S-ID.4: In Algebra 2, Unit 7, Lesson 6, students find the area under a curve and connect this concept to using the mean and standard deviation to describe the proportion of the data in an approximately normal distribution. In Algebra 2, Unit 7, Lesson 7, students use the area under a normal curve to find the proportion of values in certain intervals and have the option to extend their learning by finding an interval that fits a certain percentage of the data.
- S-ID.9: In Algebra 1, Unit 3, Lesson 9, Activity 2, students distinguish between correlation and causation given different situations. Students look for relationships between the scatterplots and the words and have a discussion about causation and correlation. In Lesson 9, Activity 3, students describe situations that exhibit varying degrees of causal relationships. Students determine if situations have a very weak (or no) relationship, a strong relationship that is not causal, or a causal relationship.

Indicator 1A.ii

02/02

The materials attend to the full intent of the modeling process when applied to the modeling standards.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for attending to the full intent of the modeling process when applied to the modeling standards. The instructional materials use the full intent of the modeling process to address nearly all of the modeling standards across the courses of the series.

Each course in the series provides modeling prompts in the teacher materials, which are separate from the units and lessons. The modeling prompts include multiple versions of a task, sample solutions, and instructions for the teacher around implementing the modeling task in the classroom. There is also guidance provided about the best time to use each prompt (e.g., "Use after Unit 4, Lesson 8"). The second task statement for each prompt typically provides some scaffolding and removes some obstacles that might prevent all students from accessing the material in the first task statement. Students engage in parts of the modeling process with the alternate prompts throughout the series.

Examples where the full intent of the modeling process is used to address modeling standards across the courses of the series include:

- In Algebra 1, Modeling Prompt 5, "Giving Bonuses" (N-Q), students determine how bonuses should be distributed among the five workers who worked on a project. Students create a proposal with at least two different methods to distribute the bonuses (formulate) to present to their boss along with a recommendation for a specific method with an argument in support of the recommended method. Students compute each employee's bonus (compute) and provide advantages and disadvantages for each method proposed (interpret). Students also discuss which of the five employees would be most likely to complain about each method and how they would justify the method to the employee (validate).
- In Algebra 1, Modeling Prompt 9, "Planning a Concert" (A-CED.2, A-REI.4, N-Q), students propose a cost for concert tickets based on provided survey data (formulate/compute). Students consider the cost of the band, the cost of a venue, and revenue that might be generated through the sale of concessions and merchandise and how these aspects impact the cost of a ticket (interpret/compute). The students create and present a plan that includes information about the cost and the profit based on information about the venue, expenses, and ticket prices (validate/report).
- In Geometry, Modeling Prompt 8, "A New Container" (G-GMD.3, G-MG.1,3), students design a new container that must hold a volume of 16 fluid ounces. Students use any three-dimensional shape or a combination of shapes (formulate) to create a design that is appealing and meets the criteria for volume. They provide a model or prototype of their container and the calculations that prove that the container will hold 16 fluid ounces (compute/interpret/validate). The students present their designs and defend their mathematics to others (reporting). Each

student/group is able to have different shapes/designs, but all presentations are considered valid if the criteria have been met.

- In Geometry, Modeling Prompt 7, “So Many Flags” (G-MG.1,3, G-SRT.8), students create a flag for Nepal, of any size, using provided instructions about its construction. Students decide the sizes of large and small flags for a parade of flags (formulate). Students compute the measure of each of the angles in the flag they have constructed, the amount of material needed to create the flags, and the amount of ribbon needed to sew ribbon along the border of each flag.
- In Algebra 2, Modeling Prompt 4, “How Big Is That?” (A-CED.A, G-GMD.3, G-MG, N-Q), students write part of a children’s book that compares the sizes of different animals by relating their size to other objects that might be familiar (formulate). Students determine how they will scale the objects to communicate the different sizes of the objects being compared and how they will scale the smaller object in order to make an appropriate comparison (compute/interpret/validate). Students present a portion of their book as well as the relevant mathematics to justify their work (validate/report). Each student/group has a choice in what they are going to compare. All results are considered valid if there is evidence that students completed the task based on the criteria.
- In Algebra 2, Modeling Prompt 6, “Swing Time” (N-Q.2,3, S-ID.6) students formulate conjectures about variables that might affect the period of a pendulum and validate their conjectures by collecting data and determining if the data makes sense in the problem. Students formulate models to demonstrate the relationship between the identified variable and period of the pendulum. Students complete computations to predict different “timed” periods that cannot be performed in class. Students revisit their work and make any necessary changes after they decide how many significant digits to use. Students report their findings throughout the task by explaining and justifying their decisions.

There are also examples of modeling scenarios within the lessons. For example, in Algebra 1, Unit 2, Lesson 1 (A-CED.2), students estimate how much a pizza party would cost. Students write expressions to show how they arrived at their estimate. Students consider many factors and identify quantities in their expressions that could change on the day of the party. Students formulate expressions to represent the parameters of the pizza party, make assumptions during this process, and set constraints. Students also compute the cost of the party based on their estimates and parameters. Groups consider how the estimated costs would change if parameters changed, allowing students to interpret their results and make adjustments to their initial estimates.

Indicator 1B

The materials provide students with opportunities to work with all high school standards and do not distract students with prerequisite or additional topics.

Indicator 1B.i

02/02

The materials, when used as designed, allow students to spend the majority of their time on the content from CCSSM widely applicable as prerequisites for a range of college majors, postsecondary programs, and careers.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for, when used as designed, spending the majority of time on the CCSSM widely applicable as prerequisites for a range of college majors, postsecondary programs and careers.

Examples of how the materials allow students to spend the majority of their time on the WAPs include:

- N-RN.A: In Algebra 2, Unit 3, Lesson 3, students apply knowledge of exponential equations and rules of exponents to develop understandings of how rational exponents are related to equivalent radical expressions. In Lesson 4, students rewrite fractional exponents as a unit fraction times a whole number and rewrite the expressions using radicals, and they connect roots, rational exponents, graphs of exponential functions, and decimal approximations. In Lesson 5, students further develop their understanding to include rational exponents, rules of exponents, and graphs to make sense of negative rational exponents (N-RN.1,2). In Algebra 2, Unit 4, Lessons 4, 6, and 7, students interpret fractional inputs for exponential functions in context. They also use properties of exponents to interpret and transform expressions that represent decay, and students use fractional exponents to answer questions about amounts of radioactive isotopes in old artifacts. (N-RN.1)
- S-ID.2: In Algebra 1, Unit 1, Lesson 5, students calculate interquartile range and discuss the importance of outliers. Students also find the Mean Absolute Deviation (MAD) and use their understanding of the MAD to interpret given scenarios. Students create two different sets of six data points which could be possible locations of pennies along a meter stick that would result in a given MAD. In Lesson 11.4, students use the interquartile range and/or the MAD to compare the spread of four data sets by examining menu prices to determine the best menu based on the greatest variability in menu options relative to price. In Lesson 12, students use the MAD to develop standard deviation by learning what happens to the standard deviation (derived

through technology) when specific numbers are manipulated as in the following: the lowest value is removed; the greatest value is removed; the greatest value is doubled, etc.

- A-SSE: In Algebra 1, Units 5, 6, and 7 address many of the standards in A-SSE. For example, in Algebra 1, Unit 5, Lesson 9, students recognize and discuss similarities and differences in x^2 and 2^x as the beginning of interpreting exponential functions. Students interpret different parts of the exponential function in a real-world scenario (A-SSE.1,2). In Algebra 1, Unit 6, Lesson 8, students “explain why the diagram shows that $6(3 + 4) = 6 \cdot 3 + 6 \cdot 4$ ”. Students “draw a diagram to show that $5(x + 2) = 5x + 10$.” The lesson continues using structure to find equivalent quadratic expressions (A-SSE.2,3). In Algebra 2, Unit 2, Lesson 3, students are introduced to polynomial functions and use graphing technology to write polynomials given specific characteristics (A-SSE.1,2).
- F-IF: In Algebra 1, Unit 4, students interpret and use function notation, analyze and create graphs of functions, find the domain and range of functions, and find, write, and interpret inverse functions. Students extend their work with F-IF standards in Algebra 2, Unit 2, Lesson 1 as they construct an open box and calculate the volume. Students find the largest volume, write an expression, and use graphing technology to create the graph. Students use their knowledge of the key features of graphs and domain/range to create their box.
- G-SRT: In Geometry, Unit 3, Lesson 13.3, students use similarity criteria to write statements indicating why the three triangles in the picture provided are similar. Additionally, in Lesson 15.2, students complete an activity involving task and data cards while engaging in discussion about what information is needed and why it is needed to solve the problems about triangle similarity (G-SRT.5). This is prerequisite work for G-SRT.8.

Indicator 1B.ii

04/04

The materials, when used as designed, allow students to fully learn each standard.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for, when used as designed, letting students fully learn each non-plus standard. The instructional materials for the series, when used as designed, enable students to fully learn all of the non-plus standards. Examples of how the materials allow students to fully learn all of the non-plus standards include:

- A-REI.4a: In Algebra 1, Unit 7, students have multiple opportunities to complete the square and derive the quadratic formula. In Lesson 12, students recognize perfect square expressions and build perfect square trinomials, and students develop the rule for completing the square. In Lesson 14, students examine visual models representing the process of completing the square

and use “u-substitution” to complete the square. In Lesson 15, students find irrational solutions by completing the square. In Lesson 19, completing the square is further developed as students derive the quadratic formula. In Algebra 2, Unit 3, Lesson 16, students compare different methods for solving quadratic equations, including completing the square, and determine when it might be best to use each method. Practice sets for each lesson listed provide additional problems for students to practice completing the square.

- A-APR.6: In Algebra 2, Unit 2, Lesson 12, students divide polynomials by linear factors using area models traditionally used to support the multiplication of polynomials. The activities include division that results in a remainder. In Lesson 13, students use long division to divide polynomials, and in Lesson 15, students engage with The Remainder Theorem. In Lesson 19, students apply long division to rewrite rational expressions in order to reveal the end behavior of the function.
- F-BF.2: In Algebra 2, Unit 1, over multiple lessons, opportunities for students to work with arithmetic and geometric sequences are presented. In Lesson 5, students represent sequences graphically, numerically, and in a table, and determine if a sequence is arithmetic or geometric. In Lesson 6, students match sequences with the appropriate recursive pattern and represent a given sequence recursively. In Lesson 7, students write recursive patterns/sequences and determine the terms of the sequence. In Lesson 8, students transform recursive sequences into explicitly defined sequences. In Lesson 9, students define given sequences both recursively and non-recursively. In Lesson 10, students compare arithmetic and geometric sequences in the context of real-world applications.
- F-IF.7b: In Algebra 1, Unit 4, Lesson 12, students graph piecewise functions in applications, such as cost for shipping related to weight and renting a bike for minutes used. Absolute value functions are addressed in Algebra 1, Unit 4, Lessons 13 and 14. In Lesson 13, students create a scatter plot of the absolute guessing error calculated from guesses for the number of objects in a jar. In Lesson 14, students graph absolute guessing error again for temperatures and work with the distance function (absolute value function). Students plot graphs by hand and by the use of technology. In Geometry, Unit 5, Lesson 5, students scale the area of different objects (floor area, painting area), graph the area with the scale factor, which results in a square root function, and explain the behavior of the graph. In Geometry, Unit 5, Lesson 7, students apply the same technique when scaling volume to produce the cube root function. In Geometry, Unit 5, Lesson 18, students complete a volume problem that relates the scaling of a balloon to its volume and surface area, which revisits square root and cube root functions.
- N-CN.7: In Algebra 2, Unit 3, Lessons 17, 18, and 19, students solve quadratics using the quadratic formula and by completing the square when solutions are complex. This standard is addressed in all three lessons as well as in the practice assignments. Students continue to engage in solving equations with complex solutions in practice sets throughout Algebra 2, Unit 3.
- S-ID.9: In Algebra I, Unit 3, Lesson 9, students explore the definitions of correlation and causation. Students examine real-world scenarios and make determinations as to how the data is correlated, as well as if there is a causal relationship between the variables. In Algebra I, Unit

3, Lesson 10, students have additional opportunities to consider both correlation and causation and explain their reasoning.

- G-C.2: In Geometry, Unit 6, Lesson 14, students consider a triangle that is inscribed in a semi-circle and examine the slope of the chords, relating the hypotenuse to the diameter of the circle. In Geometry, Unit 7, Lesson 1, students define chords, central angles, and inscribed angles, considering each one's relationship to the circle as a whole. Students examine angle measures and arc measures related to central angles and inscribed angles. Students also examine chords, similar triangles that are formed by chords, and diameters. In Geometry, Unit 7, Lesson 2, students work with inscribed angles, the relationships to the intercepted arcs, and how the "rules" for finding those angle measures are related to central angles. In the practice problems, students explain or describe the difference between central angles and inscribed angles. In Geometry, Unit 7, Lesson 3, students complete problems related to radii and segments through the points of tangency and use principles of perpendicular lines to solve problems. In Geometry, Unit 7, Lesson 14, students synthesize content from previous lessons by solving problems in the context of real-world scenarios, such as pizza (circles) and flashlight beams (arcs).

Indicator 1C

02/02

The materials require students to engage in mathematics at a level of sophistication appropriate to high school.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for engaging students in mathematics at a level of sophistication appropriate to high school. The materials regularly use age-appropriate contexts, use various types of real numbers, and provide opportunities for students to apply key takeaways from grades 6-8.

Examples where the materials illustrate age-appropriate contexts for high school students include:

- In Algebra 1, Unit 3, Lesson 5, students compare pounds of ice cream sold to the outside temperature and rider service prices compared to distance traveled, as they use technology to write equations of lines. (S-ID.6, S-ID.7)
- In Algebra 1, Unit 6, Lesson 7, students work with quadratic functions to describe the number of downloads of a movie and how it impacts the revenue generated. (F-BF.1, F-IF.7)
- In Geometry, Unit 3, Lesson 16, students explore similar triangles to make a bank shot in a pool game. (G-SRT.5)
- In Geometry, Unit 8, Lesson 11, students play "Rock, Paper, Scissors" and discuss how different events influence the outcome. (S-CP.6)

- In Geometry, Modeling Prompt 4, students discuss and determine their water usage daily and weekly during different tasks performed in everyday life. Students research and “describe a container that would hold the amount of water you use in a week, a month, a year, and a lifetime”. (G-GMD.3, G-MG.1, N-Q.1-3)
- In Algebra 2, Unit 4, Lesson 18 includes applications of exploring acidity and the corresponding pH scale, measuring the intensity of earthquakes, and calculating the balance in a bank account.

Examples where students apply key takeaways from Grades 6-8 include:

- In Algebra 1, Unit 4, Lesson 1.1, students apply their knowledge of functions (8.F.1) as they engage with contextual relationships that do and do not represent functions (F-IF.1). In Lesson 1.2, students use their understanding related to 8.F.5 as they reason graphically about the relationship between time and the distance of a dog from a post (F-IF.4).
- In Algebra 1, Unit 5, Lesson 1, students apply ratios and proportional relationships (7.RP.A) to compare examples of linear growth and exponential growth in working the Genie problem. This builds to an understanding of exponential growth (F-LE.5, F-IF.4).
- In Grade 8, students used similar triangles to explain why the slope, m , is the same between any two distinct points on a non-vertical line in the coordinate plane, and they derived the equation $y = mx + b$ for a line intercepting the vertical axis at b (8.EE.6). In Geometry, Unit 6, Lesson 9, students develop the point-slope form of a linear equation: $y - k = m(x - h)$. In ensuing lessons, students write equations of lines, and intercepts are not always readily available. (A-SSE.A, G-GPE.6)
- In Geometry, Unit 2, Lesson 1.2, students describe the sequence of transformations on figures in an open space instead of on a coordinate plane with exact numbers. Students apply their knowledge of rotations, reflections, and translations from Grade 8 to move figures and visualize the movements in “Are you ready for more?”. In this activity, students draw additional line segments in the given figures to make two congruent polygons (8.G.1,1b). In Lesson 1.4, students are offered “another opportunity to practice reasoning based on corresponding parts of figures they know to be congruent”. Using a reflection of triangles that share a side, students prove that the side shared is an angle bisector.

Examples where the instructional materials use various types of real numbers include:

- In Algebra 1, Unit 5, Lesson 4, students study exponential decay, and the numbers used are $\frac{27}{4}$ and $\frac{81}{8}$. Throughout the lesson, students work with fractions, and in Lesson 5, students work with decimals as they explore how much medicine remains in a patient's bloodstream over a period of time.
- In Algebra 1, Unit 7, students work with radicals where some are rational and others are irrational. In Lesson 13.2, students complete the square with fractions and decimals as

coefficients ($x^2 + 1.6x + 0.63 = 0$). In Lesson 20, students add and subtract with integers, radicals, and fractions to decide if the sums will be rational or irrational.

- In Geometry, Unit 5, Lesson 18, students determine the amount of helium, in cubic feet, needed to fill balloons of different sizes. These numbers get large ($\sim 21,000$), so students would need to adjust their graphing calculator windows.
- In Algebra 1, Unit 2, Lesson 5, students graph equations using large numbers (which need to be addressed through scale) and decimals. Practice Problem 5 also incorporates decimals to the hundredths place, and students consider limitations to domains as they solve application problems.
- Algebra 2, Unit 3 includes two assessments on complex numbers and rational exponents. The Check Your Readiness assessment includes integers, integer and rational bases, radical expressions, and cube roots. The End-of-Unit Assessment extends to complex numbers.

Indicator 1D

02/02

The materials are mathematically coherent and make meaningful connections in a single course and throughout the series, where appropriate and where required by the Standards.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for being mathematically coherent and making meaningful connections in a single course and throughout the series.

Examples where the materials foster coherence within courses include:

- In Algebra 1, Unit 7, Lesson 20, students solve quadratic equations using a variety of methods (A-REI.4b) and defend whether or not the solutions are rational or irrational. Students investigate sums and products of rational and irrational numbers to develop general rules about the type of number the sums and products will be (N-RN.3). In Lesson 21, students determine if solutions provided for quadratic equations are rational or irrational. After completing both of these lessons, students determine if the solutions to quadratic equations are rational or irrational.
- In Geometry, Unit 6, Lessons 4.1 and 4.2, students subtract coordinates as part of a method for calculating the distance between two points, and they use the Pythagorean Theorem to test whether points are on a circle with a given center and radius (G-GPE.4). In Lesson 4.3, students apply their work to build the general equation of a circle (G-GPE.1). In Lesson 7, students apply their understanding of distances to parabolas based on the location of a focus and directrix. In the Lesson Synthesis, students compare and contrast the work completed in Lesson 7 with the

work they did in Lesson 4. In Lesson 8, students build the equation for a parabola given a focus and directrix applying their understandings from previous lessons (G-GPE.2).

- In Algebra 2, Unit 5, throughout many lessons, students work with transformations of functions, both graphically and algebraically (F-BF.3). In Lesson 1, students examine a scatter plot of data for a cooling function and use the graph of the data and two given functions to determine which function best fits the data (S-ID.6a). The same data set is also presented in Lesson 7, where students describe how a given function can be translated to better fit the given data and write the function with the identified translations. The unit ends with students modeling given data by applying transformations to write functions that best fit the data.

Examples where the materials foster coherence across courses include:

- In Algebra 1, Unit 7, Lessons 12, 13, and 14, students complete the square to solve quadratic equations (A-REI.4a). In Algebra 1, Unit 7, Lessons 22 and 23, students produce equivalent forms of quadratic expressions by completing the square to reveal properties of quadratic functions (A-SSE.3). Students use the skill of completing the square again in Geometry, Unit 6, Lessons 5 and 6, to write given equations of circles in standard form and to identify the center and radius of the circle (G-GPE.1). Completing the square is used again in Algebra 2, Unit 3, Lesson 17 to solve quadratic equations that include complex solutions.
- In Geometry, Unit 5, Lesson 7, students graph cube root functions while working backwards from the volumes of original and scaled solids to calculate scale factors (F-IF.7b). Students use the graph to analyze rates of change in the scale factor for different volume inputs. Students also graph cube root functions in Algebra 2, Unit 3, Lesson 2, as they reconnect the ideas of a square root representing a side length of a square and a cube root representing an edge length of a cube.
- In Algebra 1, Unit 5, students write exponential equations and use context to compare linear and exponential models. Throughout the unit, students graph exponential functions and identify key components (F-IF.7e). In Algebra 2, Unit 4, students build on their understanding of exponential functions from Algebra 1 where students only worked with exponential functions with domains of integers. In Algebra 2, the domain is expanded to include all real numbers as students use exponential equations to model growth and decay (F-IF.4).

Indicator 1E

02/02

The materials explicitly identify and build on knowledge from Grades 6--8 to the High School Standards.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for explicitly identifying and building on knowledge from Grades 6-8 to the High School Standards. The instructional materials explicitly identify the standards from Grades 6-8 in the teacher materials. The Design Principles of the teacher materials state that the initial lesson in a unit is designed to activate prior knowledge and provide an entry point to new concepts. The lessons are organized in such a manner that each activity has a foreword that indicates standards by category: Building On, Addressing, and Building Towards, where appropriate. This information appears routinely in the design of the teacher materials but not in the student and family materials.

Examples where the teacher materials explicitly identify content from Grades 6-8 and build on them include:

- In Algebra 1, Unit 1, Lesson 1, the Lesson Narrative of the preparation indicates that the work of the lesson builds on 6.SP.1, although there is no specific reference to grade 6 learning in the Lesson Narrative. The standard is indicated in the Building On portion of the CCSS Standard alignments. Students begin by identifying which of four given questions does not belong; the sample responses provided for the teacher indicate that students may respond that the questions are or are not statistical (6.SP.1). Students then develop survey questions based on three given statistical questions and survey the class to collect data.
- In Algebra 1, Unit 1, Lesson 2, a connection is made to 6.SP.4 and the display of numerical data in plots on a number line, dot plots, histograms, and box plots. The materials state that this serves as a brief review of these representations and the way they are created prior to engaging in the work of S-ID.1 and S-ID.2 in ensuing lessons.
- In Algebra 1, Unit 2, Lesson 17, students build on their previous understanding of 8.EE.8 by considering systems of equations that have no solutions or infinitely many solutions. Students identify, without graphing or using algebra, if a system of linear equations is equivalent or parallel.
- In Geometry, Unit 5, Lesson 2, students build on 7.G.3, where they describe two-dimensional figures that result from slicing three-dimensional figures. Students analyze cross-sections of three-dimensional figures (G-GMD.4), and build toward G-GMD.1, where students identify three-dimensional solids given parallel, cross-sectional slices.
- In Geometry, Unit 2, Lesson 3, Measuring Dilations (G-SRT.1) builds on 8.G.3. During this lesson, students dilate a quadrilateral using different scale factors. The purpose of this activity is to understand that the different ratios of the dilations are equal.
- In Geometry, Unit 5, Lesson 16, students build on their previous understanding of 7.G.6 and 8.G.9 by solving surface area and volume problems with a real-world context. In the problems in the student materials, students maximize and minimize these geometric attributes which is an extension of previously learned skills in grades 7 and 8.
- In Algebra 2, Unit 3, Lessons 1-3 and 5, students build on previous knowledge of 8.EE. Student work extends beyond the rules of exponents that were learned in previous grades in the

following ways: solving simple equations to find the missing exponents in an equivalent relationship; considering numbers expressed as square roots and determining which integers it falls between; considering unit fractions as exponents and how the rules of exponents extend to all rational numbers.

Indicator 1F

Read

The plus (+) standards, when included, are explicitly identified and coherently support the mathematics which all students should study in order to be college and career ready.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series do not explicitly identify the plus standards when plus standards are included. There are some plus standards that are explicitly taught and support the mathematics in the course. In other instances, there are plus standards for which the standard is not fully addressed. In cases where plus standards are partially addressed, the inclusion provides more detail and context for the non-plus standards, which supports the mathematics all students should study in order to be college and career ready.

The following plus standards were fully addressed:

- F-IF.7d: In Algebra 2, Unit 2, Lessons 17–19 students encounter zeros, asymptotes (including oblique), and end behavior of rational functions.
- G-GMD.2: In Geometry, Unit 5, the Lesson Narrative states “In this unit, students practice spatial visualization in three dimensions, study the effect of dilation on area and volume, and derive volume formulas using dissection arguments and Cavalieri’s Principle.” In Geometry, Unit 5, Lesson 10 students conclude that an oblique prism and a right prism that have the same height and whose bases are of equal area have the same volume. This is because their cross sections at all heights have equal area (Cavalieri’s Principle) which is then used in developing the volume formulas.
- S-CP.8: In Geometry, Unit 8, the Lesson Narrative states “Conditional probability is discussed and applied using several games and connections to everyday situations. In particular, the Multiplication Rule, $P(A \text{ and } B) = P(A | B) \cdot P(B)$, is used to determine conditional probabilities. Conditional probability leads to the definition of independence of events. Students describe independence using everyday language and use the equation $P(A | B) = P(A)$ when events A and B are independent.” In Lesson 8, students engage with the Multiplication Rule to find conditional probabilities, and in Lesson 9, students estimate conditional probabilities and compare work done with the Multiplication Rule.

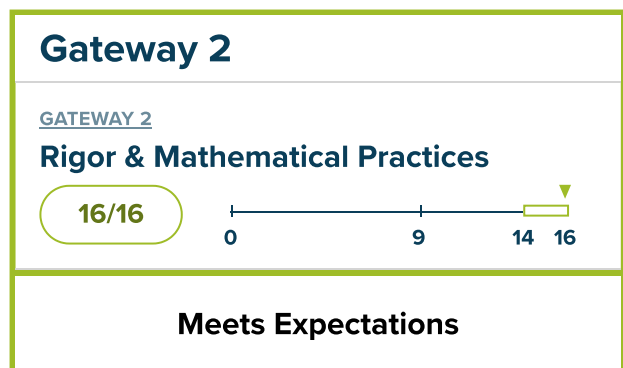
The following plus standards were partially addressed:

- N-CN.B: In Algebra 2, Unit 3, Lesson 11, the Lesson Narrative states “While a deep, geometric interpretation of complex numbers in the complex plane is beyond the scope of this course, some activities in this unit use the complex plane to support student understanding. The complex plane helps students conceptualize numbers that are not on the real number line and make sense of complex addition. This is similar to how the real number line can be used to understand signed numbers and signed number addition but is not a topic itself. There are purposefully no assessment items related to the complex plane in this course.” The complex plane is then used in Lessons 11 and 12 to support students’ understanding of imaginary numbers and arithmetic with complex numbers.
- N-CN.8: In Algebra 2, Unit 3, Lesson 17.1, students match $x^2 + 25$ with $(x - 5i)(x + 5i)$. Other than this problem presenting the factored form of a quadratic polynomial with imaginary roots, complex numbers are used in solving quadratic equations and not in polynomial identities.
- N-VM: In Geometry, Unit 1, Lesson 12, the Lesson Narrative states “The concept of a *directed line segment* is introduced to give students language for efficiently describing the direction and length of a *translation*. Students know the term *line segment*, and so the phrase *directed line segment* builds on a concept they already know and connects it to the concept of translations. The word *vector* is purposely avoided because the geometric interpretation of a vector should arise as a consequence of future work with vectors, not as a definition.”

Plus standards not mentioned in this report do not appear in the materials.

OVERVIEW OF GATEWAY 2

Rigor & Mathematical Practices



Criterion 2.1: Rigor

08/08

Rigor and Balance: The instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by giving appropriate attention to: developing students' conceptual understanding; procedural skill and fluency; and engaging applications.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet the expectations for rigor and balance. The materials meet the expectations for rigor as they help students develop conceptual understanding, procedural skill and fluency, and application with a balance of all three aspects of rigor.

Indicator 2A

02/02

Attention to Conceptual Understanding: The materials support the intentional development of students' conceptual understanding of key mathematical concepts, especially where called for in specific content standards or clusters.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for developing conceptual understanding of key mathematical concepts, especially where called for in specific standards or cluster headings. Throughout the series, students are expected to use multiple representations to further develop conceptual understanding.

Examples of the development of conceptual understanding include:

- N-RN.1: In Algebra 2, Unit 4, Lesson 6.1, Warm-Up, students explain how given expressions with various exponents are equivalent and provide an additional equivalent expression. This helps students develop conceptual understanding of the properties of exponents.
- A-REI.6: In Algebra 1, Unit 2, Lesson 17, students determine solutions to a system of equations through inspection and use those solutions to determine that there are infinitely many solutions to the given system. Students recognize equivalent equations and explain what equivalence means in terms of solutions to systems of linear equations. Students also interpret what the solution of a system of equations would be if the equations represent parallel lines.
- F-IF.2: In Algebra 1, Unit 4, Lesson 4, students match words to the symbolic rule of given functions. Students use symbolic notation to define the perimeter of a rectangle with a set height and varying width. Students graph the results and find both input and output values from

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the graph. In Algebra 1, Unit 4, Lesson 5, students expand this understanding to write functions that describe data plans for their phones and compare competing plans both symbolically and graphically. Students describe in writing how the graphic visualization matches the symbolic rule.

- G-GMD.1: In Geometry, Unit 5, Lesson 13, students partition prisms in order to build the volume formula for a pyramid as opposed to using a given formula to calculate volume. Students connect the volume of a prism to the volume of a pyramid with a base area equivalent to that of the prism.
- G-SRT.6: In Geometry, Unit 4, Lesson 4, students connect angle measurements with ratios of side lengths in right triangles. In Lesson 6, students extend their thinking about the ratios of side lengths for any values of the triangle's angles. Students define cosine, sine, and tangent and compare the answers they get using these definitions to the table used in the previous lessons.
- S-ID.7: In Algebra 1, Unit 3, Lesson 4, students develop their understanding of slope while studying line of best fit related to a scatterplot. Students answer a series of questions to help develop their understanding of what happens to the slope of the line of best fit if one of the elements changed. An example is as follows: "How would the scatter plot and linear model change if grapefruits were used instead of oranges?" Additionally, students discuss the role of the y -intercept during this lesson by explaining what the y -intercept means in the particular context of the problem. Students repeatedly demonstrate understanding of the concept of slope and y -intercept in given data sets throughout the remainder of Algebra 1.

Indicator 2B

02/02

Attention to Procedural Skill and Fluency: The materials provide intentional opportunities for students to develop procedural skills and fluencies, especially where called for in specific content standards or clusters.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for providing intentional opportunities for students to develop procedural skills, especially where called for in specific content standards or clusters. The instructional materials develop procedural skills and provide opportunities to independently demonstrate procedural skills throughout the series. The curriculum guide states, "We view procedural fluency as solving problems expected by the standards with speed, accuracy, and flexibility." Throughout the series, procedural skills are developed through the lessons and the problem sets for each of the lessons.

Each problem set has cumulative practice problems to review previously addressed procedural skills.

Examples that show opportunities for students to independently demonstrate procedural skills across the series include:

- A-SSE.1: In Algebra 1, Unit 6, and Algebra 2, Unit 2, students develop procedural skill and fluency, as they make observations related to the structure of a factored quadratic expression and the zeros of that expression when graphed as a function. Students predict possible factors and their forms by evaluating the expression for varying input values, looking at graphs, reading tables, and exploring end behavior.
- A-APR.6: In Algebra 2, Unit 2, Lesson 17, students perform polynomial division by using long division, synthetic division, and polynomial factorization in order to write a higher-order polynomial as a product of its linear and/or non-linear factors.
- F-IF.1,2: In Algebra 1, Unit 4, Lessons 2–5, students use function notation and develop fluency with substitution and calculations.
- F-IF.4: In Algebra 1, Unit 5, and Algebra 2, Unit 6, students develop procedural skill and fluency, as they explore key features of multiple types of graphs. In Algebra 1, Unit 5, over the course of nine lessons, students build an understanding of how exponential growth differs from linear growth. They encounter different contexts and use expressions, graphs, and tables to distinguish between the two types of functions. They gain fluency in how to compare two exponential functions, how they differ in their expressions, and what that will mean for growth in context. In Algebra 2, Unit 6, students use these skills with trigonometric functions, recognizing and discussing amplitude, frequency, and shifts in many and varied contexts over the course of four lessons.
- F-BF.3: In Algebra 1, Unit 4, Lesson 14, students analyze the type of transformation a constant value creates with an absolute value function. In the cumulative practice problem set, there are more problems for students to practice this skill.
- G-GPE.4: In Geometry, Unit 6, Lesson 10 practice, students write equations using parallel slopes and identify equations that are parallel to a specific line. In Geometry, Unit 6, Lesson 11, students have the same opportunity with perpendicular slopes.

Indicator 2C

02/02

Attention to Applications: The materials support the intentional development of students' ability to utilize mathematical concepts and skills in engaging applications, especially where called for in specific content standards or clusters.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for supporting the intentional development of students' ability to utilize mathematical concepts and skills in engaging applications, especially where called for in specific content standards or clusters.

Examples of students utilizing mathematical concepts and skills in engaging applications include:

- A-REI.11: In Algebra 1, Unit 4, Lesson 9, students engage with two or more graphs simultaneously, interpreting their relative features and their average rates of change in context. Examples are as follows: population, trends of phone ownership, and the popularity of different television shows. In Activity 9.2, students compare two functions by studying graphs and statements in function notation. In Algebra 2, Unit 4, Lesson 15.3, students solve a system of exponential equations involving a cicada population using logarithms and graphing; specifically, students explain why they can use the intersection of the two graphs to estimate when the cicada population will reach 100,000.
- F-IF.6 and F-BF.1: In Algebra 1, Unit 4, Lesson 18, students use functions to model real-life applications. Students create and analyze functions to model cell phone battery power using given data. In the cumulative practice, students engage with relevant applications related to distance driven over time and the relationship between temperature and cricket chirps.
- G-SRT.8: In Geometry, Unit 4, Lesson 9.3, students use the safe ladder ratio to determine the safe ladder angle, and students use the calculated angle to decide if a ladder's length is sufficient for a given scenario. Students also determine if it is possible to adjust the ladder to a safe angle and explain their reasoning. In Lesson 10, students solve application problems using trigonometry. Students find the perimeter of figures inscribed in a circle using trigonometric ratios, and students solve problems involving an airplane's angle of descent and path length as it descends to its destination.
- G-MG.2: In Geometry, Unit 5, Lesson 17.3, students apply volume and density to determine the number of fish that could be housed in a tube-shaped aquarium with an open 4-foot cylinder in the middle for viewing.
- S-ID.6 and N-Q.3: In Algebra 1, Unit 3, Lesson 6, students apply residual value, line of best fit, and percent error to data related to the weight of oranges in a crate. Students also apply these concepts in practice problems 4 and 5 involving applications of car sales and temperatures.
- S-IC.1: In Algebra 2, Unit 7, Lesson 3, students evaluate the randomness in population samples. Students determine the best way to have random samples and the factors that could affect the randomness in several different scenarios. Students draw conclusions from a variety of non-routine application problems.

Indicator 2D

Balance: The three aspects of rigor are not always treated together and are not always treated separately. The three aspects are balanced with respect to the standards being addressed.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations that the three aspects of rigor are not always treated together and are not always treated separately. All three aspects of rigor are present independently throughout the materials, and multiple aspects of rigor are engaged simultaneously to develop students' mathematical understanding of a single topic/unit of study throughout the materials.

The following are examples of balancing the three aspects of rigor in the instructional materials:

- Each lesson begins with a Warm-Up, and this is often an opportunity for students to develop their number sense or procedural fluency. After the Warm-Up, there are activities that do one or more of the following: provide context, introduce, formalize or practice vocabulary, work toward mastery, introduce a new concept, or provide an opportunity to model. The embedded classroom routines also contribute to a balance of the three aspects of rigor. These routines include the following: Analyze It, Math Talks, Group Presentations, Notice and Wonder, Think and Share, and others. At the end of the lesson, there is a synthesis activity where the teacher leads a discussion to formalize the learning. The lesson ends with a Cool-Down for students to work independently on the lesson concepts. Each of the aspects of rigor are addressed with this lesson structure throughout the series.
- In Algebra 1, Unit 6, Lesson 9, students demonstrate a balance of the three aspects of rigor while addressing A-SSE.2,3. In the Practice Problems, students determine if two representations of quadratic expressions are equivalent. Students perform calculations related to quadratic functions in the context of real-world applications, one context of which is a football player throwing a pass. In the Student Task Statements, multiple representations of factorable quadratics are presented. Students examine standard form, factored form, and a geometric representation of a factorable quadratic expression. Students explain their reasoning when determining if an expression is in factored form. A-SSE.2 is also addressed in Geometry, Unit 6, Lesson 5 when students apply the distributive property and squared forms of a binomial to derive the equations of circles. Students practice procedural skills using the distributive property and writing different forms of equivalent expressions. They also solve application problems related to equations of circles and distances. In Algebra 2, Unit 2, Lesson 23, A-SSE.2 is addressed by having students build conceptual understanding of polynomial identities. Through an application problem, students define an identity. Then, they multiply expressions to generalize patterns in polynomials, which develops procedural skill.

- In Algebra 1, Unit 1, Lessons 2 - 5, the materials provide activities that engage students in all aspects of rigor with respect to S-ID.2. Specifically, in Lesson 2.2, students represent and analyze histograms; in Lessons 3.1 and 4.1, students consider dot plots to inform a conversation about the shape of a distribution; and in Lesson 5, students calculate the measures of central tendency. In Lesson 9, students perform statistical calculations. In ensuing lessons, students further develop statistical reasoning: in Lesson 10, students consider what variables they may use to analyze a situation and describe data displays they may use to compare two sets of data; in Lesson 11, students explore and reason about symmetry in a data set; in Lesson 12, students investigate standard deviation and other measures of variability; and in Lesson 14, students investigate the effect of outliers. In Lessons 15 and 16, students compare measures of center and variability in context as well as determine the best measure of center and variability for several data sets. Students also design an experiment to answer a statistical question, collect data, analyze data using statistics, and communicate the answer to the statistical question.
- In Geometry, Unit 7, Lesson 6, students solve problems related to distance and parabolas. In the Student Task Statements, students answer questions related to the distance from the focus to the vertex of a parabola and the effect that distance might have on the shape of the parabola. They use the definition of a parabola and the distance formula to determine if a point is on the parabola. Students defend their answers and try to generalize how one would know if a point is on the parabola given a graph. Students also demonstrate an understanding of what happens to the shape of a parabola if one was to move the directrix closer to the focus.
- In Algebra 2, Unit 5, Lessons 8 and 9, students consider the impact of scaling the input or the output values of a function. They examine how graphs change based on the scaling of the input (horizontal) or output (vertical) values. In Lesson 9, Practice Problems, students determine if different statements that are made based on scaled inputs or outputs are correct given different representations of functions. Students also use data to determine an appropriate scale factor that would model the population of sloths given an initial function.
- In Algebra 2, Unit 2, Lesson 20.3, students write a simple rational equation about batting average to develop procedural skill, and they demonstrate conceptual understanding when working with a word problem and writing it algebraically. The extension and what-if questions about the rational equation address application of rational equations.

Criterion 2.2: Math Practices

08/08

Practice-Content Connections: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet the expectations for supporting the intentional development of the eight Mathematical Practices (MPs), in connection to the high school content standards. Overall, the materials integrate the use of the MPs with learning the mathematics content. Through the materials, students make sense of problems and persevere in solving, attend to precision, reason and explain, model and use tools, and make use of structure and repeated reasoning.

Indicator 2E

02/02

The materials support the intentional development of overarching, mathematical practices (MPs 1 and 6), in connection to the high school content standards, as required by the mathematical practice standards.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for supporting the intentional development of overarching, mathematical practices (MPs 1 and 6), in connection to the high school content standards.

Examples where students make sense of problems and persevere in solving them include:

- In many units throughout the series, students answer the questions “What do you notice?” and “What do you wonder?” in some lesson activities. The goal of these questions is to guide classroom conversation toward the mathematical material that the class is about to address. These questions increase accessibility for students by providing entry points to the context, which aids in making sense of the tasks.
- In Algebra I, Unit 4, Lesson 1, students analyze the relationship between the number of bagels purchased and the cost of the bagels to determine how three different costs could all be true.
- In Geometry, Unit 4, Lesson 11, students examine how inscribed polygons with increasing numbers of sides can lead to an approximation of π . Students make sense of the problem to determine appropriate methods for finding a formula to calculate the perimeter of the inscribed polygons, which leads to an approximation of π .
- In Algebra 2, Unit 2, Lesson 24, students create multiple right triangles from a given set of instructions. Students persevere in finding at least one example that does not create a right triangle. Towards the end of the lesson, students develop an identity that can be used to generate Pythagorean Triples.

Examples where students attend to precision include:

- In Algebra 1, Unit 4, Lesson 6, students analyze a graph containing two mappings related to two objects in time. One graph shows a linear piecewise function produced by a drone, and the other graph shows a quadratic function produced by a toy rocket. Students describe the graphs' representations in terms of the real-world contexts.
- In Geometry, Unit 6, Lesson 7, as students articulate what they notice and wonder, they attend to precision in language they use to describe what they see. Students may initially propose less formal or imprecise language, then restate their observation with more precise language in order to communicate clearly. Relevant vocabulary includes the following: *equidistant*, *congruent segments*, and *parabola*.
- In Algebra 2, Unit 3, Lesson 6, students solve simple equations involving squares and square roots. The teacher notes state: "Students attend to precision when they reason about solutions to equations involving squares and square roots from the meaning of the $\sqrt{\quad}$ symbol (MP6)." In this lesson, students explore the idea that every positive number has two square roots. The convention of giving only the positive root is also discussed in terms of its precise meaning. Students explore the use of the radical symbol as a tool of precision.

Indicator 2F

02/02

The materials support the intentional development of reasoning and explaining (MPs 2 and 3), in connection to the high school content standards, as required by the mathematical practice standards.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for supporting the intentional development of reasoning and explaining (MPs 2 and 3), in connection to the high school content standards. Across the series, there is an intentional development of MP2 and MP3 that reaches the full intent of the MPs. There are many examples in the instructional materials of MPs 2 and 3 where students reason abstractly and quantitatively or construct viable arguments and critique the reasoning of others.

Examples of where and how the materials use MP2 to enrich the mathematical content and demonstrate the full intent of the mathematical practice include:

- In Algebra 1, Unit 1, Lesson 14, students determine whether or not to exclude an outlier. In the Student Task Statements, Problem 14, students determine if there are outliers for a data set, explain why any outliers might exist, and determine if the outliers should be included in the analysis of the data.
- In Algebra 1, Unit 5, Lesson 10, students examine data from a cooling coffee function. They must determine, from given intervals, the best interval to use for an appropriate "average rate of

cooling” and support their choice.

- In Algebra 1, Unit 7, Lesson 1.3, students write a quadratic equation and are prompted not to solve it. In writing an equation and interpreting the solution in its context, students practice reasoning quantitatively and abstractly.
- In Geometry, Unit 3, Lesson 2, students create a scale model of the Solar System to verify the distance the Moon would be from the Earth when fully eclipsing the Sun.
- In Algebra 2, Unit 7, Lesson 16, students take two readings of their pulse. For one reading, they count the beats out loud while watching the clock, and for the second reading, they take a few deep breaths, close their eyes and have someone else watch the clock. They then compare the two rates. Data from the whole class is collected and a discussion held as they reason quantitatively and abstractly together.

Examples of where and how the materials use MP3 to enrich the mathematical content and demonstrate the full intent of the mathematical practice include:

- In Algebra 1, Unit 1, Lesson 11.3, students explain their reasoning and critique the reasoning of others as they determine if a data display matches a written statement or not. In this activity, students have small-group discussions and examine scenarios from a classmate’s point of view. Students also construct arguments they can defend for their own matches as well as arguments for why they might disagree with their partner.
- In Algebra 1, Unit 7, Lesson 23.3, students explain why a vertex is a maximum or a minimum. Students explain their reasoning concerning which performance gives the greater maximum revenue without creating a graph. Students construct an argument, and during the class discussion, they critique the reasoning of others in the class.
- In Geometry, Unit 2, Lesson 3, students construct arguments to describe that congruence through transformations requires a series of transformations where corresponding parts match each other. In the Cumulative Practice Problem Set, Problem 2, students argue for the congruence of two triangles based on a rotation and explain their reasoning, citing the argument for congruence based on the transformation.
- In Geometry, Unit 6, Lesson 9, students construct viable arguments during the lesson synthesis by answering a question about which form of an equation of a line they prefer. In the previous lesson, students used equations in multiple forms to find out what the slope of the line is and what point each line passes through. Students explain why they prefer a specific form over another.
- In Geometry, Unit 8, Lesson 2, students, in groups, draw slips of paper with a name on them from a bag with an unknown number of slips. They record the name, replace the slip, pass the bag, and draw again. After 15 draws, each student in the group makes predictions of how many names and how many slips were in the bag. If the group has consensus, they draw another round. Each time, they construct new arguments and critique the thinking of others.
- In Algebra 2, Unit 2, Lesson 4.3, students answer questions about operations on polynomials. They experiment to develop reasons to support their answers. During the group discussion,

they defend and critique the reasoning of their classmates as they describe events as subsets through taking turns in trading roles as they explain their thinking.

- In Algebra 2, Unit 4, Lesson 14, students practice constructing logical arguments when they justify solutions and explain why a certain value is a reasonable estimate for a given logarithm.

Indicator 2G

02/02

The materials support the intentional development of modeling and using tools (MPs 4 and 5), in connection to the high school content standards, as required by the mathematical practice standards.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for supporting the intentional development of modeling and using tools (MPs 4 and 5), in connection to the high school content standards. There are multiple problems and activities throughout each unit in which students use and create mathematical models to enrich the mathematics. Students also choose from a variety of tools throughout the lessons, including digital tools provided in a drop down menu in the online materials (MP5).

Examples where students model with mathematics include:

- In Algebra 1, Unit 2, Lesson 20.2, students solve a problem about gas in a lawn mower. The teacher materials state, "To reason about the problem, students need to interpret the descriptions carefully and consider their assumptions about the situation. To make sense of the situation, some students may define additional variables or use diagrams, tables, or other representations. Along the way, they engage in aspects of modeling (MP4)". Students identify the important quantities in this scenario, identify the relationships, and write at least one inequality to represent their conclusions.
- In Algebra 1, Unit 4, Lesson 17, students write a linear function for data concerning the percent of cell phones in homes in the United States since 2004. Students answer questions leading to finding a model for the inverse of the function.
- In Geometry, Unit 1, Lesson 9, students use perpendicular bisectors to decide which stores in the city will be responsible for orders based on the store's location compared to where the order will be delivered. Students use real-world situations to apply their knowledge and make approximations on their calculations to simplify distributions for a local store.
- In Geometry, Unit 7, Lesson 14, students work with a pizza slice as a model of a sector of a circle. Students compute the cost per square inch of pizza slices from four vendors by computing the sector area. This engages students in the modeling process by reporting their findings and considering other variables.

- In Algebra 2, Unit 2, Lesson 16, students engage in aspects of the modeling process by making reasonable estimations and determining reasonable constraints in the context of real-world scenarios. In “Are You Ready for More?”, students consider different aspects of manufacturing, other than simply minimizing materials, in order to make sense of an open-ended problem.
- In Algebra 2, Unit 7, Lesson 14, students speculate whether the differences of the means in small experimental groups can be reduced by randomly regrouping the data. Students approximate the distribution of simulated differences of means by using a normal distribution.

Examples where students choose and use appropriate tools strategically include:

- In Algebra 1, Unit 7, Lesson 17, students use the form of a quadratic equation as a “tool” to solve problems. Students “write quadratic equations to represent relationships and use the quadratic formula to solve problems that they did not previously have the tools to solve (other than by graphing). In some cases, the quadratic formula is the only practical way to find the solutions. In others, students can decide to use other methods that might be more straightforward.”
- In Algebra 1, Unit 5, Lesson 19.2, students compare linear and exponential growth involving simple and compound interest. Students strategically use technology, whether they make a graph (for which they will need to think carefully about the domain and range) or continue to tabulate explicit values of the two functions (likely with the aid of a calculator for the exponential function).
- In Geometry, Unit 7, Lesson 7.2 students create an arbitrary triangle, use angle bisectors and constructions to find the incenter, and construct the triangle’s inscribed circle. The narrative states: “Making dynamic geometry software available as well as tracing paper, straightedge, and compass gives students an opportunity to choose appropriate tools strategically (MP5).” The narrative also states: “Technology isn’t required for this lesson, but there are opportunities for students to choose to use appropriate technology to solve problems. We recommend making technology available.”
- In Geometry, Unit 8, Lesson 9 students use two-way tables as a sample space to decide if events are independent and to estimate conditional probabilities. Although technology is not required, it is recommended that technology be made available as there are opportunities for students to choose to use appropriate technology to solve problems.
- In Algebra 2, Unit 4, Lesson 5, students create an exponential function given a table of values. During this lesson, teachers make sure that students have access to a spreadsheet tool to reason about the given questions. This helps students focus on the questions rather than the calculations, and students use tools to their advantage during the lesson.
- In Algebra 2, Unit 5, Lesson 11, students apply transformations on functions to determine the best model for a data set, specifically temperature data from heating objects. The Lesson Narrative states: “This can be done by hand via experimenting, but students may also choose to use graphing technology to help choose the appropriate translations, scalings, and reflections (MP5).”

Indicator 2H

The materials support the intentional development of seeing structure and generalizing (MPs 7 and 8), in connection to the high school content standards, as required by the mathematical practice standards.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for supporting the intentional development of seeing structure and generalizing (MP7 and MP8), in connection to the high school content standards. Each of these MPs is cited numerous times across the series, and the Algebra 1 Extra Support Materials cite each of these MPs. Additionally, across the series, the majority of the time MP7 and MP8 are used to enrich the mathematical content, and there is intentional development of MP7 and MP8 that reaches the full intent of the MPs.

Examples of where and how the materials use MP7 to enrich the mathematical content and demonstrate the full intent of the mathematical practice include:

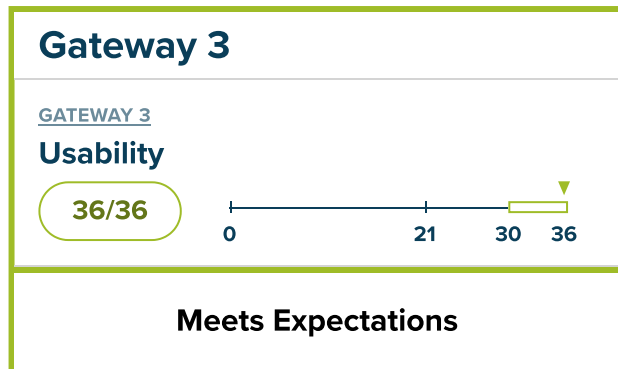
- In Algebra 1, Unit 4, Lesson 12, students use piecewise notation to look for structure when graphing those functions.
- In Geometry, Unit 2, Lesson 13, students look for and make use of structure by working backward from the statement they are trying to prove about parallelograms.
- In Geometry, Unit 3, Lesson 5, students use Notice and Wonder to examine triangles whose midpoints connect to form other smaller triangles. Students notice these smaller triangles are dilations of the larger triangle.
- In Geometry, Unit 8, Lesson 9, students notice and make use of structure through a Math Talk as they recognize fraction bars as part of a fraction, and as representing division.
- In Algebra 2, Unit 2, Lesson 8, students make a conjecture based on creating their own function and analyzing the end behavior to see if it matches their conjecture. The focus of the lesson is “using the structure of the expressions to understand how the term with the highest exponent dictates end behavior even when other terms may have larger values at inputs nearer to zero due to coefficients.”
- In Algebra 2, Unit 7, Lesson 7, students find the area under the normal curve and interpret the proportion of values at different intervals. These problems utilize a real-world scenario, and students connect these applications to the theoretical study of the normal distribution.

Examples of where and how the materials use MP8 to enrich the mathematical content and demonstrate the full intent of the mathematical practice include:

- In Algebra 1, Unit 1, Lesson 6, students experiment by changing numbers in a provided spreadsheet to discover what and how the number impacts the outputs. Students express regularity in repeated reasoning as they observe the outcome of different inputs to generalize the operations in the formula cell.
- In Algebra 1, Unit 2, Lesson 8, students repeatedly rewrite equations to isolate different variables. Students rely on previous knowledge of solving equations to generalize their reasoning as they work with literal equations.
- In Algebra 1, Unit 6, Lesson 5.3, students look for repetition in their calculations for a falling object and how this relates to quadratic functions. The teacher materials state, “To find a new expression that describes the height of the object, students reason repeatedly about the height of the object at different times and look for regularity in their reasoning (MP8)” as they write new quadratic expressions. Students also use repetition in their calculations as they complete provided tables to determine where an object would be at a certain time and use that information to write new expressions.
- In Geometry, Unit 1, Lesson 6, students construct parallel and perpendicular lines, and students engage in MP8 as they repeatedly construct these different types of lines.
- In Geometry, Unit 7, Lesson 8, students perform multiple arc length and sector area calculations as they generalize formulas for each.
- In Algebra 2, Unit 1, Lesson 1, students look for a pattern within the Tower of Hanoi puzzle, where students complete a puzzle by building a tower. Students play the game and make some conjectures about the smallest number of moves you can make to complete the tower.
- In Algebra 2, Unit 1, Lesson 8, students use a table of values to generalize formulas for finding the n th term of a sequence. By examining patterns and applying repeated reasoning, students generalize the definition of a sequence into an equation and/or function.
- In Algebra 2, Unit 6, Lesson 10.3, students determine specific trigonometric values for large angles. “Students make connections between angles greater than 2π and between 0 and 2π that correspond to the same point on the unit circle (MP 8)”.

OVERVIEW OF GATEWAY 3

Usability



Criterion 3.1: Use & Design

08/08

Use and design facilitate student learning: Materials are well designed and take into account effective lesson structure and pacing.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet the expectations for being well-designed and taking into account effective lesson structure and pacing. The instructional materials distinguish between problems and exercises, have exercises that are given in intentional sequences, have a variety in what students are asked to produce, and include manipulatives that are faithful representations of the mathematical objects they represent.

Indicator 3A

02/02

The underlying design of the materials distinguishes between problems and exercises. In essence, the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations that the underlying design of the materials distinguish between lesson problems and student exercises for each lesson. It is clear when students solve problems to learn and when they apply skills.

Lessons include a Warm-Up, Activities, Synthesis, and a Cool-Down. Practice Problems are in a separate section of the instructional materials, distinguishing between problems students complete and exercises in the lessons. Warm-Ups connect prior learning or engage students for learning new material in the lesson. Students learn and practice new mathematics in lesson Activities. In the Synthesis activity, students build on their understanding of the new concept. Each activity lesson ends with a Cool-Down in which students apply what they have learned from the activities, complete preliminary practice, or complete an introduction to skills they may need in the next lesson.

Practice problems are consistently found in the Practice sets that accompany each lesson. These sets of problems include problems that support students in developing mastery of the current lesson and unit concepts and review of material from previous units. When practice problems contain content from previous lessons, students apply their skills and understandings in different ways that enhance understanding or application (e.g., increased expectations for fluency, more abstract application, or a non-routine problem).

Indicator 3B

02/02

Design of assignments is not haphazard: exercises are given in intentional sequences.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for not being haphazard; exercises are given in intentional sequences.

Overall, clusters of lessons within units and activities within lessons are intentionally sequenced so students develop understanding. The structure of a lesson provides students with the opportunity to activate prior learning, build procedural skill and fluency, and engage with multiple activities that are sequenced from concrete to abstract or increase in complexity. Lessons end with a Cool-Down which is aligned to the daily lesson objective. Unit sequences consistently follow progressions to support students' development of conceptual understanding and procedural skills.

Indicator 3C

02/02

There is variety in how students are asked to present the mathematics. For example, students are asked to produce answers and solutions, but also, arguments and explanations, diagrams, mathematical models, etc.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for having variety in what students are asked to produce.

The instructional materials prompt students to produce products in a variety of ways. Students produce solutions within Activities and Practice, as well as participating in class, groups, and partner discussions. Materials provide opportunities for students to construct viable arguments and critique the reasoning of their peers. Students use a digital platform and paper-pencil to conduct and present their work. The materials consistently prompt students for solutions that represent the language and intent of the standards. Students use representations such as tables, number lines, area diagrams, dot plots, geometric constructions, and graphs, as well as strategically choose tools to complete their work (MP5). Lesson activities and tasks are varied within and across lessons.

Indicator 3D

02/02

Manipulatives, both virtual and physical, are faithful representations of the mathematical objects they represent and when appropriate are connected to written methods.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for having manipulatives that are faithful representations of the mathematical objects they represent and, when appropriate, are connected to written methods. The series includes a variety of virtual manipulatives and integrates hands-on activities that allow the use of physical manipulatives, for example:

- Manipulatives and other mathematical representations are consistently aligned to the expectations and concepts in the standards. The majority of manipulatives used are commonly accessible measurement and geometry tools.
- The materials provide digital applets for manipulating geometric shapes, such as GeoGebra applets, tailored to the lesson content and tasks. When physical, pictorial, or virtual

manipulatives are used, they are aligned to the mathematical concepts they represent. For example, in Geometry, Lesson 5, Activity 10.2, two rectangular prisms with the same base area and the same height are used within an applet to develop Cavalieri's Principle.

- Examples of manipulatives for Geometry include: an index card to use as a straightedge, compasses, tracing paper, blank paper, colored pencils, and scissors. Additionally, GeoGebra applets are used for constructions, to perform transformations, to explore congruence and similarity, and to visualize cross sections.

Indicator 3E

[Read](#)

The visual design (whether in print or digital) is not distracting or chaotic, but supports students in engaging thoughtfully with the subject.

The visual design in Kendall Hunt's Illustrative Mathematics Traditional series is not distracting or chaotic and supports students in engaging thoughtfully with the subject.

- The digital lesson materials for teachers follow a consistent format for each lesson. Teaching Notes with Supports for English Language Learners and Supports for Students with Disabilities are placed within the activity they support and are specific to the activity. Unit overviews follow a consistent format. The format of course overviews, units, and individual lessons are consistent across the series.
- Student-facing printable materials follow a consistent format. Tasks within a lesson are numbered to match the teacher-facing guidance. The print and visuals on the materials are clear without any distracting visuals or overabundance of text features. Teachers can assign lessons and activities to students through the platform, enabling students to access digital manipulatives, practice problems, unit assessments, and lesson visuals.
- Printable student practice problem pages frequently include enough space for students to write their answers and demonstrate their thinking.

Criterion 3.2: Teacher Planning

[08/08](#)

Teacher Planning and Learning for Success with CCSS: Materials support teacher learning and understanding of the Standards.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet the expectations for supporting teacher learning and understanding of the standards. The instructional materials: support planning and providing learning experiences with quality questions; contain ample and useful notations and suggestions on how to present the content; contain full, adult-level explanations and examples of the more advanced mathematics concepts; and contain explanations of the grade-level mathematics in the context of the overall mathematics curriculum.

Indicator 3F

02/02

Materials support teachers in planning and providing effective learning experiences by providing quality questions to help guide students' mathematical development.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet the expectations for supporting teachers in planning and providing effective learning experiences by providing quality questions to help guide students' mathematical development.

Each lesson consists of a detailed lesson plan accompanied by teaching notes. Included in these teaching notes are the objectives of the lesson, suggested questions for discussion, and guiding questions designed to increase classroom discourse and foster understanding of the concepts. For example, in Geometry, Unit 4, Lesson 6.2 suggests the teacher ask, "The right triangle table is useful, but what if the angle is not a multiple of 10 degrees?" In Algebra 1, Unit 3, Lesson 7, Lesson Synthesis, the curriculum suggests the following question for discussion, "What does a scatter plot look like when its line of best fit has a correlation coefficient of -0.5? Sketch it." The teaching notes and questions for discussion support the teachers in planning and implementing lessons effectively.

Indicator 3G

02/02

Materials contain a teacher's edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet the expectations for providing teacher supports with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials. Also, where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.

- Each lesson includes the Learning Goals written for teachers and students, learning targets written for students, a list of Word/PDF documents that can be downloaded, CCSSM Standards that are “built upon” or “addressed” for the lesson, and any instructional routines to be implemented. Within the technology, there are expandable links to standards and instructional routines.
- Lessons include detailed guidance for teachers for the Warm-Up, Activities, and the Lesson Synthesis.
- Each lesson activity contains an Overview and Launch Narrative, Guidance for Teachers and Student-facing materials, Anticipated Misconceptions, “Are you ready for more?”, and an Activity Synthesis. Included within these narratives are guiding questions and additional support for students.
- The teacher materials that correspond to the student lessons provide annotations and suggestions on how to present the content. “Launch” explains how to set up the activity and what to tell students. After the activity is complete, there are often Anticipated Misconceptions in the teaching notes, which describes how students may incorrectly interpret or misunderstand concepts and includes suggestions for addressing those misconceptions.
- The materials are available in both print and digital forms. The digital format has embedded GeoGebra applets. Guidance is provided to both the teacher and the student on how to use the Geometry Toolkit and applet. For example, in Geometry, Unit 1, Lesson 1, teachers and students are provided access and time to play with the applet tools. During the Launch, teachers are encouraged to model the different tools, practice with the students, and answer questions.

Indicator 3H

02/02

Materials contain a teacher's edition that contains full, adult-level explanations and examples of the more advanced mathematics concepts and the mathematical practices so that teachers can improve their own knowledge of the subject, as necessary.

The instructional materials reviewed for the Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for the teacher's edition containing full, adult-level explanations and examples of

the more advanced mathematics concepts in the lessons so that teachers can improve their own knowledge.

The narratives provided for each unit include information about the mathematical connections of concepts being taught. Previous and future grade levels are also referenced to show the progression of mathematics over time. Important vocabulary is included when it relates to the “big picture” of the unit.

Lesson Narratives provide specific information about the mathematical content within the lesson and are presented in adult language. These narratives contextualize the mathematics of the lesson to build teacher understanding and give guidance on what to expect from students and important vocabulary.

The Lesson Narrative for Algebra 2, Unit 3 states, “In the next set of lessons, students connect the $\sqrt{\quad}$ and $\sqrt[3]{\quad}$ symbols with solutions to quadratic and cubic equations. Students learn that a number is a square root of c if it squares to make c . In other words, square roots of c are solutions to the equation $x^2 = c$. Students use the graph of $y = x^2$ to see that all positive numbers have two square roots, one positive and one negative. They learn the convention that the positive square root is given the symbol $\sqrt{\quad}$, so the positive square root of c is written \sqrt{c} and the negative square root is written $-\sqrt{c}$.”

Indicator 3I

02/02

Materials contain a teacher's edition that explains the role of the specific mathematics standards in the context of the overall series.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for explaining the role of the specific grade-level mathematics in the context of the overall mathematics curriculum.

The Course Guide and Narratives describe how mathematical concepts are built from previous grade-level/course and lesson material. For example, in Algebra 1, Unit 4, the Lesson Narrative states, “In grade 8, students learned that a function is a rule that assigns exactly one output to each input. They represented functions in different ways—with verbal descriptions, algebraic expressions, graphs, and tables—and used functions to model relationships between quantities, linear

relationships in particular.” In addition, in Algebra 1, Unit 5, the Lesson Narrative states, “Before starting this unit, students are familiar with linear functions from previous units in this course and from work in grade 8. They have been formally introduced to functions and function notation and have explored the behaviors and traits of both linear and non-linear functions. Additionally, students have spent significant time graphing, interpreting graphs, and exploring how to compare the graphs of two linear functions to each other. In this unit, students frequently use the properties of exponents, a topic developed in grade 8. They also apply their understanding of percent change from grade 7 and use an exponent to express repeated increase or decrease by the same percentage.”

For some units, there are explanations given for how the grade-level concepts fit into future high school work. For example, in Geometry, Unit 7, the Lesson Narrative states, “Students develop fluency with radian measures by shading portions of circles and working with a double number line. This is important for the transition towards Algebra 2. In that course, students will explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.”

Indicator 3J

Read

Materials provide a list of lessons in the teacher's edition, cross-- referencing the standards addressed and providing an estimated instructional time for each lesson, chapter and unit (i.e., pacing guide).

The instructional materials reviewed for Kendall Hunt's Traditional series provide a list of concepts in the Course Guide that cross-references the standards addressed and an estimated instructional time for each unit and lesson.

- The Course Guide includes a Scope and Sequence that provides pacing information. A table, spanning 32 weeks of instruction, shows the unit that is taught each week, as well as the total number of days the unit should take to complete. In each lesson, the time an activity will take is included in the Lesson's Narrative. About These Materials in the Teacher Guide states, “Each lesson plan is designed to fit within a class period that is at least 45 minutes long.”
- In the Course Guide under Lessons and Standards, there is a table that shows which standard each lesson addresses and another table to show where a standard is found in the materials.

Read

Indicator 3K

Materials contain strategies for informing students, parents, or caregivers about the mathematics program and suggestions for how they can help support student progress and achievement.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series contain strategies for informing parents or caregivers about the mathematics program and suggestions for how they can help support student progress and achievement.

Family Materials for each unit include an explanation to family and caregivers on what their student will be learning over the course of the unit. The Family Materials provide an overview of what the student will be learning in accessible language. For example, in Algebra 2, Unit 2, the Family Materials state, "In this unit, your student will learn about a kind of function, *polynomials*. (In earlier grades, students learned about two special kinds of polynomial functions: *linear* and *quadratic functions*.) A *polynomial* is a sum of terms involving only one letter, called a *variable*, where the exponents of the variable are whole numbers. For example, $3x^3 - x^2 + 10$ and $5x^6$ are polynomials. But $6x^{-2} + 2x^{-1} - 1$ is not, because the exponents are negative. And $2xy - 7y$ is not, because it involves more than one variable. Your student will connect different ways of representing polynomial functions, such as graphs and equations." In addition to the explanations of the current concepts and big ideas from each unit, there are diagrams and problems/tasks for families to discuss and solve.

Indicator 3L

Read

Materials contain explanations of the instructional approaches of the program and identification of the research--based strategies.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series contain explanations of the program's instructional approaches and identification of the research-based strategies.

The materials draw on research to explain and contextualize instructional routines and lesson activities. The Course Guide includes specific links to research, for example:

- “Selected activities are structured using Five Practices for Orchestrating Productive Mathematical Discussions (Smith & Stein, 2011), also described in Principles to Actions: Ensuring Mathematical Success for All (NCTM, 2014), and Intentional Talk: How to Structure and Lead Productive Mathematical Discussions (Kazemi & Hintz, 2014).”
- How to Use These Materials: “Some of the instructional routines, known as Mathematical Language Routines (MLR), were developed by the Stanford University UL/SCALE team.”

In the Course Guide, all of the “Instructional Routines” are fully explained.

- Math Talks found in the Warm-Ups set a routine for collecting different strategies. In the Course Guide, Instructional Routines, the materials state the following: “Math Talks build fluency by encouraging students to think about the numbers, shapes, or algebraic expressions and rely on what they know about structure, patterns, and properties of operations to mentally solve a problem. While participating in these activities, students need to be precise in their word choice and use of language (MP6). Additionally a Math Talk often provides opportunities to notice and make use of structure (MP7).”

Think-Pair-Share routines found in the Lesson Activities provide structure for engaging students in collaboration. In the Course Guide, Instructional Routines, the materials state the following: “This is a teaching routine useful in many contexts whose purpose is to give all students enough time to think about a prompt and form a response before they are expected to try to verbalize their thinking. First they have an opportunity to share their thinking in a low-stakes way with one partner, so that when they share with the class they can feel calm and confident, as well as say something meaningful that might advance everyone’s understanding. Additionally, the teacher has an opportunity to eavesdrop on the partner conversations so that they can purposefully select students to share with the class.”

Criterion 3.3: Assessment

10/10

Assessment: Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards.

The instructional materials reviewed for Kendall Hunt’s Illustrative Mathematics Traditional series meet the expectations for offering teachers resources and tools to collect ongoing data about student progress on the standards. The instructional materials provide strategies for gathering information about students’ prior knowledge, opportunities for identifying and addressing common student errors and misconceptions, ongoing review and practice with feedback, assessments with

standards clearly denoted, and guidance to teachers for interpreting student performance and suggestions for follow-up.

Indicator 3M

02/02

Materials provide strategies for gathering information about students' prior knowledge within and across grade levels/ courses.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for providing strategies for gathering information about students' prior knowledge within and across grade levels.

- Prior grade-level or course standards are indicated in the instructional materials. The lesson Warm-Up is designed to engage students' thinking about the upcoming lesson and/or to revisit previous grades' concepts or skills.
- Prior knowledge is gathered about students through the pre-unit Check Your Readiness assessments. In these assessments prerequisite skills necessary for understanding the topics in the unit are assessed. Commentary for each question provides the relevance of the questions to the topic and a list of standards assessed is provided for the teacher. For example, in Algebra 2, Unit 5, Check Your Readiness assessment problem 2 shows 7.G.1 as an aligned standard. The teacher note states, "Geometry Unit 3 Lesson 1 Activity 4, Match the Scale Factors, is an example of a brief activity that could be added to review scale factors." The notes also state, "Vertical and horizontal stretches are not dilations because the stretch is only applied in a single direction while a dilation applies the same scale factor in all directions. Nonetheless, the idea of scaling is common to both situations."

Indicator 3N

02/02

Materials provide support for teachers to identify and address common student errors and misconceptions.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for providing strategies for teachers to identify and address common student errors and misconceptions.

Lesson Activities include teaching notes that identify where students may make a mistake or struggle. There is a rationale that explains why the mistake could have been made, suggestions for teachers to make instructional adjustments for students, and steps teachers can take to help clear up the misconceptions. For example, in Geometry, Unit 2, Lesson 6.2, the teacher notes state, “Anticipated Misconceptions: If students are searching too far back, point students toward the proof in the warm-up activity, Information Overload. The goal is for students to understand and adapt that proof to this situation, so help students find the proof relatively quickly so they can have time to engage in productive struggle as they try to understand and adapt it.”

Indicator 3O

02/02

Materials provide support for ongoing review and practice, with feedback, for students in learning both concepts and skills.

The instructional materials reviewed for Kendall Hunt’s Illustrative Mathematics Traditional series meet expectations for providing opportunities for ongoing review and practice, with feedback, for students in learning both concepts and skills.

The lesson structure consisting of a Warm-up, Activities, Lesson Synthesis, and Cool-down provide students with opportunities to connect prior knowledge to new learning, engage with content, and synthesize their learning. Throughout the lesson, students have opportunities to work independently, with partners, and in groups where review, practice, and feedback are embedded into the instructional routine. Practice Problems for each lesson activity reinforce learning concepts and skills and enable students to engage with the content and receive timely feedback. In addition, discussion prompts provide opportunities for students to engage in timely discussion on the mathematics of the lesson.

Indicator 3P

Read

Materials offer ongoing assessments:

02/02

Indicator 3P.i

Assessments clearly denote which standards are being emphasized.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for assessments clearly denoting which standards are being emphasized.

Assessments are accessed through the Assessment tab for each unit and are available in two print options. For each unit, there is a Check Your Readiness and an End-Unit Assessment. Longer units also include a Mid-Unit Assessment. Assessments begin with guidance for teachers on each problem, followed by the student-facing problem, solution(s), and the standard targeted.

Indicator 3P.ii

02/02

Assessments provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for assessments including aligned rubrics and scoring guidelines that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.

Assessments include an answer key, and when applicable, a rubric consisting of three to four tiers, ranging from Tier 1 (work is complete, acceptable errors) to Tiers 3 and 4 (significant errors, conceptual mistakes).

Assessments include multiple choice, multiple response, short answer, restricted constructed response, and extended response. Restricted constructed response and extended response items have rubrics that are provided to evaluate the level of student responses. The restricted constructed response includes a 3-tier rubric, and the extended constructed response includes a 4-tier rubric. For these types of questions, the teacher materials provide guidance as to what is needed for each tier as well as some sample responses.

In the Assessment Teacher Guide for each End of Unit Assessment, there are narratives about what may have caused students to choose an incorrect response before the problems are shown along

with the correct responses and aligned standards. For example, in Algebra 2, Unit 5, End of Unit Assessment, Problem 2, the Assessment Teacher Guide states, “Students who select *A* may be confusing how to represent horizontal translations using function notation. Students who select *C* need more work with representing shifts, reflections, and stretches using function notation. Students who select *D* may be confusing how to represent horizontal and vertical reflections using function notation.”

Indicator 3Q

[Read](#)

Materials encourage students to monitor their own progress.

The instructional materials for Kendall Hunt’s Illustrative Mathematics Traditional series include opportunities for students to monitor their own progress.

For every lesson, there is a Lesson Synthesis that offers suggestions for self-monitoring such as, “... asking students to respond to prompts in a written journal, asking students to add on to a graphic organizer or concept map, or adding a new component to a persistent display like a word wall.”

For example, in Algebra 1, Unit 4, Lesson 4, the Lesson Synthesis states, “The teacher should show two function rules on the board and then ask, ‘How would you describe to a classmate who is absent today what each equation means? What would you say to help them make sense of these?’”

Criterion 3.4: Differentiation

[10/10](#)

Differentiated instruction: Materials support teachers in differentiating instruction for diverse learners within and across grades.

The instructional materials reviewed for Kendall Hunt’s Illustrative Mathematics Traditional series meet the expectations for supporting teachers in differentiating instruction for diverse learners within and across grades. The instructional materials provide a balanced portrayal of various demographic and personal characteristics. The instructional materials also consistently provide: strategies to help teachers sequence or scaffold lessons; strategies for meeting the needs of a range of learners; tasks with multiple entry-points; support, accommodations, and modifications for

English Language Learners and other special populations; and opportunities for advanced students to investigate mathematics content at greater depth.

Indicator 3R

02/02

Materials provide teachers with strategies to help sequence or scaffold lessons so that the content is accessible to all learners.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for providing strategies to help teachers sequence or scaffold lessons so that the content is accessible to all learners.

- Each lesson is designed with a Warm-Up that reviews prior knowledge and/or prepares all students for the activities that follow, and the Cool-Down reviews the concepts of the lesson.
- Within a lesson, narratives provide explicit instructional support for the teacher, including the Activity Launch, Anticipated Misconceptions, and Lesson Synthesis. This information assists teachers in making the content accessible to all learners.
- Lesson Narratives often include guidance on where to focus questions in Activities or the Lesson Synthesis.
- Optional activities are often included that can be used for additional practice or support before moving to the next activity or lesson.

Indicator 3S

02/02

Materials provide teachers with strategies for meeting the needs of a range of learners.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series meet expectations for providing teachers with strategies for meeting the needs of a range of learners.

The lesson structure—Warm-Up, Activities, Lesson Synthesis, and Cool-Down—includes guidance for the teacher on the mathematics of the lesson, possible misconceptions, and specific strategies to address the needs of a range of learners. Embedded supports include:

- Mathematical Language Routines to support a range of learners to be successful are provided for the teacher throughout lessons to maximize output and cultivate conversation. For example:
 - MLR1: Stronger and Clearer Each Time, in which “students think or write individually about a response, use a structured pairing strategy to have multiple opportunities to refine and clarify the response through conversation, and then finally revise their original written response.”
 - MLR4: Information Gap, which “allows teachers to facilitate meaningful interactions by giving partners or team members different pieces of necessary information that must be used together to solve a problem or play a game...[S]tudents need to orally (and/or visually) share their ideas and information in order to bridge the gap.”
 - MLR6: Three Reads, in order to “ensure that students know what they are being asked to do, and to create an opportunity for students to reflect on the ways mathematical questions are presented. This routine supports reading comprehension of problems and meta-awareness of mathematical language. It also supports negotiating information in a text with a partner in mathematical conversation.”
- Teaching notes appear frequently in lessons to provide additional guidance for teachers on how to adapt lessons for all learners. These teaching notes state specific needs addressed in a recommended strategy that is relevant to the given task and includes supports for Conceptual Processing, Expressive & Receptive Language, Visual-Spatial Processing, Executive Functioning, Memory, Social-Emotional Functioning, and Fine-motor Skills. For each support, there are multiple strategies teachers can employ, for example: Conceptual Processing includes strategies to Eliminate Barriers, Processing Time, Peer Tutors, Assistive Technology, Visual Aids, Graphic Organizers, and Brain Breaks.

Indicator 3T

02/02

Materials embed tasks with multiple entry-points that can be solved using a variety of solution strategies or representations.

The instructional materials reviewed for Kendall Hunt’s Illustrative Mathematics Traditional series meet expectations for embedding tasks with multiple entry points that can be solved using a variety of solution strategies or representations.

The problem-based design engages students with complex tasks multiple times each lesson. The Warm-Up, Activities, Lesson Synthesis, and Cool-Down provide opportunities for students to apply mathematics from multiple entry points.

Specific examples of strategies found in the materials include “Notice and Wonder” and “Which One Doesn’t Belong?” The lesson and task narratives provided for teachers offer possible solution paths and presentation strategies from various levels, for example:

- In Geometry, Unit 6, Lesson 7, students consider a set of points that are equidistant from a line and a given point. Students share what they notice and what they wonder. This takes place in the Warm-Up of this lesson, and offers an opportunity for all students to access the content.
- In Algebra 1, Unit 4, Lesson 8, students compare four graphs of temperature over time. Students may realize that each of the four representations might not belong based on different criteria. This instructional routine allows students to be precise in their language and to define the parameters necessary when solving contextual problems.

Indicator 3U

02/02

Materials provide support, accommodations, and modifications for English Language Learners and other special populations that will support their regular and active participation in learning mathematics (e.g., modifying vocabulary words within word problems).

The instructional materials reviewed for Kendall Hunt’s Illustrative Mathematics Traditional series meet expectations for including support, accommodations, and modifications for English Language Learners and other special populations that will support their regular and active participation in learning mathematics.

The ELL Design is highlighted in the Teacher Guide and embodies the Understanding Language/SCALE Framework from the Stanford University’s Graduate School of Education, which consists of four principles: Support Sense-Making, Optimize Outputs, Cultivate Conversation, and Maximize Meta-Awareness. In addition, there are eight Mathematical Language Routines (MLR) that were included “because they are the most effective and practical for simultaneously learning mathematical practices, content, and language.” “A Mathematical Language Routine refers to a structured but adaptable format for amplifying, accessing, and developing students’ language.”

ELL Enhanced Lessons are identified in the Unit Overview. These lessons highlight specific strategies for students who have a language barrier which affects their ability to participate in a given task. Throughout lessons, a variety of instructional routines are designed to assist students in developing full understanding of math concepts and terminology. These Mathematical Language Routines include:

- MLR2, Collect and Display, in which “The teacher listens for, and scribes, the student output using written words, diagrams and pictures; this collected output can be organized, revoiced, or explicitly connected to other language in a display for all students to use.”
- MLR5, Co-Craft Questions and Problems, which “[allows] students to get inside of a context before feeling pressure to produce answers, and to create space for students to produce the language of mathematical questions themselves.”
- MLR7, Compare and Connect, which “[fosters] students’ meta-awareness as they identify, compare, and contrast different mathematical approaches, representations, and language.”

Lesson Narratives include strategies designed to assist other special populations of students in completing specific tasks. Examples of these supports for students with disabilities include:

- Social-Emotional Functioning: Peer Tutors. Pair students with their previously identified peer tutors.
- Conceptual Processing: Eliminate Barriers. Assist students in seeing the connections between new problems and prior work. Students may benefit from a review of different representations to activate prior knowledge.
- Conceptual Processing: Processing Time. Check in with individual students as needed to assess for comprehension during each step of the activity.
- Executive Functioning: Graphic Organizers. Provide a t-chart for students to record what they notice and wonder prior to being expected to share these ideas with others.
- Memory: Processing Time. Provide students with a number line that includes rational numbers.
- Visual-Spatial Processing: Visual Aids. Provide handouts of the representations for students to draw on or highlight.

Indicator 3V

02/02

Materials provide support for advanced students to investigate mathematics content at greater depth.

The instructional materials reviewed for Kendall Hunt’s Illustrative Mathematics Traditional series meet expectations for providing opportunities for advanced students to investigate mathematics content at greater depth.

All students complete the same lessons and activities; however, there are some optional lessons and activities that a teacher may choose to implement with students. For example, in Algebra 1, Unit 3, Lesson 10 is an optional lesson intended to provide an opportunity for students to use skills and knowledge gained from other lessons in this unit.

“Are you ready for more?” is included in some lessons to provide students additional interactions with the key concepts of the lesson. Some of these tasks would be considered investigations at greater depth, while others are additional practice.

There is no clear guidance for the teacher on ways to specifically engage advanced students in investigating the mathematics content at greater depth.

Indicator 3W

[Read](#)

Materials provide a balanced portrayal of various demographic and personal characteristics.

The instructional materials reviewed for Kendall Hunt’s Illustrative Mathematics Traditional series provide a balanced portrayal of various demographic and personal characteristics.

- The lessons contain a variety of tasks that interest students of various demographic and personal characteristics. All names and wording are chosen with diversity in mind, and the materials do not contain gender biases.
- The high school materials include a set number of names used throughout the problems and samples (e.g., Jada, Noah, Mai, Clare, Elena, Tyler, Priya). These names are presented repeatedly and in a way that does not appear to stereotype characters by gender, race, or ethnicity.
- Characters are often presented in pairs with different solution strategies. There does not appear to be a pattern in one character using more/less sophisticated strategies.
- Modeling tasks present a wide variety of data that represents different demographic characteristics. For example, the Algebra I Modeling Prompt, College Characteristics, presents data about both private and public colleges and their associated cost. Both religiously affiliated and non-affiliated colleges are included in the data.

Indicator 3X

[Read](#)

Materials provide opportunities for teachers to use a variety of grouping strategies.

The instructional materials reviewed for Kendall Hunt’s Illustrative Mathematics Traditional series provide opportunities for teachers to use a variety of grouping strategies.

The materials offer multiple opportunities to implement grouping strategies to complete the tasks of a daily lesson. Explicit instructions are found in the Activity Narratives. Grouping strategies range from partner to small group. For example, in Algebra 2, Unit 7, Lesson 6, the narrative states, “Arrange students in groups of two. Distribute one copy of the blackline master to each group or direct students to the data on Card. Ask, “What do you think the phrase ‘within two standard deviations of the mean’ means?” (It means the interval from the value of the mean minus two times the standard deviation to the value of the mean plus two times the standard deviation.)”

In addition, the Instructional Routines implemented in many lessons offer opportunities for students to interact with the mathematics with a partner or in a small group. These routines include: Take Turns Matching or Sorting, in which students engage in sorting given sets of cards into categories; Think-Pair-Share, where students think about and test ideas as well as exchange feedback before sharing their ideas with the class; and Gallery Walk and Group Presentations, in which students generate visual displays of a mathematical problem, and students from different groups interpret the work and find connections to their own work.

Indicator 3Y

[Read](#)

Materials encourage teachers to draw upon home language and culture to facilitate learning.

The instructional materials reviewed for Kendall Hunt’s Illustrative Mathematics Traditional series encourage teachers to draw upon home language and culture to facilitate learning.

The Curriculum Guide includes Supporting English Language Learners from the Understanding Language/SCALE (UL/SCALE) at Stanford University’s Graduate School of Education. Promoting Language and Content Development explains the purpose of the document, the goal, and introduction of the framework. The Supporting English-language Learners document in the Course Guide states: “The goal is to provide guidance to mathematics teachers for recognizing and supporting students’ language development processes in the context of mathematical sense making. UL/SCALE provides a framework for organizing strategies and special considerations to support students in learning mathematics practice, content, and language.” The section concludes with acknowledgement of the importance of the framework: “Therefore, while the framework can and should be used to support all students learning mathematics, it is particularly well-suited to

meet the needs of linguistically and culturally diverse students who are simultaneously learning mathematics while acquiring English.”

Criterion 3.5: Technology Use

00/00

Effective technology use: Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series integrate technology in ways that engage students in the Mathematical Practices. The digital materials are web-based and compatible with multiple internet browsers, and they include technological opportunities for assessing students' mathematical understandings and knowledge of procedural skills as students complete the assessments in printed formats. The instructional materials include opportunities for teachers to personalize learning for all students, and the materials offer opportunities for customized, local use. The instructional materials also include opportunities for teachers and/or students to collaborate.

Indicator 3AA

Read

Digital materials (either included as supplementary to a textbook or as part of a digital curriculum) are web-based and compatible with multiple internet browsers (e.g., Internet Explorer, Firefox, Google Chrome, etc.). In addition, materials are "platform neutral" (i.e., are compatible with multiple operating systems such as Windows and Mac and are not proprietary to any single platform) and allow the use of tablets and mobile devices.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series are web-based and compatible with multiple internet browsers.

- The materials are platform-neutral and compatible with Chrome, ChromeOS, Safari, and Mozilla Firefox.
- The materials are compatible with various devices including iPads, laptops, Chromebooks, and other devices that connect to the internet with an applicable browser.

Indicator 3AB

[Read](#)

Materials include opportunities to assess student mathematical understandings and knowledge of procedural skills using technology.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series include opportunities to assess student mathematical understandings and knowledge of procedural skills using technology.

Teachers can view assessment data through reports. Materials can be assigned to small groups or individuals.

Indicator 3AC

[Read](#)

Materials can be easily customized for individual learners.

Indicator 3AC.i

[Read](#)

Digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series include opportunities for teachers to personalize learning for all students.

- Kendall Hunt's platform supports professional learning communities by being collaborative and allowing districts to customize the material.
- Lessons have been separated into components; Warm-Ups, Activities, Cool-Downs, and Practice Problems can all be assigned to small groups and individual students, depending on the needs of a particular teacher.

Indicator 3AC.ii

[Read](#)

Materials can be easily customized for local use. For example, materials may provide a range of lessons to draw from on a topic.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series can be adapted for local use.

Assessments are available in PDF and editable Word documents.

Indicator 3AD

[Read](#)

Materials include or reference technology that provides opportunities for teachers and/or students to collaborate with each other (e.g. websites, discussion groups, webinars, etc.).

The instructional materials reviewed for Kendall Hunt's Illustrative Traditional series incorporate technology that provides opportunities for teachers and/or students to collaborate with each other.

- Students and teachers have the opportunity to collaborate using the applets that are integrated into some of the lessons during activities.
- The Warm-Ups, Activities, Cool-Downs, and Practice Problems can be assigned to small groups to support student collaboration.

Indicator 3Z

[Read](#)

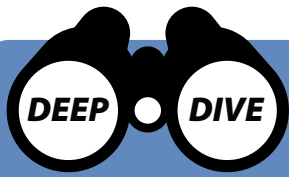
Materials integrate technology such as interactive tools, virtual manipulatives/objects, and/or dynamic mathematics software in ways that engage students in the Mathematical Practices.

The instructional materials reviewed for Kendall Hunt's Illustrative Mathematics Traditional series, integrate technology including interactive tools, virtual manipulatives/objects, and dynamic mathematics software in ways that engage students in the Mathematical Practices (MPs).

Warm-Ups, Activities, Cool-Downs, and Practice Problems can be assigned to small groups or individuals. These sections consistently combine MPs and content.

Teachers and students have access to math tools and virtual manipulatives within a given activity or task, when appropriate. These applets are designed using GeoGebra, Desmos, and other independent designs, for example:

- In Algebra 1, Unit 5, Lesson 19, students use Desmos to explore exponential or linear equations and determine if different graphs or functions are exponential or linear. Students are encouraged to use graphing software to help with this process.



Using *i-Ready* as a Student Growth Measure

For a quick one-page overview of this topic, refer to this [FAQ](#).

<i>i-Ready's Approach to Measuring Student Growth in Grades K–8</i>	<u>1</u>
Understanding <i>i-Ready's</i> Student Growth Measures	<u>2</u>
Typical Growth and Stretch Growth®	<u>2</u>
How Students' Growth Measures Are Set	<u>2</u>
Growth Measures by Subject, Grade, and Baseline Diagnostic Placement	<u>3</u>
Using Typical Growth and Stretch Growth	<u>4</u>
Locating Your Students' Growth Measures	<u>4</u>
Setting Goals Based on Growth Measures	<u>4</u>
Understanding Your Students' Progress	<u>5</u>
Engaging Students and Their Families in Growth	<u>7</u>

i-Ready's Approach to Measuring Student Growth in Grades K–8

The *i-Ready* growth model is based on what teachers have long observed in the classroom: Students at different starting points often grow at different rates, and students who are behind need to grow more to reach proficiency.

i-Ready has designed a growth model that allows you to see how much each student needs to grow to reach their proficiency goals and track their learning progress along the way.

- **Differentiation:** For each subject, Reading and Mathematics, *i-Ready* provides growth measures that are differentiated based on each student's grade and baseline placement on the *i-Ready Diagnostic*.
- **An attainable path to proficiency:** Because the *i-Ready Diagnostic* is criterion referenced, placements provide specific growth targets that students can work toward to achieve grade-level proficiency.
- **Two perspectives on success:** The model offers two complementary growth measures for every student that show how much growth is typical as well as how much students should grow to help put them on a path toward achieving their proficiency goals.

Students' proficiency goals will vary based on their baseline performance each year. Students who are below grade level are working toward grade-level proficiency. Students who are on grade level are working to maintain proficiency or improve proficiency levels.

The *i-Ready* growth model is based on longitudinal research into the growth of millions of *i-Ready* students, including a large and diverse national sample, using data from tests completed during the 2016–2017 school year.

Grades 9–12 do not follow this growth model. This is due, in part, to limited data available from high school students taking the *i-Ready Diagnostic* to complete the analysis used to develop growth measures for Grades K–8. For information about measuring growth in Grades 9–12, contact your administrator or *i-Ready Partners*.

 For more resources and tips to help you make the most of *i-Ready's* approach to measuring student growth, [click here](#).

Understanding *i-Ready*'s Student Growth Measures

Typical Growth and Stretch Growth

The *i-Ready* growth model offers two benchmarks for every student in Grades K–8: Typical Growth and Stretch Growth. These growth measures tell you how much a student has progressed and help you determine if a student is on track to meet growth goals. They can be used to set goals, see how much your students have progressed, and make informed instructional decisions.

- **Typical Growth:** the average annual growth of students at each grade and placement level. Typical Growth allows you to see how a student is **growing compared to average student growth** at the same grade and baseline placement level.
- **Stretch Growth:** the growth recommended to put students who placed below grade level on a path toward proficiency and students who placed on grade level on a path to advanced proficiency levels. **Stretch Growth benchmarks are designed to be ambitious, yet attainable, for all students.** Students who are further behind have larger growth benchmarks to help them catch up, and it will take many of these students more than one year to achieve proficiency. Students who are already proficient have aspirational Stretch Growth benchmarks to advance to or maintain above-grade level proficiency.

While achieving Stretch Growth does not guarantee a student will reach proficiency in a single year, this target can help educators understand the growth path of similar students who reached proficiency over time. For example, a Grade 3 student placing Two Grade Levels Below in Reading will likely need to meet Stretch Growth for multiple years before reaching proficiency.



Deeper
Insight

Typical Growth values were derived using the median, or 50th percentile, of student growth at each grade and placement level on the *i-Ready Diagnostic*. Stretch Growth measures were derived by reviewing the growth of students who started at a given placement category and either attained a placement of Mid On Grade Level within one, two, or more years, or attained or maintained a placement of Late On Grade Level or above in one, two, or more years. **Stretch Growth** is based on the median growth in the first year of these students' path toward their proficiency goals and marks the growth we recommend each student strives for in a single year. To ensure Stretch Growth is ambitious, yet attainable, these measures are bounded by the 80th percentile of growth for students in a given placement on the baseline Diagnostic.

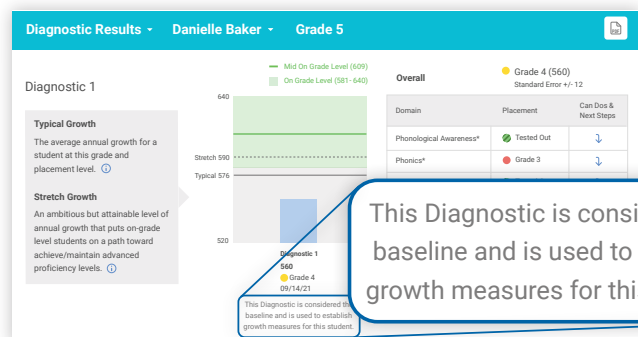
How Students' Growth Measures Are Set

Along with their grade level and subject, *i-Ready* uses each student's placement category (e.g., Early On Grade Level, One Grade Level Below) on their baseline Diagnostic to differentiate their Typical Growth and Stretch Growth measures each school year. *i-Ready* uses these rules to determine which Diagnostic serves as the baseline assessment for a student's growth measures:

- The assessment used will be the first Diagnostic taken, but if additional Diagnostics are started within 21 days of completing the first, the most recent of those will be used instead.
- This is **regardless of rushing**.
- This also applies if students take the Diagnostic for Mathematics in English and in Spanish.

★ **Each student's differentiated Typical Growth and Stretch Growth measures RESET EACH YEAR when the student takes a new baseline Diagnostic, even for those on multiyear paths to proficiency.**

The Diagnostic used for growth measures will be clearly indicated on each student's Diagnostic Results and Diagnostic Growth reports.



This Diagnostic is considered the baseline and is used to establish growth measures for this student.



For more information about baseline Diagnostic rules, including considerations for students taking the Diagnostic for Mathematics in English and in Spanish, refer to this [FAQ](#).

Understanding *i-Ready's* Student Growth Measures, Cont'd.

Growth Measures by Subject, Grade, and Baseline Diagnostic Placement

These specific growth measures are set based on the subject, the student's grade level, and their baseline Diagnostic placement.

- **Typical Growth** marks the median annual *i-Ready Diagnostic* scale score growth for each grade and placement category.
- **Stretch Growth** is the academic year growth that a student should target to put them on a path toward attaining or maintaining grade-level proficiency.

Mathematics Growth Measures by Grade and Beginning Placement Level

Typical Growth									
Fall Diagnostic Placement Level	K	1	2	3	4	5	6	7	8
On Grade Level, Mid, Late, or Above	21	21	18	21	19	14	13	11	9
On Grade Level, Early	24	26	22	25	23	18	13	12	9
One Grade Level Below	32	29	26	26	23	18	14	12	9
Two Grade Levels Below	–	36	29	27	23	18	14	13	10
Three or More Grade Levels Below	–	–	–	30	24	20	15	13	12
Stretch Growth									
Fall Diagnostic Placement Level	K	1	2	3	4	5	6	7	8
On Grade Level, Mid, Late, or Above	35	32	31	30	24	20	20	20	19
On Grade Level, Early	38	36	35	34	33	29	25	22	21
One Grade Level Below	39	37	36	35	34	31	26	23	22
Two Grade Levels Below	–	57	48	43	41	35	30	25	23
Three or More Grade Levels Below	–	–	–	55	47	41	35	33	31

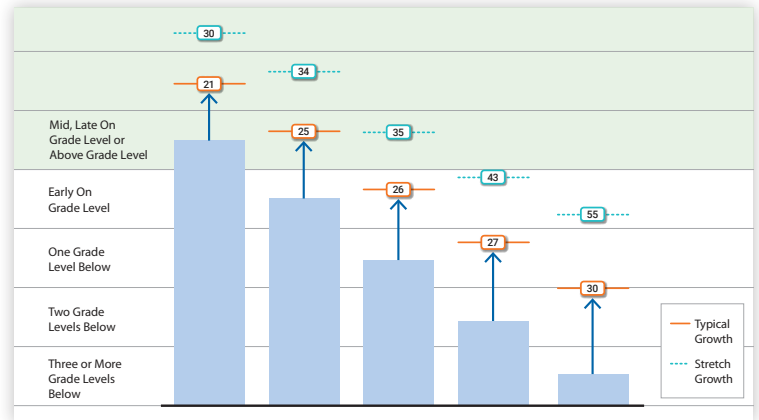
Reading Growth Measures by Grade and Beginning Placement Level

Typical Growth									
Fall Diagnostic Placement Level	K	1	2	3	4	5	6	7	8
On Grade Level, Mid, Late, or Above	43	37	22	17	12	7	4	4	4
On Grade Level, Early	44	47	29	22	17	13	9	6	4
One Grade Level Below	49	49	39	26	20	16	12	10	9
Two Grade Levels Below	–	54	44	33	23	20	14	12	12
Three or More Grade Levels Below	–	–	–	36	28	26	19	17	18
Stretch Growth									
Fall Diagnostic Placement Level	K	1	2	3	4	5	6	7	8
On Grade Level, Mid, Late, or Above	54	44	27	21	20	18	15	14	13
On Grade Level, Early	65	56	43	39	27	25	25	23	22
One Grade Level Below	67	67	53	40	36	30	26	25	25
Two Grade Levels Below	–	96	81	63	50	47	38	37	36
Three or More Grade Levels Below	–	–	–	79	62	61	51	50	50

Understanding *i-Ready's* Student Growth Measures, Cont'd.

Because Typical Growth and Stretch Growth are differentiated for students based on their baseline Diagnostic placements, you can expect to see a range of Typical Growth and Stretch Growth targets within a single classroom.

Here's what that might look like for a sampling of students in a Grade 3 classroom.



Using Typical Growth and Stretch Growth

Locating Your Students' Growth Measures

As soon as your students complete their first Diagnostic of a new school year, their Typical Growth and Stretch Growth measures are easily accessible in *i-Ready*. For Grades K–8, the Diagnostic Results (Class) report shows Typical Growth and Stretch Growth measures for each student in your class or report group in one place.

Growth measures are also available in each individual student's Diagnostic Results report, and educators with district or school administrator access can include this data when generating the Diagnostic Results export.

Student	Scale Score	Overall Placement	Placement by Domain	Typical Growth	Stretch Growth	Date
Tan, Melanie	517	Mid 5	Late 5, Early 5, Late 5, Mid 5	14	20	09/14/20
Sanchez, Abby	516	Mid 5	Late 5, Mid 5, Mid 5, Early 5	14	20	09/14/20
Stanton, Geena	512	Mid 5	Mid 5, Mid 5, Late 5, Mid 5	14	20	09/14/20
Warren, Santino	491	Early 5	Mid 5, Grade 4, Mid 5, Mid 5	18	29	09/14/20
McDonald, Kai	489	Early 5	Early 5, Early 5, Early 5, Mid 5	18	29	09/14/20
Vo, Isaiyah	484	Early 5	Grade 4, Early 5, Mid 5, Early 5	18	29	09/14/20
Wade, Kiara	483	Early 5	Early 5, Early 5, Mid 5, Grade 4	18	29	09/14/20



Although score and placement data on the Diagnostic Results report change with each subsequent Diagnostic, students' annual growth measures will stay the same, with an exception being when the new test has become the baseline Diagnostic. See [page 2](#) for details.

Setting Goals Based on Growth Measures

Typical Growth and Stretch Growth offer benchmarks for understanding how your students are growing compared to students with similar baseline performance as them and the recommended growth to be on a path toward their proficiency goals. We recommend the following by the end of the academic year.

Individual students:

- Aim to exceed 100% of their Typical Growth measure
- Aim to meet their Stretch Growth measure

Groups of students (e.g., districts, schools, classes):

- Aim to exceed 100% median progress to Typical Growth
- Aim for as many students as possible to reach Stretch Growth



Nationally, between 20%–30% of students reach their aspirational Stretch Growth measures. Because Stretch Growth measures differ significantly from student to student, we do not recommend setting uniform Stretch Growth goals for aggregate groups of students.

Using Typical Growth and Stretch Growth, Cont'd.

Consider these recommendations, along with district and school objectives and your deep understanding of your students, to set specific goals. A strong goal-setting process recognizes that each student is different—as do *i-Ready's* Typical Growth and Stretch Growth measures—and engages them in deciding what they want to achieve. See [page 7](#) for more about setting goals and engaging students in growth.

 [Get more goal-setting guidance, ideas, and resources here.](#)


Understanding Your Students' Progress

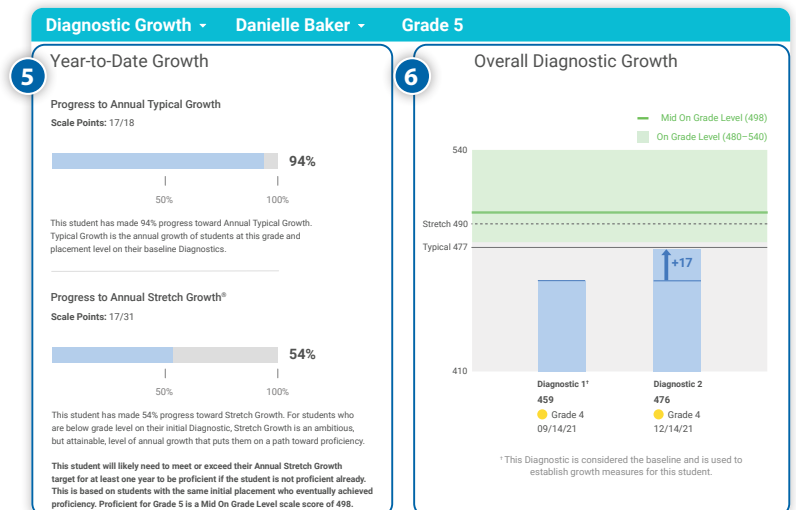
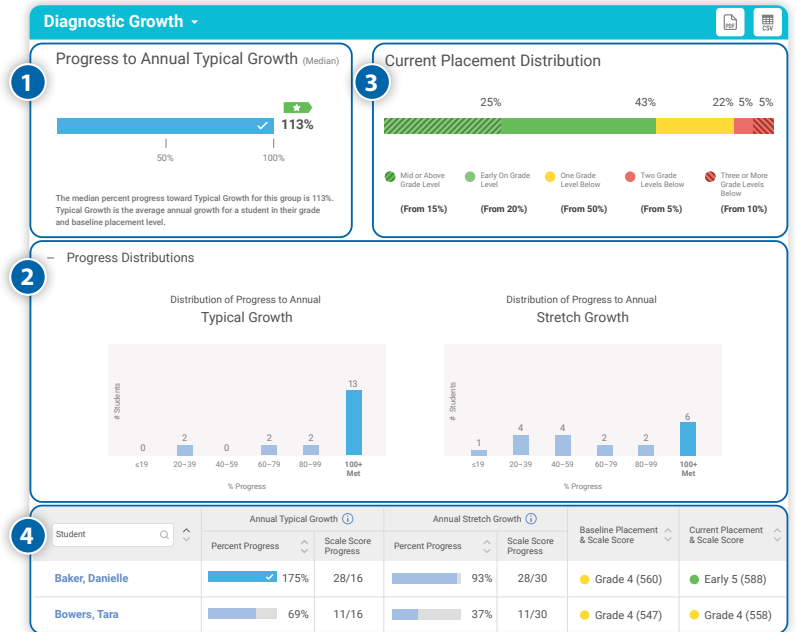
Reviewing progress to Typical Growth and Stretch Growth after each subsequent Diagnostic allows you to see which students are making greater gains toward their proficiency goals and which students will likely need additional support and time.

After the second Diagnostic, **Diagnostic Growth (Class) and (District/School) reports** will show the **1** median progress to Typical Growth and the **2** distribution of progress toward Typical Growth and Stretch Growth for your district, school, class, or Report Group. This data is positioned alongside **3** Current Placement Distribution information to help you put your students' growth in context of their current proficiency. **4** Table views below this summary will also allow you to drill down for a closer look at specific schools, grades, classes, or students. The table also provides a summary of progress to growth measures and changes in overall placement for each student.

The **Diagnostic Growth (Student) report** also shows each student's **5** progress toward their Typical Growth and Stretch Growth measures alongside their **6** overall and domain-level performance on the most recent Diagnostic.

On the **Diagnostic Growth (District/School) report**, district and school leaders can **7** select Baseline Placement in the Show Results By dropdown to see student progress to Typical Growth and Stretch Growth targets by initial placement levels. This allows leaders to monitor that all students are making progress toward their growth targets, particularly those who need to grow the most to reach grade-level placement.

 [Review our Reference Sheets for more information about the Diagnostic Growth \(Student\), \(Class\), and \(District/School\) reports.](#)



Diagnostic Growth -

7 Show Results By: Baseline Placement

Baseline Placement	Annual Typical Growth		Annual Stretch Growth*		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Mid or Above Grade Level	12%	24%	8%	12%	24%	66/66
Early On Grade Level	42%	26%	16%	13%	36%	62/62
One Grade Level Below	61%	31%	24%	15%	28%	63/63
Two Grade Levels Below	64%	37%	28%	10%	48%	62/62
Three or More Grade Levels Below	71%	42%	31%	14%	42%	64/64

Using Typical Growth and Stretch Growth, Cont'd.



Because Typical Growth and Stretch Growth are differentiated based on student grade and placement level, monitoring percent progress toward these measures—rather than the scale score point increase—is a better way of understanding the growth of individual students and identifying trends across groups of students.

After the winter or midyear Diagnostic, use Diagnostic Growth reports to evaluate student progress to growth measures and make instructional decisions accordingly.

Individual students:	Groups of students (e.g., districts, schools, classes):
<p>Look for 50%+ progress to Typical Growth.</p> <ul style="list-style-type: none">• Because we know growth is not linear, we want students to achieve as much growth as possible in the first half of the year, taking them closer to their end-of-year goal of exceeding 100% Typical Growth.• Individual students making less than 50% progress to Typical Growth—especially those with lower Diagnostic placements—may need additional instructional support. <p>Use progress to Stretch Growth to determine if students are growing fast enough to be on a path toward proficiency or advanced placements.</p> <p>Students achieving close to 50% of Stretch Growth at midyear are making the growth recommended to remain on a path toward meeting their proficiency goals.</p>	<p>Look for 50%+ median progress to Typical Growth.</p> <ul style="list-style-type: none">• The median metric is based on the “middle student,” meaning that about half of all students in the group achieved more progress and about half achieved less progress than the median.• At midyear, 50% median progress to Typical Growth means that about half of students in the group are halfway to their Typical Growth target for the year, and the rest have not made it halfway yet. They will need to make more than 50% progress between midyear and end-of-year Diagnostics in order to achieve 100% of annual Typical Growth.• Student groups showing less than 50% median progress to Typical Growth may need additional instructional support.

Note that performance on the midyear Diagnostic will be affected by the number of weeks students have spent in instruction. The midpoint in a school year typically falls between 14 and 16 weeks after completion of the first Diagnostic. However, some districts administer a midyear Diagnostic slightly earlier or later. When this is the case, you might expect students to make somewhat more or less than 50% progress toward their annual growth measures.

By the end of the year, look for individual students and groups to exceed 100% of Typical Growth. See [page 4](#) for more about end-of-year goals using Typical Growth and Stretch Growth.



The Typical Growth and Stretch Growth measures that *i-Ready* provides are based on approximately 30 weeks. In other words, 100% progress to Typical Growth means that an individual student met the median progress to Typical Growth expected for the average student in the same grade and starting placement level in one school year with 30 weeks between the baseline and final Diagnostics of the year. The same median progress for a group of students means that, in the aggregate, students achieved the growth expected for one school year with the same time between Diagnostics from completion date to completion date. When students have had much less time between these baseline and final assessments, the Typical Growth measures can be prorated. Contact your administrator or account manager if you believe proration is needed.

Engaging Students and Their Families in Growth

Engaging students and their families is essential to nurturing a growth mindset and supporting students to succeed, but the way *i-Ready* measures student growth and what they can do with that information may require explanation. Use these tips to help explain Typical Growth and Stretch Growth and making important next steps tangible for students and their families.

Tips	Details
Describe Typical Growth as “the average annual growth for students whose Diagnostic performance was similar at the beginning of the year” or “the average growth of students who started with the same performance on the Diagnostic made in one school year.”	Explain to families: <ul style="list-style-type: none">• Typical Growth will help us understand how your student is growing compared to students like them, so we can decide if they need more support. We want them to make it more than halfway to this target by midyear and to beat the target by the end of the school year.• Even with this goal in mind, Typical Growth is not a recommendation for how much your student should grow this year. They may need to make more growth to reach grade-level proficiency.
Describe Stretch Growth as “an ambitious but attainable target that all students should strive for.”	Explain to families: <ul style="list-style-type: none">• Meeting Stretch Growth will help put your student on a path toward their proficiency goals, either getting to grade level or reaching advanced levels. Meeting Stretch Growth this year puts them on the path—it may take more than one year to get to grade level.• Stretch Growth is truly a stretch. Not all students are expected to meet Stretch Growth this year, but we want them to try so they can move as close to proficiency as possible.• If your student doesn’t meet Stretch Growth, it does not mean they didn’t work hard or that they did not learn. There are many other reasons why students may not meet this target, and any progress they’ve made brings them that much closer to grade level.
Let families know what steps they can take to help their students work toward their growth targets.	<ul style="list-style-type: none">• Use our tips for engaging families, the i-Ready Family Center, and the Understanding Your Student’s Diagnostic Data resource (available in multiple languages).• Use Diagnostic Results and your observations to highlight students’ accomplishments in addition to their progress to growth measures.• Let families know your plans, their students’ goals, and what they can do to help their students move forward.

Tips continued on next page

Engaging Students and Their Families in Growth, Cont'd.

Tips	Details
Make Typical Growth and Stretch Growth part of your regular goal-setting and student engagement practice.	<ul style="list-style-type: none">• Use our tips and resources for engaging students and setting and tracking growth goals, including Student Data Chats that specifically reference Typical Growth and Stretch Growth.• Use your in-depth knowledge of your students to help set goals that will work for them. You may notice that some students will be motivated by their ambitious Stretch Growth target, while others may feel more comfortable with a starting goal that falls between their Typical Growth and Stretch Growth targets.• Involve students in goal setting, including outlining measurable actions (e.g., passing <i>i-Ready Personalized Instruction</i> lessons, practicing specific skills) and habits (e.g., taking notes, asking for help) that support progress toward Typical Growth and Stretch Growth over time.

Always follow district and school guidance for sharing student Diagnostic results and growth data with families.

Example communication:

Teacher

Tyran finished his second Diagnostic and made 45% of his Typical Growth target. We'd like him to be at least halfway to Typical Growth at this point, so his growth would be closer to what we'd expect for the average student who started the year where he did on the Diagnostic. Ideally, I'd like him to beat Typical Growth and get closer to his Stretch Growth target to end the year closer to grade level.

Family

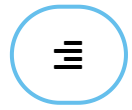
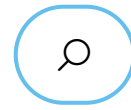
But we worked so hard and read together every day! What else can we do to help?

Teacher

I appreciate all you did to help Tyran with his reading. From his Diagnostic results and class participation, I know that he made important progress in phonics and built on his base of sight words, and he was very close to moving up one placement level. I'd like him to keep working on vocabulary and comprehension. Can I show you some things you can do at home that may help him meet that Typical Growth target and move closer to his Stretch Growth goal?

Family

Absolutely. We may not make it all the way this year, but we want him to get as close to grade level as possible.



| Publications (<https://crpe.org/category/publications/>) | Home (<https://crpe.org>)

We can't afford to love le...

We can't afford to love learning acceleration to death

April 2021



Share



Tweet

As children return to school after as much as a year away, schools and districts have a new strategy for helping them make up for lost time.

Often called acceleration, the strategy's essence is to:

- Teach kids the ideas and skills that are intellectually demanding and interesting for individuals of their age.
- Expect they will have missed some prerequisites and identify these as they appear in the course of age-appropriate instruction, and teach these quickly on an as-needed basis.
- Focus instruction on the absolute top-priority learning goals.
- Avoid assigning any child to purely remedial instruction, where they are separated from grade-level learning and focus only on lower-level materials.

This strategy is the best hope for kids who have lost a year of school, especially for those whose schools focused on remediation and taught below grade level even before the pandemic.

Though it has never been used at the scale being attempted now, [there is evidence \(https://www.ppic.org/publication/remedial-education-reforms-at-californias-community-colleges-early-evidence-on-placement-and-curricular-reforms/\)](https://www.ppic.org/publication/remedial-education-reforms-at-californias-community-colleges-early-evidence-on-placement-and-curricular-reforms/) that community college students with incomplete high school preparation are [more likely to persist and get degrees \(https://www.rand.org/pubs/research_reports/RRA810-1.html\)](https://www.rand.org/pubs/research_reports/RRA810-1.html) if their institutions assign

them to college-level courses with help, rather than stick them in months or years of remedial courses. At the K–12 level, there is evidence (<https://consortium.uchicago.edu/publications/setting-pace-opportunities-learn-chicago-public-elementary-schools>), that elementary schools teaching disadvantaged students can avoid being stuck in endless repetition of materials that were supposed to be learned earlier. Some have also (<https://www.hup.harvard.edu/catalog.php?isbn=9780674103115>), attributed urban Catholic high schools' (<https://www.rand.org/pubs/reports/R3944.html>) superior graduation and college admission rates to a similar strategy. Lacking the staff and money to create separate learning tracks, these schools taught age-appropriate material, expected kids to need targeted help, and offered it immediately. For both community college and high school students, these approaches worked because students were always taking interesting courses and could see how important it was to fill in any holes in their learning.

Enthusiasm about this approach is warranted: in states and localities where few students were learning at grade level before the pandemic, it could create new horizons for huge numbers of kids. It could stimulate innovations in practice and technology to create instructional supplements for just-in-time learning that kids need to keep up with challenging courses.

But, to people who have watched the waxing and waning of good ideas in K–12 education, this is a perilous time. Rapid and full implementation and good results for kids are far from certain. The acceleration strategy:

- Has a lot of moving parts and requires a lot of people to do things they have not been trained or incentivized to do.
- Makes huge new demands on teachers—and principals—to stay on grade level but know which kids are missing something, help them right away, and seek targeted supplements for issues needing more time.
- Assumes that schools can have a lot of ready resources to provide just-in-time supplements.
- Is a lot easier to pull off if many kids have missed learning the same ideas and skills, or if missed learning time amounts to only a few months, rather than years.
- Flies in the face of the ways many schools and districts are organized: to separate out kids judged in need of remedial instruction.
- Requires boards, superintendents, and central offices to get behind a single strategy and stick with it, and to expect that schools will differ as they work with their own combinations of student needs and supplementary resources.

Acceleration might work right away in districts and charter networks that had committed to it before the pandemic (<https://www.seattletimes.com/education-lab/how-highline-is-trying-to-avoid-learning-loss-by-boosting-students-ahead/>). They have at least partly retrained teachers, reoriented principals and central office staff, and gained philanthropic funding. Many had worked closely with TNTP, whose report *The Opportunity Myth* (<https://tntp.org/publications/view/student-experiences/the-opportunity-myth>) influenced many people's thinking.

It will be harder to implement in large urban districts that have recognized the need for the strategy in the middle of the pandemic, and are trying to put it into practice while struggling with reopening politics, fears that families of color express about the pandemic, and the need to find students who have dropped out of sight. But acceleration is necessary there, too. Cleveland Superintendent Eric Gordon is right to say that simply restarting routine teaching and separate remediation will not be enough for kids who have lost so much learning time. Districts where students routinely fall a little further behind every year they are in school must, as Gordon intends, rebuild their operating systems around keeping all kids on grade level, with immediate help when needed.

The acceleration strategy's potential is clear, but that doesn't mean it will deliver when tried at scale the first time, or that inevitable struggles can't undermine or discredit it. Early implementation will not be pretty in challenged districts. It's likely to generate lurid stories and premature verdicts of failure. Educators who try the strategy but don't get promised help and get overwhelmed by its demands could turn against it. This is not just naysaying: recent studies of personalized instruction (https://www.rand.org/pubs/research_reports/RR2042.html)—a less-complicated intervention than acceleration—show that district schools struggled far more than charter networks to implement it (<https://www.crpe.org/publications/personalized-learning-crossroads>) because of obstacles in classroom structure, teacher contracts, and central office bureaucracy.

Understandably, a bandwagon is forming in support of acceleration. But in light of the implementation challenges, there is reason for concern about unrealistic expectations. Government and foundation leaders, whose financial and policy support—and patience—are necessary if the strategy is to succeed, might wreck it inadvertently by demanding “gold standard” evidence of effectiveness way too soon.

Acceleration is an important enough idea to merit long-term monitoring and evaluation. Students and school systems need it to work. The first step is to resolve implementation snags caused by policy barriers, political resistance, and teacher skill gaps. Once the strategy is present on the ground, it's possible to learn whether, and under what conditions,

it stimulates instructional innovation and improves student outcomes like persistence, graduation rates, and readiness for college and the workforce. It might take five years to get definitive results, but that's better than getting bad news quickly from premature evaluations.

The acceleration strategy is as important as its supporters claim. It can stimulate innovation in teaching and student support, and might cause schools and districts to be redesigned in ways that make them much more productive and responsive. It needs clear-eyed support and a serious program of research on implementation and outcomes so educators can learn from others' experience and policymakers can set realistic expectations. Otherwise, acceleration is at risk (like other good ideas before it) of being loved to death for a while and then abandoned.

Back to Publications



(<https://crpe.wengine.com/publications/the-lens/>)

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Academic Plan: COVID-19 Closure

Spring 2020

Teachers & Admin: Star this file in Google Drive as it will be updated through the period of school closure.

Table of Contents



Topic (with Link)	Intended Audience	Last Updated
Our Commitments	All	3/22/2020
March 23 Schedule	Admin, Teachers	3/22/2020
Teacher Daily/Weekly Expectations	Admin, CSs, Teachers	3/22/2020
Weekly Academic Meetings	Admin, CSs	3/25/2020
Academic Roles & Responsibilities: Digital & Non-Digital , 11th/12th , APEX	Admin, CSs, Teachers	3/24/2020
Rosetta Stone	Admin, Spanish Teachers	3/22/2020
GDPST Read In	Admin, CSs, Teachers	3/22/2020
Key Contacts	All	3/22/2020
Grading Expectations	Admin, Teachers	3/22/2020
Office Hours Expectations	Admin, CSs, Teachers	3/22/2020
Advisory Roles & Responsibilities	Admin, ALT, Teachers	3/22/2020
Tech Resources: Google Classroom , Hangouts Meet	CSs, Teachers	3/22/2020
FAQs	All	3/22/2020

Our Commitments During This Time



We Keep Learning

I am committed to my own and others' development.

You are NOT expected to build an online class. Your current goal is to support ALL students in continuing their learning. Continue to think of low-tech systems like calling and texting. Stretch your learning muscles.

We Work Together

I commit to listening & understanding; I commit to speaking with honesty & respect.

Listening during this time will look like reading emails frequently and sharing info with team and partner teachers. Continue to ask questions when you are not clear about something. There will be times when the message isn't clear or something is confusing. Tell the person this information, kindly. Assume that everyone wants to do this well, and we are in uncharted territory.

We Are Helpful

I am committed to doing what it takes to serve others.

We started this work through our commitment to make sure students have access to the materials they need to learn. You may be asked to do tasks that don't align to your typical role, particularly if more members of the community get sick.

Our Commitments During This Time



We Are the Safe-Keepers of Our Community

I commit to keeping myself and others safe in mind, body, and spirit.

Some of you might get sick. Others of you will be caring for people who are ill and/or parenting. Seek help as you need it. This is also true for our students. If you learn that a student needs support, reach out to your school admin. You will not be used to this type of work environment. Take care of yourself by taking walks/staying active, drinking water, and scheduling time to be away from your computer screen/technology.

We Share Joy

I commit to bringing joy to our work.

Bring your fun and personality! Your students are used to the culture you have created, so consider ways you can continue that joy during distance learning.

We Show Results

I am committed to holding myself and others accountable.

Check in with teams and partners. Log communication with students and families. Do your best to provide feedback as students turn in assignments and contact those who do not. All of these things are new and will need to get done. Be patient with yourself and work to do it at the same time.

Schedule for Teachers: Monday, March 23



Time	Topic	Participants	Facilitator
8:30 - 9:30	School-site Digital Staff Meeting (admin will send invite)	All Staff	School admin
9:30 - 11:00	Content Meetings		
	Curriculum and content-specific updates <i>(teachers will receive an invite from the facilitator for a meeting during this window)</i>	ELA Teachers	Tracey
		Math Teachers	Shari
		Social Studies Teachers	Bobo
		Science Teachers	Brittany
		ESL/Intervention Teachers	Beth
SPED		Jessica & Deborah	
11:00 - 3:30	<p>All advisory teachers will call their advisory students to:</p> <ul style="list-style-type: none"> ● Check-in with student. <ul style="list-style-type: none"> ○ Let student know times meals available at school. ● Ask if the student has access to a device and internet <ul style="list-style-type: none"> ○ If yes, ensure student has Google login. If student needs password reset, email Nerdfone to reset. ○ If no, inform student of packet pick-up times and locations. 		

Expectations for Teachers During Closure



Daily Tasks	Weekly Tasks
<ul style="list-style-type: none">● Monitor and engage with students on your assigned Google Classrooms<ul style="list-style-type: none">○ Respond to student questions.○ Review student work submissions and provide feedback.○ Collaborate with content CS on content posted, as needed.● Participate in school-level check-ins	<ul style="list-style-type: none">● Check-in with CS during scheduled meeting time● Make a call to each advisory student & update advisory check-in tracker. See Advisory Expectations here.● Advisory Google Hangout on Tuesdays from 11:30 to 12:30.● Office hours availability:<ul style="list-style-type: none">○ ELA: 9:30 - 11:30 M-W-F○ Math: 1:30 - 3:30 M-W-F○ History: 9:30 - 11:30 T-TH○ Science: 1:30 - 3:30 T-TH● Review student work packets submitted and call student with feedback.● Other responsibilities as assigned by admin

This is an ever-changing situation and none of us have experience navigating. Please understand that these tasks will change as we figure out what students need to be successful during this time.

Weekly Schedule for Admin



	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30					
8:30 - 9:00					
9:00 - 9:30					
9:30 - 10:00	ELA Office Hours	History Office Hours	ELA Office Hours	History Office Hours	ELA Office Hours
10:00 - 10:30				ELA Meets with Tracey	
10:30 - 11:00					
11:00 - 11:30		Weekly Advisory Hangouts Meet	SPED Inclusion/Caseload Office Hours	FS Office Hours (Group A)	
11:30 - 12:00					FS Office Hours (Group C)
12:00 - 12:30					
12:30 - 1:00					
1:00 - 1:30	Math Office Hours	Math Meets with Shari	Science Meets with Brittany	Lit. Intervention Meets with Beth	Lit. Intervention Meets with Beth
1:30 - 2:00		Science Office Hours	Math Office Hours	Science Office Hours	History Meets with Bobo
2:00 - 2:30		HS ELD Meets with Beth			HS ELD Meets with Beth
2:30 - 3:00		HS ESL Meets with Beth		HS ESL Meets with Beth	
3:00 - 3:30					

Teacher Office Hours:

- **ELA:** M/W/F 9:30 - 11:30
- **Math:** M/W/F 1:30 - 3:30
- **History:** T/Th 9:30 - 11:30
- **Science:** T/Th 1:30 - 3:30

Academics Approach



Academics When School Is Not in Session



Virtual Learning

Assignments posted in Google Classroom for students to access and complete in ELA, Math, Social Studies, and Science.

Additional platforms for specific courses + populations.

Non-digital Learning

Printed packets for students without devices or internet access in ELA, Math, Social Studies, and Science.

Novel study for all grade levels, including printed *and* online options for engagement in the reading.

Digital Learning Roles & Responsibilities



Curriculum Team	School Admin	Teachers
<ul style="list-style-type: none">● Post weekly assignments to Google Classroom before 8:30a Mondays.● Check-in with teachers weekly (as a group)● Individual check-ins with teacher, as needed	<ul style="list-style-type: none">● Monitor assigned Google Classroom during school hours.● Drop into teacher office hours.● Check-in with and monitor teachers in assigned group.● Monitor teacher completion of responsibilities and tasks	<ul style="list-style-type: none">● Monitor assigned Google Classroom during school day.● Hold scheduled office hours.<ul style="list-style-type: none">○ Post Hangouts Meet link to Google Classroom● Provide feedback to students within 48 hours of submission.● Respond to student questions with 24 hours.● Record student work as “submitted” on Advisory Google Sheet.

Non-Digital Learning Roles & Responsibilities



Curriculum Team	School Admin	Teachers
<ul style="list-style-type: none">● Provide PDF of packet assignment by noon Friday (to be distributed the following week).● Be available to answer admin and teacher questions about packet content.	<ul style="list-style-type: none">● Make needed number of copies for packet pick up.● Make packets available to staff assisting with meal pick-up for distribution to students.● Provide system for students to return completed packets during meal pick-up window.● Create system for teachers to receive completed packets (recommended - scan & email or upload to Google Drive)	<ul style="list-style-type: none">● Review packet uploaded by CS team for supported content.● Review submitted packets and provide feedback to students via phone or Google Voice.● Record student work as “submitted” on Advisory Google Sheet.

11th/12th Grade Combined Class Expectations



Course Work & Assignments	FYIs + Teacher Expectations
<p>Week of 23: English ACT Practice - Grammar assigned in Khan Academy (KA)</p> <p>Week of 30: Math ACT Practice - Khan Academy</p>	<p>FYIs:</p> <ul style="list-style-type: none"> • Assignment window: Opens Monday 8:30am and closes the following Sunday 11:59pm • PDFs for students without internet access will be similar to assigned digital lessons • KA Class codes are in GC for assigned lessons that have to be completed in KA • After students click the KA link and join, they will add courses (any that they are currently enrolled) then they will see assignments in their Learner Dashboard • Students will be given instructions on GC, i.e. for English KA Grammar: watch all videos, do all practice lessons, and complete all Unit Tests • Tracey will download the excel from KA and share progress/scores with teachers midweek on Wednesday and Friday and final scores Monday 3/30 morning so that they can input grades in GC <p>Expectations:</p> <ul style="list-style-type: none"> • Create a KA account to know what students are doing so that you can interact and answer questions for students • Encourage students to complete assignments by posting to the stream daily • Grades for KA assignments: use the score sheet and assign a completion grade in GC to indicate if students did or did not do the assigned work.
<p>If the closure is extended beyond April 3rd, we will follow the following schedule of assigning work to all 11th/12th Grade students:</p> <ul style="list-style-type: none"> - Week of April 6: Reading - Week of April 13: Science - Week of April 20: English <p><i>*Theoretically, the cadence would start over with English; however, this is tentative and subject to change.</i></p>	

*Students currently enrolled in APEX courses should continue to make progress toward completion of their courses. **All current APEX courses must be completed prior to May 22.***

Management of APEX During Spring 2020 Closure:

Management of Students

- Students enrolled in APEX should be divided between the school's counselors.
- Teachers who taught a section of APEX during the school day should assist the counselors with contacting and communicating with students, but counselors are the main point-person for APEX at this time.
- Counselors should contact students in APEX weekly via phone or email. During this check-in progress made during the previous week should be reviewed and a goal for the next week established.
- Counselors/APEX teachers should provide students with their preferred mode of communication to have quizzes reset, etc. during the week.

School-level Management

- School principal should meet with counselors weekly (can be incorporated into weekly standing meeting) to review progress in APEX.
- Including the following: # of students in APEX, # of students who did not access the previous week, # of students who completed a course.

We know that our learning plan should include opportunities for extended reading. A plan is in place to order novels for all students to facilitate this need.

Novels:

- Middle School
 - The Giver, Lois Lowry
 - Monster, Walter Dean Myers
- High School
 - To Kill A Mockingbird, Harper Lee
 - Just Mercy, Bryan Stevenson



Rosetta Stone (Spanish I/II)



- Students enrolled in Spanish I and II have access to Rosetta Stone.
- Access is at: <https://greendotps.rosettastone.com>
- Logins are the student's Green Dot email and password greendot4life
 - Only exception is students previously enrolled in RS Spanish II at FLY; they will continue to use the same login.
- Students should complete one hour per week on the software.
- Teacher should record this grade in both Google Classroom and PowerSchool.
- ***If you experience tech issues with RS, contact Jaime, not Nerdfone.***
- Resources:
 - [Rosetta Stone Spanish Google Drive](#)
 - [Rosetta Stone Help Page](#)

Key Contacts



Content/Platform/Concern	Initial Contact Person
Workday expectations	School admin
GC Content/Curriculum	Content CS
Rosetta Stone	Jaime Hudgins
Tech Issues (teacher passwords, etc.)	Nerdfone. <i>At this time Nerdfone is accessible by email only at nerdfone@greendot.org</i>
Student Google ID/Password Reset	Nerdfone (see above)
Student Participation/Concerns	School admin
Advisory	School admin/Advisory lead

Need help? You might find the answer in this Guidebook. If not, please submit your question to [this Google Form](#) for a response within 24 hours.

Grading Expectations



What we are experiencing is unprecedented. We want students to be able to continue their learning and stay as engaged with their school and teachers as possible. This is the goal of providing opportunities for students during this time. We also acknowledge that all students will be able to actively participate in virtual or non-virtual learning; we should not and will not implement any punitive grading policies for any student during this unique situation.

Grading Expectations:

- Student work submitted via Google Classroom that is not automatically scored should be reviewed on a rolling basis with students getting written feedback within 48 hours of submission.
- Student work submitted via packet will be available for teacher pick-up or scanned and email (or uploaded to GD) weekly. Teachers should provide feedback to students via the phone number provided by the EOW.
- There will be a place on the advisory check-in tracker to note if students are submitting work, digitally or via packet.
- ***View the full GDPST COVID Grading Policy [here](#).***

Office Hours Expectations



During office hours teachers will:

- Be available in a video Google Hangouts Meet for students to join and discuss coursework.
- Post the link to the Google Hangouts Meet to the Google Classroom stream 10 - 15 minutes prior to the start of office hours.
 - Click [here](#) for a steps on creating and posting a link.
- Prepare practice problems or discussion questions related to that week's work to help address student gaps in learning or provide challenge.

Office Hours Tips:

- Dress casual, yet professional for your office hours (jeans, college sweatshirt or nicer)
- Ensure your video doesn't have too much backlighting or glare - you want students to see you!
- Throughout the week when leaving feedback for students, encourage them to join you during office hours.

End of School Year - Virtual Learning



Week of May 11 - 17	<ul style="list-style-type: none">● Last week of <u>new</u> content posted by CS team & teachers● Students submit assignments by Sunday deadline (5/17)● <i>These assignments will be the last for students who are passing courses.</i>● <i>All senior assignments must be completed by EOD May 17.</i>
Week of May 18 - 24	<ul style="list-style-type: none">● Intense push for students in grades 6 - 11 who are failing one or more course.● Last week to complete APEX courses.
Week of May 26 -29	<ul style="list-style-type: none">● All teachers finalize S2 grades● Admin schedule check-out appointments with each staff member

Note: This plan is only for virtual learning. Other responsibilities assigned by your school site or department will continue as plan until May 29th!

Advisory



Advisory Expectations



Admin	ALT	Teachers
<ul style="list-style-type: none">● Monitor advisory tracker for students who may need assistance.● Monitor teacher weekly completion of advisory calls.● Collaborate with ALT on topics for weekly advisory Hangout Meet.	<ul style="list-style-type: none">● Adopt an advisory with a long-term subs; complete all teacher responsibilities for this class.● Collaborate with ALT on weekly advisory Hangout topics.● Host Hangout Meets for sub classrooms, as requested by Admin.	<ul style="list-style-type: none">● Call all advisory students on March 23 and record responses in the tracker.● Beginning with the week of March 27, call all advisory students one each week and record on tracker.● Host Advisory Hangouts Meet on Tuesdays from 11:30 - 12:30.

Advisory Weekly Hangout

Weekly Advisory Hangout Meetings on Tuesdays from 11:30 - 12:30.



Advisory Teachers: Inviting Students to the Hangout

- On Tuesdays, teachers should create a Hangouts Meet and invite advisory students via email (see directions here).
- Invites should be sent between 11:00 - 11:30.

Sample Invite Text

Hello! Please click the link below to access our weekly advisory team meeting. During this time it is important to maintain face-to-face contact and I'm looking forward to seeing you all at 11:30!

Sample Advisory Hangout Agenda

- 11:30 - 11:40: Welcome from teacher and roll-call whip around
- Whip around can be something fun, like favorite TV show you've watched this week.
- 11:40 - 12:15: Discussion topic
- 12:15 - 12:25: School and GDPST Announcements
- 12:25 - 12:30: Hangout Closeout

Weekly, you will receive a detailed agenda from your ALT.

Advisory Ideas & Resources



- [CNN 10](#): An advisory classic! Send the link in the invite as “pre-work” and use part of the discussion time to talk about what’s going on in the world.
- [NY Times - What’s Going On in This Graph](#): A graph with no/little info. What do you think is happening? Great for conversation and critical thinking!
- [NY Times - What’s Going On in This Picture](#): A picture with no caption! Great for practicing using evidence (it’s not just text, ya know!).
- [NY Times Student Opinion Prompts](#): I LOVE this resource for right now. Sample prompts:
 - How is the coronavirus outbreak affecting your life?
 - What songs matter to you right now?
 - Is it immoral to increase the price of goods during a crisis?

Google Classroom: How to Guides

Google Classroom Training Resources



How to videos for most basic Google Classroom functions can be found here:

<https://alicekeeler.com/2018/08/23/32-videos-get-going-google-classroom/>

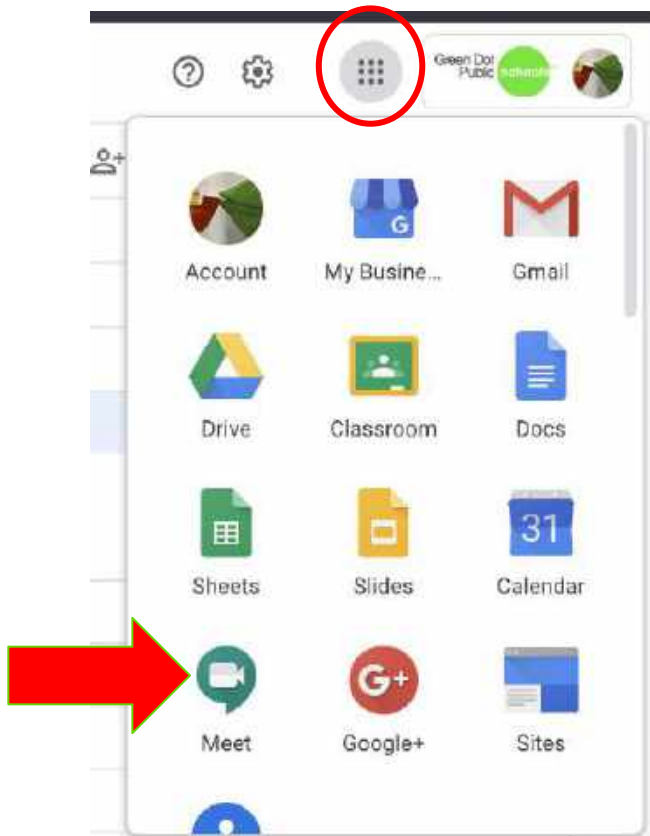
For more in-depth knowledge on Google Classroom, consider the Google Training Center: <https://teachercenter.withgoogle.com/training>

Google Hangouts Meet

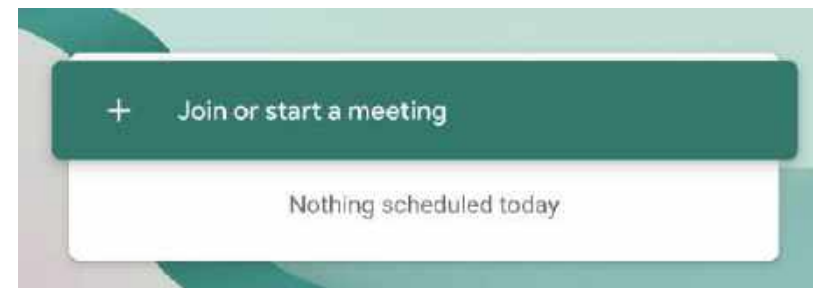
Posting a Google Hangouts Meet to Classroom

To access the Google Hangouts Meet Training & Help Center click [HERE](#).

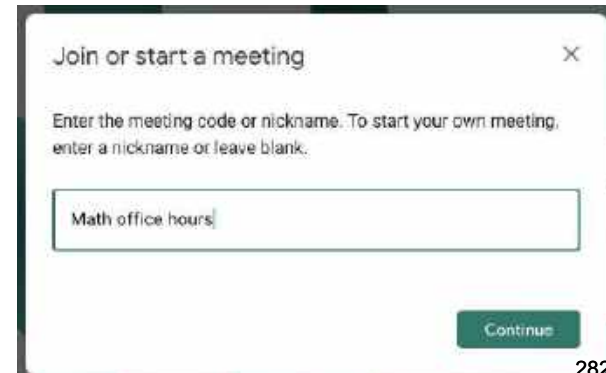
1. Access Google Meet in your Google Apps:



2. Click “Join or Start Meeting”



3. Enter “_____ office hours” as nickname.

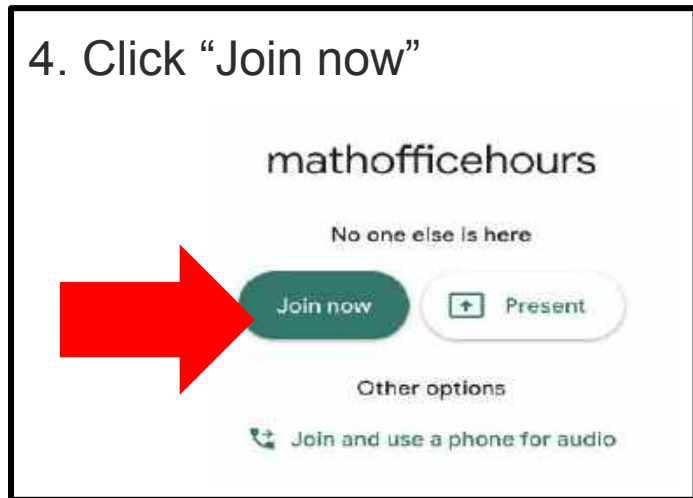




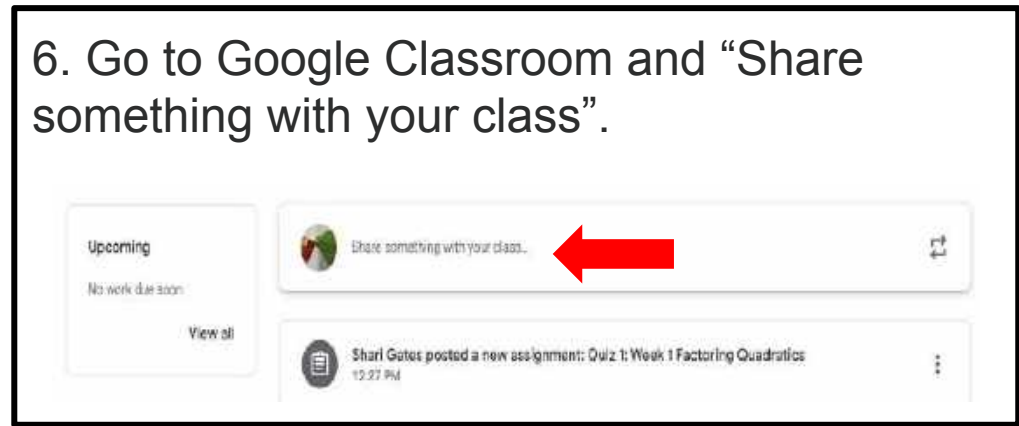
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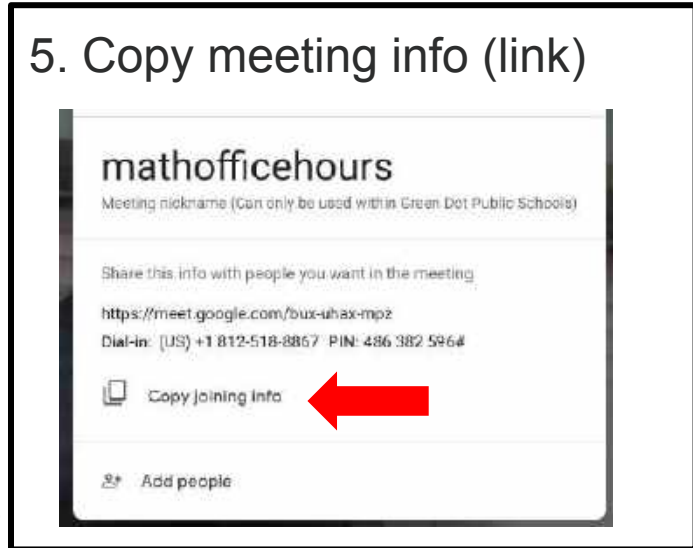
4. Click "Join now"



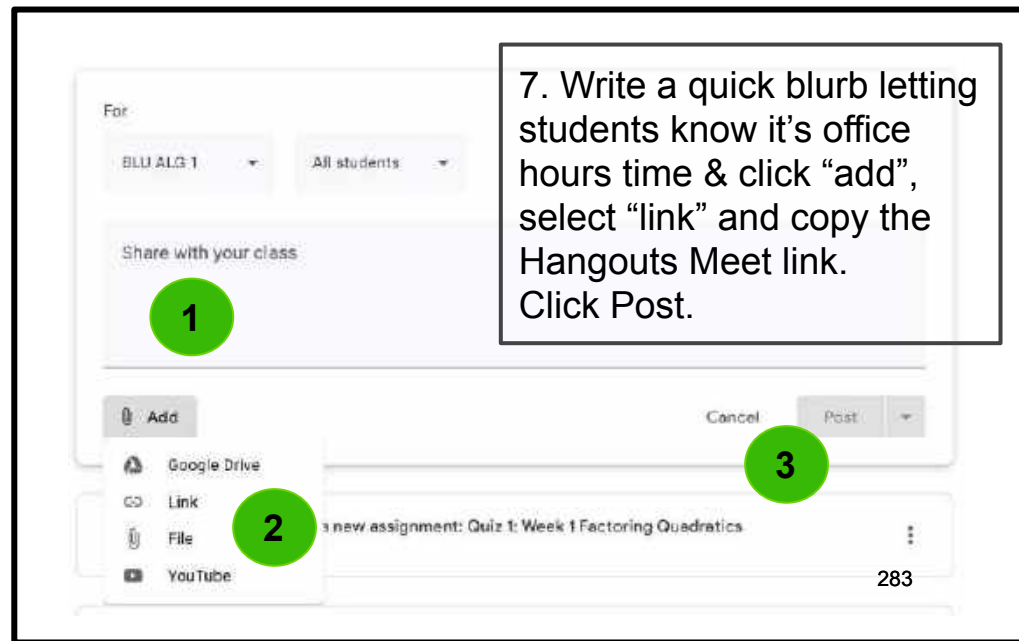
6. Go to Google Classroom and "Share something with your class".



5. Copy meeting info (link)



7. Write a quick blurb letting students know it's office hours time & click "add", select "link" and copy the Hangouts Meet link. Click Post.

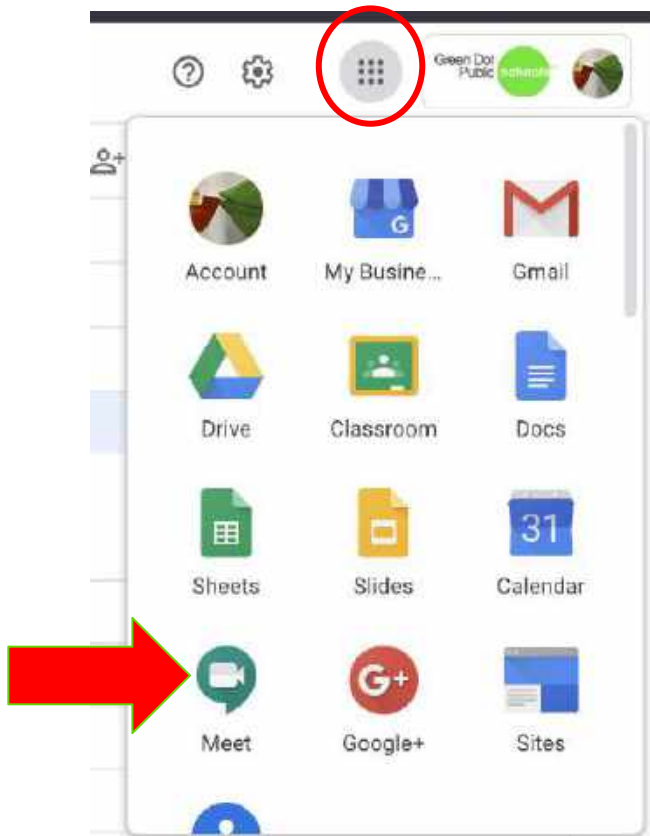


Sending Google Hangouts Meet Invite via Email

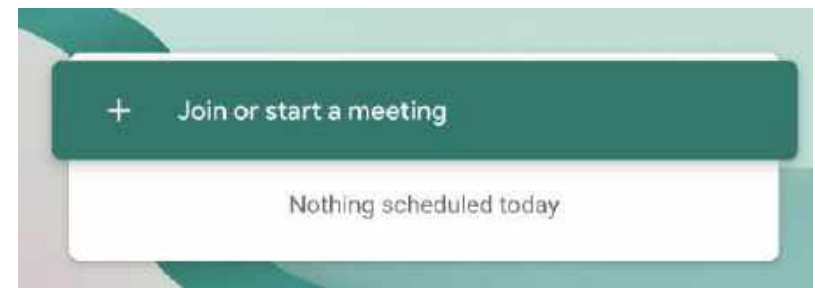


To access the Google Hangouts Meet Training & Help Center click [HERE](#).

1. Access Google Meet in your Google Apps:



2. Click “Join or Start Meeting”



3. Enter “Your Name Advisory” as nickname.

Join or start a meeting ×

Enter the meeting code or nickname. To start your own meeting, enter a nickname or leave blank.

Continue

284



Sending Google Hangouts Meet Invite via Email

To access the Google Hangouts Meet Training & Help Center click [HERE](#).

4. Click “Join now”

mathofficehours

No one else is here

Join now Present

Other options

Join and use a phone for audio

6. Go to your Advisory Google Tracker. Copy student emails and paste in “Enter name or email” field.

Add people

Invite Call

Enter name or email

Suggestions

Marian Williams

5. Click “Add people”

Add others

Share this info with people you want in the meeting

<https://meet.google.com/zfg-qdpq-ecg>

Dial-in: (US) +1 419-751-4427 PIN: 178 099 978#

Copy joining info

Add people

7. Click “Send Invite”

Sending email as Jaime Hudgins (via Hangouts Meet) <meetings-noreply@google.com>

Jaime Hudgins is inviting you to join a video meeting happening now

Send invite

Students will receive an email invite to join. You should also include the admin you check-in with to your invite.

Resources



Resources with Google Classroom Integration



- [CommonLit](#)
- [Khan Academy](#)
- [Active Classroom](#)
- [Newsela](#)
-

Non-GC Integrated Resources



- [BrainPop](#) *Login: GDTNBrainPop Password: COVID19*
- [Rosetta Stone](#) (for Span. I/II - students have unique usernames/passwords)

FAQs



Student Login for Google Password



Q: What if a student is not able to login to Google Classroom?

A: To reset a student's Google password, email Nerdfone the student's name, school and student ID number. *Note - this must come from a teacher or admin; students are not able to contact Nerdfone directly to reset their password.* Make sure you have a way to share with the student when you receive the password (different email, phone, text).

Alternatively, students can email tn_student_pw_reset@greendot.org, but this is the slowest option. Teachers should submit for students whenever possible.

Google Classroom



Q: Help! I can't figure out how to ___ in Google Classroom.

A: First, reach out to other teachers on your team who have experience with Google Classroom. If you are unable to troubleshoot together, see the [Google Classroom](#) help pages, or complete a request on the [help form](#).

Google Voice



Q: What if I don't want to use my personal phone to call students?

A: You can create a Google Voice number to make and receive phone calls without sharing your phone number (or even using your phone). Click on [this link](#) to access instruction for setup.

GREEN DOT PUBLIC SCHOOLS TENNESSEE

RE-ENTRY PLAN

2020 - 2021

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Dear Green Dot Community:

Schools serve as the cornerstone of every community. We believe that schools are foundational to the intellectual and social development of our children - and we know that students learn best when they are in school.

COVID-19 has challenged our health, financial security, and emotional wellness. It has further challenged us to rethink how we do our core work of educating students when they cannot be in school. We've spent many weeks in learning mode - listening to health experts, studying virtual education models, gathering feedback from stakeholders, and collaborating with peers across the country to design a Re-Entry Plan focused on student learning and community safety. We've learned that there is no perfect plan. We've also learned that our plan will undoubtedly change as we learn more about the realities of this pandemic. Most importantly, we've learned that we can create academic programs that are rigorous, nurturing, and engaging - whether at home or in our school buildings.

The Green Dot Public Schools Tennessee (GDPST) Re-Entry Plan details three scenarios for student learning:

1. **Distance Learning:** If schools need to be closed for safety reasons, all students will participate in Distance Learning. Full days of instruction will be provided live by our teachers, using our pre-pandemic curriculum.
2. **In-Person Learning:** When it is deemed safe to return to school, in-person learning will resume with significant safety measures in place that include limited movement, masks, and cohorting of students into small groups.
3. **Homeschool Learning:** When it is deemed safe to return to school, students may choose the Homeschool Learning model, where they will receive live-streamed, interactive instruction from their teachers' classrooms.

This GDPST Re-Entry Plan will illustrate the process for returning to learning. Before you dive into the details of our plan, we want to share the following key messages:

1. School will begin on August 10th using our Distance Learning Model.
2. Each student will be assigned a laptop for the first day of school. Additionally, we will work with families in need of internet access.
3. We will NOT require you to commit to an option (In-Person or Homeschool) for the entire semester. We will work with you to find an option that best suits your child's needs. We further recognize that your needs may change during the course of the semester, and we will honor your decision to change whether you choose the In-Person or Homeschool model.

The mission of Green Dot Public Schools is to transform public education so ALL students graduate prepared for college, leadership and life. Now more than ever, our organization is committed to making this a reality for students by focusing on rigorous academics while maintaining health and safety policies that meet the immediate needs of our school community.

OVERVIEW

Our everyday work is grounded in the Green Dot mission to help transform public education so all students graduate prepared for college, leadership and life. To address the challenges brought by this pandemic, it is critical that we ground our plan in our mission. To ensure that we maintain focus on our mission while planning for Re-Entry, we have created a project vision and defined guiding principles to steer this work.

PROJECT VISION

When creating and executing our Re-Entry Plan, we commit to maximizing student learning while prioritizing community wellness and safety.

GUIDING PRINCIPLES

To effectively plan and execute our vision and project outcomes, we are adhering to the following guiding principles:



Safety

We will leverage science, data, and public health leadership to inform the choices we make.



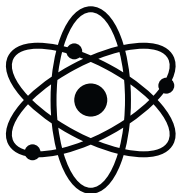
Social Emotional Well-Being

Families need to be well-informed of options and have time to make decisions that are best for their students. Families may need access to services like counseling to manage the stress of the pandemic.



Continuity of Learning

Student learning models must closely mirror those offered pre-pandemic. Irrespective of learning scenario, students will be taught by the same teachers they would have if the school were open. The Green Dot curriculum will be adapted for virtual lesson delivery.



Equity

Green Dot students deserve a great education, including access to technology and quality materials. They also deserve opportunities for enrichment programs through advisory and extra-curricular programming.



Community

The Green Dot community is a family. We must be transparent, communicate frequently, and authentically seek input from our stakeholders to ensure that we build great neighborhood schools.

WORKING GROUPS

To ensure that we receive adequate stakeholder input, we have organized working groups aligned with our organizational strategic pillars and staffed with home office team members, school administrators, teachers, counselors, classified staff, students, parents, and community members. These teams are digging into specific plans for student learning and school safety. Leaders from each working group serve on the Re-Entry Advisory Committee to ensure that the plan is comprehensive, cohesive and actionable. Additionally, a student working group - comprised of student leaders from each campus - will provide input on the Re-Entry Plan.

We are grateful for the extraordinary efforts of our Working Groups! [Click here to see a full list of team members.](#)



Working groups employ a combination of research, expert advice, and stakeholder feedback to craft plans. Additionally, Green Dot collected regular feedback in the following forms:

- **Surveys:** Students, parents, staff, and stakeholders were regularly surveyed to provide feedback on sections of the plan.
- **Virtual Meetings:** Green Dot is hosting a series of virtual meetings to allow for real-time discussion on topics where we need community input. Scheduled meetings focus on In-Person Learning, Distance Learning, and Student Orientation. Additional meetings will be scheduled throughout the summer as detailed plans for return to learning are created.
- **Expert & Peer Collaboration:** GDPST is collaborating with school networks and experts locally and throughout the country to review Re-Entry Plans and share best practices.

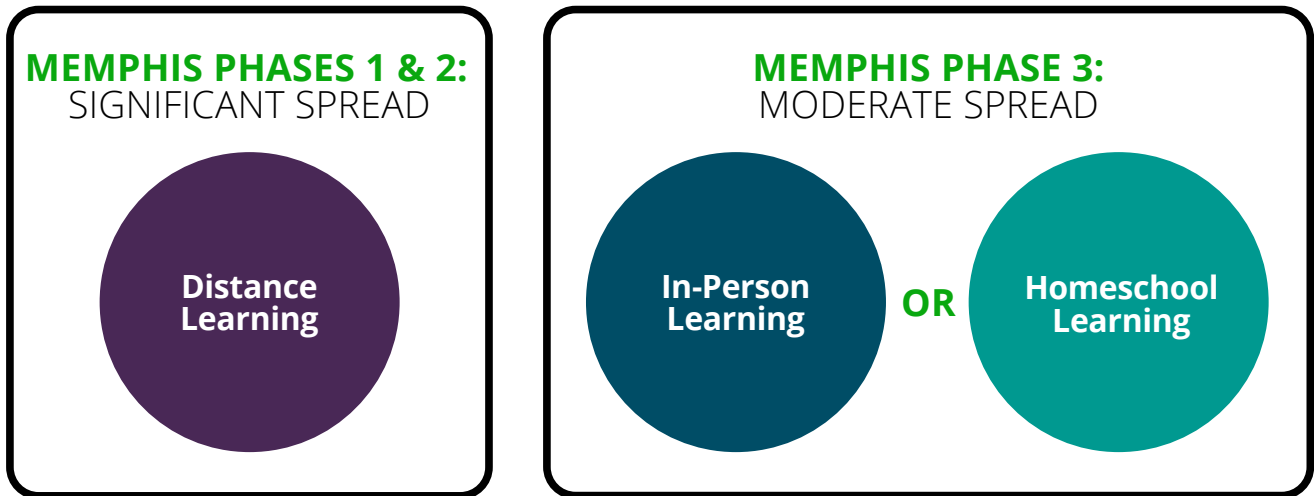
Green Dot will continue to solicit feedback from stakeholders throughout the first semester to ensure that we are executing our vision to maximize student learning while prioritizing community wellness and safety.

SCHOOL OPENING SCENARIOS

The GDSPT Re-Entry Plan employs the [*City of Memphis: A Back to Business Framework*](#) phases of re-opening to determine the three scenarios for school operations that range from full school closure with a virtual learning program to full return to operations post-pandemic. The school's learning model will depend upon the city's phase of re-opening. If the city declares it will return to Phase 1 or 2 of re-opening, GDPST campuses will be closed. During Phase 3, schools will reopen with academic plans aligned to social distancing recommendations. While schools are in Phase 3, families will have an option to Homeschool their students.

Only after Memphis announces there is zero or minimal viral spread, will GDPST campuses turn to normal operations.

The graphic below illustrates the scenarios:



SCHOOL YEAR & DAY

The Tennessee State Board of Education (SBE) COVID-19 Continuous Learning Policy mandates that all schools provide 6.5 hours of instruction per day over a 180 day school year (T.C.A. §49-6-3004). All three scenarios for student learning - Distance, In-Person, and Homeschool - offer the requisite learning hours and days this year.

[*Click here to access our 2020-2021 School Calendar*](#)



ACADEMIC PLANS: DISTANCE LEARNING

(PHASES 1 & 2)

While Memphis remains in Phases 1 or 2 of Re-Opening, Green Dot campuses will provide Distance Learning to all students. To ensure that we realize our mission to prepare all students for success in college, leadership, and life, **students will be enrolled in the same classes they would take if school were open.** Student schedules will include: Advisory, Electives, English, History, Math and Science. High School students will have an opportunity to take all courses needed to graduate. Middle school students will engage in the coursework necessary to be prepared for success in high school.

Students will be taught by the same teachers they would have if the school were open. The Distance Learning schedule illustrates how students will spend their days learning virtually. Each instructional block will include a combination of teacher-led instruction, discussion, and independent student learning. Green Dot's distance learning technology also allows for small group and individualized instruction. At the end of each learning block, students will be expected to submit coursework electronically. The Friday schedule will allow opportunities for students to engage in additional practice, take assessments, and receive individualized or small-group instruction based on feedback from the week's assignments.

Advisory is central to our academic model at Green Dot. Students will continue to meet with their advisories at the beginning of each day. We will continue to follow our advisory curriculum to ensure that students are learning the skills needed to successfully navigate the distance learning environment, developing community, engaging in social-emotional learning, and, for our seniors, beginning the college application process.

Special Education students will receive services in accordance with their Individualized Education Plans (IEPs). English Language Learners will receive services in accordance with their Individualized Learning Plans (ILPs).

As happens when schools are open, teachers will schedule 'office hours' each week to provide time for students to receive additional support. Teachers will post their office hours schedule and Google Meet link to their Google Classroom page.

We want to ensure that students are receiving the same rigorous, grade-level content during distance learning that they would receive if classes were meeting in our classrooms. To that end, we will be utilizing the following digital platforms and resources:

- Google Classroom: *Google Classroom is the digital hub for distance learning. Students will be able to access and submit their assignments, join their 'live' classes on Google Meet, communicate with their teachers.*
- NearPod: *NearPod allows teachers to present our regular curriculum real-time to students in a way that allows students to engage in polls, discussions, interactive media, quizzes, and more.*
- iReady: *iReady provides additional instruction for English language learners, special education students, and English and Math intervention.*
- EdPuzzle: *EdPuzzle allows students to view teacher selected videos with questions inserted throughout to check for understanding.*
- *Additional digital resources that support learning in specific content areas and meet student needs.*

ACADEMIC PLANS: DISTANCE LEARNING

(PHASES 1 & 2)

Sample Weekly Distance Learning Schedule

Note: Green Dot will continue to offer all Advanced Placement and Dual Credit courses provided when school is regularly in session; this schedule may vary for some students depending on course needs.

Sample Weekly Schedule - Student View

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
8:15 - 9:15 Advisory	8:15 - 9:15 Advisory	8:15 - 9:15 Advisory	8:15 - 9:15 Advisory	8:15 - 8:45 Advisory
9:20 - 11:20 English	9:20 - 11:20 Math	9:20 - 11:20 English	9:20 - 11:20 Math	8:50 - 10:20 English
11:20 - 11:50 Lunch	11:20 - 11:50 Lunch	11:20 - 11:50 Lunch	11:20 - 11:50 Lunch	10:25 - 11:55 Science
12:00 - 2:00 Science	12:00 - 2:00 Social Studies (6-8, 10-12)	12:00 - 2:00 Science	12:00 - 2:00 Social Studies (6-8, 10-12)	11:55 - 12:25 Lunch
2:05 - 3:35 Elective 1	Lifetime Wellness (9)	2:05 - 3:35 Elective 1	Lifetime Wellness (9)	12:30 - 2:00 Math
	2:05 - 3:35 Elective 2		2:05 - 3:35 Elective 2	2:05 - 3:35 Social Studies (6-8, 10-12) Lifetime Wellness (9)

Students will be expected to attend class for the full period, every day. If a student is sick and not able to attend class, the school must be notified so make up work can be provided. Student policies regarding attendance, make-up work, and chronic absenteeism will be in place during Distance Learning.

Student grading policies will remain the same as the pre-pandemic policies. [Click here to access the GDPST Student Policy Manual.](#)

Students participating in Distance Learning will have a Student Learning Plan (SLP) that clearly outlines expectations for learning and offerings for additional support. Students will set learning and school life goals with their advisory teachers. There will be an opportunity to reflect on these plans throughout the semester in advisory class. If a student moves from one learning scenario to another (e.g., Distance Learning to In-Person), the SLP will be revisited and adjusted as needed.

ACADEMIC PLANS: IN-PERSON LEARNING

(PHASE 3)

When Memphis shifts to Phase 3 of Re-Opening, Green Dot campuses will offer In-Person Learning with significant safety measures. Students will be enrolled in Advisory and six additional courses. **Course offerings and teachers will be the same for Distance Learning, In-Person Learning, or Homeschool Learning.** This will allow for continuity for when a student moves between any of the three learning scenarios.

The bell schedules for In-Person learning will look similar to the bell schedules employed when schools were last open, although start and end times have been adjusted to accommodate transportation safety requirements. [Click here to access your school's bell schedule.](#)

During In-Person Learning, students will be 'cohorted' for the school day, meaning they will travel with the same group of students to all classes. While students will be required to wear masks at all times, cohorting students into groups is recommended to mitigate the spread of the virus.

To encourage safety, instruction during In-Person learning will look different in the following ways:

- Students will not share classroom materials (e.g., supplies and books).
- While students will participate in discussions with one another, typical grouping strategies will be limited.
- Teachers will spend more time at the front of the classroom.

Special Education students will receive services in accordance with their Individualized Education Plans (IEPs). English Language Learners will receive services in accordance with their Individualized Learning Plans (ILPs).

As happens when schools are open, teachers will schedule 'office hours' each week to provide time for students to receive additional support. Teachers will post their office hours schedule and Google Meet link to their Google Classroom page.

Students will be expected to attend class for the full period, every day. If a student is sick and not able to attend class, the school must be notified so make up work can be provided. Student policies regarding attendance, make-up work, and chronic absenteeism will be in place during In-Person Learning.

Student grading policies will remain the same as the pre-pandemic policies. [Click here to access the GDPST Student Policy Manual.](#)

Students participating in In-Person Learning will have a Student Learning Plan (SLP) that clearly outlines expectations for learning and offerings for additional support. Students will set learning and school life goals with their advisory teachers. There will be an opportunity to reflect on these plans throughout the semester in advisory class. If a student moves from one learning scenario to another (e.g., Homeschool to In-Person), the SLP will be revisited and adjusted as needed.

ACADEMIC PLANS: HOMESCHOOL LEARNING

(PHASE 3)

When health officials determine it is safe to return to school, families with health concerns may choose the Homeschool Learning option for their students. Both the teacher-student relationship and continuity of learning are important. Therefore, students will be enrolled in courses with the same teachers as they would with either Distance Learning or In-Person Learning.

Students will follow the In-Person bell schedule for Homeschool learning. [Click here to access your school's bell schedule.](#)

During Homeschool Learning, students will be encouraged to find space free from distractions so they can focus on class discussion and complete necessary assignments. Students are encouraged to wear their school polo shirts to get in the mindset of school.

Special Education students will receive services in accordance with their Individualized Education Plans (IEPs). English Language Learners will receive services in accordance with their Individualized Learning Plans (ILPs).

Instruction during Homeschool learning will look different in the following ways:

- Students will see a split screen of the following: livestreamed classroom instruction and the lesson's instructional materials (e.g., PowerPoint or other document).
- Students will not be able to interact with the teacher and other students as fully as they would in the classroom; however, they will be able to ask and answer questions via chat.
- Students will be responsible for completing all work assigned during class via Google Classroom.

Teachers will schedule 'office hours' each week to provide time for students to receive additional support. Teachers will post their office hours schedule and Google Meet link to their Google Classroom page.

Students will be expected to attend class for the full period, every day. If a student is sick and not able to attend class, the school must be notified so make up work can be provided. Student policies regarding attendance, make-up work, and chronic absenteeism will be in place during Homeschool Learning.

Student grading policies will remain the same as the pre-pandemic policies. [Click here to access the GDPST Student Policy Manual.](#)

Students participating in Homeschool Learning will have a Student Learning Plan (SLP) that clearly outlines expectations for learning and offerings for additional support. Students will set learning and school life goals with their advisory teachers. There will be an opportunity to reflect on these plans throughout the semester in advisory class. If a student moves from one learning scenario to another (e.g., Homeschool to In-Person), the SLP will be revisited and adjusted as needed.

EXTRA CURRICULAR PROGRAMS

ATHLETICS

Athletics are an important part of our extra-curricular programming. As with academics, the health and safety of students are the top priority. The COVID-19 phases, determined by the local health department and city government, will drive the decisions we make regarding practices and competitions for student athletes. We will follow the guidelines set forth by Tennessee Secondary Schools Athletic Association, TSSAA, and schedule games and activities accordingly. [Click here to access the TSSAA website.](#)

AFTER SCHOOL PROGRAMS

GDPST's After School Program (ASP) will provide virtual programming until it is safe to resume in-person activities. ASP will consist of academic support and enrichment opportunities. The program will be offered at all school sites and is open to any GDPST student. We will use several different platforms to engage with the students such as Google Classroom, Zoom, and school site Facebook Pages.

Academic support will be provided by certified teachers from GDPST.

Academic Enrichment Course assignments will be posted on the different platforms Monday through Thursday, with Fridays being labeled as "Challenge Day." The Friday activities will acknowledge student participation during the week, providing certificates and awards for those who meet the attendance goals. Enrichment course supplies will be available for students to pick up from their school site to use during the sessions.

Some of the enrichment courses that will be offered include: Yoga from Uplift Motion, Cosmetology, Fitness, Cooking, STEM from University of Memphis and Code Crew.

The ASP will also provide several virtual family engagement options from our community partnerships including Amazon, FedEx, Memphis Police Department, Step Ahead Foundation, and Starbucks.

Registration for the ASP will open in August.

COUNSELING AND COMMUNITY SERVICES

GDPST campuses enjoy a number of community partnerships, including: Agape North, ALSAC, Communities in Schools, Heal 901, Leadership Memphis and Youth Villages. We are actively working with partners to provide virtual services until Memphis returns to pre-pandemic operations.



SAFETY MEASURES

COVID TESTING

GDPST will neither administer nor require COVID-19 tests for students or staff. Each individual in our community plays an important role in maintaining a safe environment. Therefore we are encouraging individuals to do the following:

- If you feel ill, stay home.
- If possible, conduct temperature checks before leaving home each morning.
- Follow local guidelines for social distancing both in school and in the community.

If you believe you have been exposed to the virus or you exhibit symptoms consistent with the virus, please schedule an appointment for free testing. [Click here to find a list of testing sites in Memphis.](#)

COVID SYMPTOMS or CONFIRMED CASES at SCHOOL

Green Dot will follow Center for Disease Control (CDC) and Shelby County Health Department (SCHD) guidance regarding how to respond to people exhibiting COVID symptoms or confirmed cases on our school sites.

- Individuals (students or staff) who exhibit symptoms will be directed to self-isolate at home and seek medical attention.
- Individuals who may have come in close contact with a confirmed case will be directed to self-isolate and self-monitor for potential symptoms.
- Individuals who have tested positive for COVID-19 MUST wait at least 72 hours after symptoms have ceased AND 10 days since symptoms first appeared before returning to school. Individuals are strongly encouraged to have a negative test before returning to school.

Green Dot will work with the SCHD if there are any suspected or confirmed COVID-19 cases at a school site, and one of the following may happen depending on the extent of exposure:

- A cohort or grade level of students may be asked to self-isolate and self-monitor for potential symptoms.
- A campus site may close the building for 24 hours to allow for deep cleaning and disinfection.
- A campus site may close for up to two weeks.

During any periods of closure, the school will implement the Distance Learning model. Student learning will continue during school closures.

COVID COMMUNICATIONS

In the event that a student or adult tests positive, the school will contact the SCHD. The Health Department will contact close contacts (those who spent more than 15 minutes in close proximity to the student) so that they can be quarantined at home. Classmates should be closely monitored for any symptoms. At this time, empiric testing of all students in the class is not recommended; only those who develop symptoms require testing.

GDPST will notify families of the presence of any positive cases in the classroom and/or school to encourage closer observation for any symptoms at home.

SAFETY MEASURES

SOCIAL DISTANCING

Space constraints may not make it possible to allow for six feet of social distancing between individuals at all times. Classrooms will contain distanced desks to the extent that the room size allows.

Schools will offer signage to remind individuals of social distancing expectations.

In cases where adults need close proximity to students, they may wear masks, gloves, and protective covering to protect themselves and students.

BUS TRANSPORTATION

GDPST will make every effort to limit the number of riders on a bus by increasing the number of bus routes offered in the morning and afternoon. Bus route schedules will be posted before the start of the school year. During the registration process, parents are required to sign up for bus service so we can assign students to appropriate bus stops at the designated time. Buses will be cleaned and sanitized daily.

Student bus riders will be required to sit one person per seat and wear a mask at all times. GDPST will have bus monitors to ensure that safety practices are met. Students who do not meet safety expectations may lose their bus privileges.

ARRIVAL PROCEDURES

Each campus will assign students to one of multiple school entrances for morning arrival. Students are expected to be in uniform and wearing a mask at all times on campus. Before entering the building, students will have their temperatures checked. **Students presenting a temperature of 100.4 degrees Fahrenheit or higher will be sent to an isolation room to await pick up by a parent or guardian.**

Upon entrance into the building, students will report immediately to their advisory classrooms. Breakfast will be available to students in advisory.

We ask that students do not arrive more than 30 minutes before the start of the school day.

LOCKERS

Lockers will not be used until schools return to normal operations. For safety reasons, students are expected to use a clear backpack for school materials. The school will offer backpacks as a part of the uniform.

MOVEMENT DURING THE SCHOOL DAY

Each school has created a supervision plan that clearly delineates traffic patterns for hallway movement between classes, when a student needs to use a restroom, or on occasions when a student may need to leave class for other important reasons.

Additionally, schools have redesigned Emergency Preparedness Plans to safely account for social distancing in case there is a need for school evacuation or lock-down.

SAFETY MEASURES

WATER FOUNTAINS

Water fountains will be disabled until schools return to normal operations. Schools will provide one time use cups or water bottles for hydration.

SCHOOL MEALS

Students will enjoy school meals with their designated cohort. School meals will primarily be served as grab-and-go meals.

DISMISSAL

Students will be dismissed from school in a staggered routine. Students will exit from the same entrance assigned for arrival. Students are required to wear masks at all times while on campus. Students not engaged in an approved after-school activity must leave campus immediately.

PERSONAL PROTECTIVE EQUIPMENT

The following personal protective equipment will be available and required on each campus:

- **Face Masks:** All individuals in the building must wear masks at all times. Students will be provided with masks and replacements as needed.
- **Sanitizer and Wipes:** Stations with sanitizer and sanitizing wipes will be available throughout the school building.
- **Disposable Gloves:** Staff members will have ready access to disposable gloves when glove usage is appropriate.
- **Thermometers:** The school will have multiple thermometers and kiosks on campus to ensure that everyone completes a temperature check before entering the building. Adults with a temperature above 100.4 degrees Fahrenheit will not be allowed to enter the building.

NURSES

The pandemic has created a significant shortage, however, we are working to ensure that a school nurse will be available to each campus full-time.

SCHOOL CLEANING

Schools will be thoroughly cleaned and sanitized on a daily basis, using a combination of disinfectant materials and electrostatic spray. In mixed traffic areas, schools will be cleaned at least twice daily.

VISITORS

Visitor access into school buildings will be limited to ensure the safety of students and staff. Visitors (including parents and community partners) are encouraged to meet with school teams virtually. Additionally, parents and visitors should wait for students during pick up in the safety of their vehicle.

When it is necessary to enter a school building, all visitors must pass a temperature check and must be properly wearing a mask at all times.

TRAINING

FAMILY TRAINING

On August 3, 2020, GDPST will roll out a series of trainings to prepare families to support distance learning and to share changes to school policies and practices as a result of the pandemic. To accommodate family schedules, trainings will be offered virtually and recorded. Additionally, one-page “how to” guides will be provided. These resources will be posted to the Green Dot Public Schools website.

GDPST STAFF TRAINING

Green Dot teachers, counselors, and classified staff will return on July 20, 2020 for 10 full professional development days. Training topics will focus on the following: how to deliver quality lessons virtually; how to ensure that special populations (English Language Learners and Special Education students) receive appropriate supports; how to address the social emotional needs of students during the pandemic; and, how to maintain a safe environment upon return to school.

STUDENT TRAINING

Advisory courses will carve out time to ensure that students are well equipped to use the learning platforms offered. In addition, a series of trainings and how-to guides will be available to students through Google Classroom and on the Green Dot website.



STAY INFORMED

Updates will be provided regularly on our social media. Please like your school's Facebook page to ensure that you are receiving the most up-to-date plans for 2020-2021.

Green Dot Public Schools Tennessee:



For questions related to the 2020-2021 School Year, please email GDPSTreentry@greendot.org.





Fairley High School

Bell Schedule A



Monday		Tuesday		Wednesday		Thursday		Friday		
Breakfast		Breakfast		Breakfast		Breakfast		Breakfast		
Period 1 8:15 am - 9:35 am (80 minutes)		Period 5 8:15 am - 9:35 am (80 minutes)		Period 1 8:15 am - 9:35 am (80 minutes)		Period 5 8:15 am - 9:35 am (80 minutes)		Period 1 8:15 am - 9:35 am (80 minutes)		
Period 2 9:40 am -11:00 am (80 minutes)		Period 6 9:40 am -11:00 am (80 minutes)		Period 2 9:40 am -11:00 am (80 minutes)		Period 6 9:40 am -11:00 am (80 minutes)		Period 2 9:40 am -11:00 am (80 minutes)		
Advisory 11:05 - 11:10	Advisory 11:05 - 12:00	Lunch 11:10 - 11:40	Advisory 11:05 - 12:00	Advisory 11:05 - 11:10	Advisory 11:05 - 12:00	Lunch 11:10 - 11:40	Advisory 11:05 - 12:00	Advisory 11:05 - 11:10	Advisory 11:05 - 12:00	
Advisory 11:45 - 12:40		Advisory 11:35 - 12:40		Advisory 11:35 - 12:40		Advisory 11:35 - 12:40		Advisory 11:35 - 12:40		Advisory 11:35 - 12:40
Lunch 12:05 - 12:35		Lunch 12:05 - 12:35		Lunch 12:05 - 12:35		Lunch 12:05 - 12:35		Lunch 12:05 - 12:35		Lunch 12:05 - 12:35
Period 3 12:45 pm - 2:05 pm (80 minutes)		Period 7 12:45 pm - 2:05 pm (80 minutes)		Period 3 12:45 pm - 2:05 pm (80 minutes)		Period 7 12:45 pm - 2:05 pm (80 minutes)		Period 3 12:45 pm - 2:05 pm (80 minutes)		
Period 4 2:10 pm -3:30 pm (80 minutes)		Period 8 2:10 pm -3:30 pm (80 minutes)		Period 4 2:10 pm -3:30 pm (80 minutes)		Period 8 2:10 pm -3:30 pm (80 minutes)		Period 4 2:10 pm -3:30 pm (80 minutes)		

Green Dot Public Schools Tennessee Student Recruitment & Enrollment (R&E) Playbook

The GDPST Student Recruitment and Enrollment Playbook serves two main purposes. Since recruitment and enrollment involves multiple people and teams at the home office and the school, it is a resource to guide all recruitment and enrollment efforts, focusing on clarifying responsibilities and strategies to facilitate better communication, increased efficiency, and stronger outcomes. Additionally, it is meant to be a tool to use during the principal and AP collaboration throughout various parts of the school year.

The playbook will need to be updated annually to reflect changes in titles, roles, and responsibilities and updated data and goals. There are notes in this document where items will need to be linked as they are created throughout the school year. This should be done by the Chief of Staff or another designee. Each school should receive a digital copy of the playbook to use it as their planning tool.

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Student Recruitment & Enrollment

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



An unwavering belief in all students' potentials: 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. 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 they lack, 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. Employees maintain a "no excuses" culture in which we push ourselves towards developing effective and sustainable 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.



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, but nor are we naïve to the significant challenges that our communities face. We reject the concept of a universal 'Culture of Poverty'; recognizing our students and their families as individuals, acknowledging their voices, and valuing their input into our work.



All stakeholders in the education process: Respecting stakeholders requires active listening and the inclusion of all voices. School leaders regularly engage teachers in decision-making through the creation of professional communities of practice. Community engagement teams nurture the political 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 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.

How does student recruitment and enrollment lead us closer toward our mission?

What makes your school a unique part of that?

Which Green Dot core value do you feel connects most closely to R&E?

Reflecting on R&E for the 2023-2024 school year

Before launching into planning strategy for student R&E for this school year, it's important to reflect on the outcomes from the previous year's efforts and the strategy that led to those outcomes. As you reflect on the data from the previous year, keep this in mind:

- *Action drives outcomes:* When you reflect on outcomes and their causes, you want to push yourself to directly connect actions to outcomes as much as possible. It could be like, "We visited this feeder school 10 times which generated more applicants than the other feeder schools," or "We hosted a registration night where we registered 8 new students." Actions drive outcomes.
- *Return on investment (ROI):* This refers to exploring the relationship between the investment (time, human resources, financial resources) and the return (students enrolled, new student information collected, word of mouth marketing potential). If you host many events with many attendees but no one enrolls, then, most likely, the ROI is low. However, if you spend two days door knocking and enroll 20 new students, then the ROI is greater and that strategy directly and positively impacted your R&E outcomes.

Before looking at your school's R&E data, think broadly about your strategy from the previous year.

Open your strategic plan from the previous year. What was your school's approach to R&E? For example, did you do more events and fewer canvassing activities? Did you prioritize a certain feeder school or community center?

Now, open your calendar and skim for those events. Did you consistently execute the events that you put on the calendar? If not, what prevented that from happening? If so, what allowed for that to happen?

A quick gut check. After reflecting on this, what does this make you want to do for this school year?

Now, access your school's [R&E data here](#). Using your R&E data, answer the reflection questions in the table below.

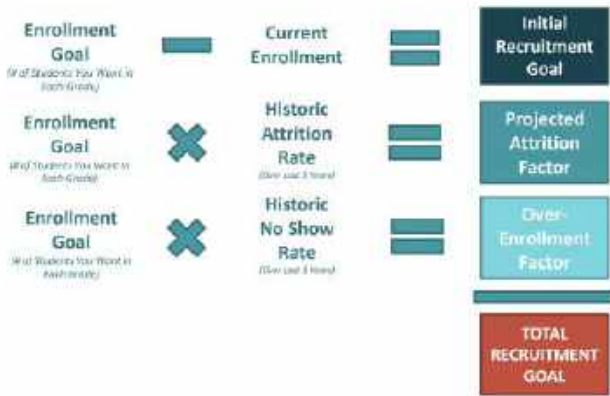
	What were your R&E outcomes? Did you meet your enrollment goal?	What factors led to these outcomes? Consider what worked, what did not work, and your ROI for strategies.
6th		
7th		
8th		
9th		
10th		
11th		
12th		

What were your top three highest impact R&E strategies from the previous year?		What were your top three lowest impact R&E strategies from the previous year?
1st place		
2nd place		
3rd place		

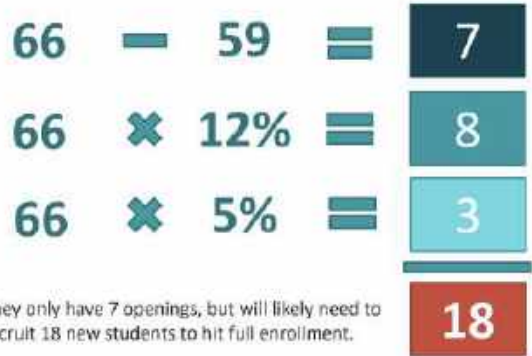
Reflecting on the data from the previous school year, what do you want to...	
Start	
Stop	
Continue	

R&E goals for the 2024-2025 school year.

Your enrollment goals for the school year are roughly based on the demographic information for your school's neighborhood, historic enrollment patterns, historic attrition rates, and historic no-show rates. The images below are an example developed by the Charter School Growth Fund to determine a school's enrollment goal considering these factors.



Here's an example for a grade level with 59 current students, an enrollment goal of 66 students, with a 12% Attrition rate (very low) and 5% No Show rate.



They only have 7 openings, but will likely need to recruit 18 new students to hit full enrollment.

While your enrollment goals are not calculated identically to this, the calculations are similar.

You can view your [enrollment goals here](#). After you have viewed your goals, write your reflections below.

What is your initial reaction to your enrollment goals?

What obstacles do you anticipate in achieving your enrollment goals?

What plans are you thinking of to overcome those obstacles?

What lingering questions do you have about your enrollment goals?

R&E team,

The R&E team for each school comprises a mixture of home office and school employees.

Chief of Staff
Works with school leaders to make sure social media, websites, advertising and collateral are current and communicate enrollment goals. Works with principals to connect with community organizations, feeder schools and community events that will promote school brands for student recruitment.

Recruitment and Enrollment Manager
Maintains SchoolMint and assist schools with maximizing the enrollment platform. Works with schools to make sure all tasks associated with recruitment and re-enrollment are executed.

Principal – New Student Recruitment
The assistant principal serves as the driver for re-enrollment. He or she is responsible for all communications, incentives and parent meetings related to re-enrollment. Works with the SOM, principal and school recruitment volunteers.

AP – Retention
Serves as the driver for re-enrollment. He or she is responsible for all communications, incentives and parent meetings related to re-enrollment. Works with the SOM, principal and school recruitment volunteers.

SOM
SOM's will work with the principal to ensure all activities and tasks for new student recruitment are carried out, added to the calendar & communicated with everyone on the team. SOM's will work with school volunteers.

Student Support Specialist
Manages and creates aspects of new student recruitment, parent workshops and family communication with school site team. Works with the SOM, principal & DOCE.

School Volunteers
Assists with initiatives planned for R&E. This group of volunteers should consist of teachers, other staff members, parent ambassadors, and student ambassadors.

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Considering your R&E team...

Who are they?	What strengths do they bring to this team?
Principal –	Principal –
AP –	AP –
SOM –	SOM –
SSS –	SSS –
Other staff members –	Other staff members –

Part of building a R&E team is building a team of school site volunteers. This should include staff, students, and parents as you'll need to take different groups of people to different events or activities. School volunteers should be able to speak positively about your school and Green Dot, interact with people in a positive manner, and make people feel welcome and comfortable. These volunteers may attend your standing R&E meeting or you may have them attend only certain ones. As you consider people for these roles, consider using pre-existing structures at your school, e.g. SAC, Student Council, Student Ambassadors. Considering these factors, who at your school are you considering for:

Staff volunteers	Student volunteers	Parent volunteers

Even with this team existing, you want to build the mindset and practice at school that everybody is a recruiter. By December 2nd,, you should facilitate staff training on R&E, based on this deck. Additionally, when a topic is consistently communicated to people, it emphasizes its importance.

Who are key influencers who must be invested in student R&E? How will you invest them?	How might you build staff excitement about student R&E?	How will you celebrate staff efforts around student R&E?

Communication is a big part of building excitement about student R&E, with your team as well as your entire staff. **The expectation is to meet with your R&E team every two weeks. Each meeting should include progress to goal, upcoming events or deadlines, and action items. The expectation is that you communicate at least weekly with your R&E team and at least monthly with your entire school about R&E.** [This is a sample R&E team meeting agenda.](#) [Sample staff meeting.](#)

Looking at the sample, what information might you consider communicating about R&E...

At least weekly to your R&E team?	At least monthly to your school?
<p>How might you ensure that the communication is positive? Remember that when people experience positive emotions, it broadens their ability to experience more positive emotions.</p>	

When communicating with your R&E team, you should include all R&E team members as well as the Chief of Staff. When communicating with your school team, you should use your school's Green Dot-issued listserv.

R&E messaging

The way that your school is represented to the public can build massive amounts of buzz by directly impacting people and then generating word-of-mouth marketing opportunities. Good branding has the potential to be one of your best friends in your student R&E efforts. Try to go through this next exercise quickly; don't overthink it. How would you describe your school in...

50 words?	
25 words?	
10 words?	
5 words?	

What kind of themes emerged?

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For R&E, you want to develop a slogan that communicates why your school is the school for a family. In previous years, schools have done the following:

Slogan	Colors	Notes
FLY	Think Fairley!	Orange, black
		Logos – use the branded logos Photography – Opt for black and white photography because it adds depth to the subject and removes preconceptions

For R&E, your school will need to develop a slogan for marketing materials. Messaging should be:

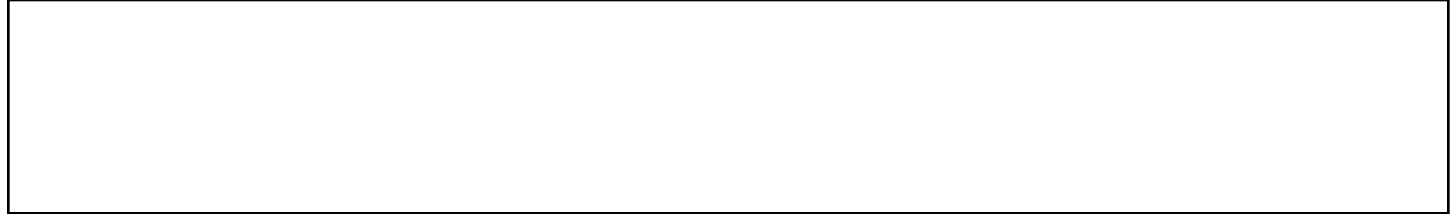
- Inspirational and aspirational – They speak to the hopes and dreams that families have for their children and for the future.
- Simple – Avoid unnecessary words and cluttering with text or images. Think of the most memorable slogans (Just Do It, I'm Lovin' It). Most are no more than five words.
- Memorable – How many schools have used "College for Certain?" While appealing, the market may be saturated with this message. A once impactful message can lose its original punch.
- Visually appealing – Pictures speak louder than words. Cliche but true. Showcase your wonderful students, their families, and your staff. GDPST photos are accessible at [GDPST Flickr](#).

What is your slogan for R&E?

Having trouble developing one? Look to the people who have already chosen your school...your students and their families! You could approach this a couple of ways:

- Ask "Why did you choose our school?"
- Survey your families (or use the family survey that we already give)
- Run focus groups
- Develop 2-3 message options and get feedback

A bonus? If you record people explaining why they chose your school, you've already created student recruitment marketing material for Facebook.



The Chief of Staff, with feedback from the principal, is responsible for developing marketing materials, such as brochures, flyers, and billboards. Any additional marketing materials, within budget, can be requested by school recruitment team members via email to the COS.

R&E budget

The budget for R&E is based on your current enrollment. Within the budget, you have the flexibility to determine how to spend funds, but this is not an unlimited pool of resources. Therefore, in your R&E plan, you want to think of your Return on Investment (ROI), basically is the investment (time, human resources, financial resources) worth the return (students enrolled, new student information collected, word of mouth marketing potential).

Consider the following scenarios:

- Scenario A: You host an enrollment carnival with all of the works. Bounce houses. Carnival games. Clowns. Catered food. Hundreds of people attend the event. However, you forget to set up a station to collect information in SchoolMint, and you end the event with no new student information in SchoolMint. However, people are thrilled about the event and posting all over social media about your school.
- Scenario B: Instead of after school PD, you have your staff do door-to-door canvassing for two hours. You deck your staff out in R&E swag, which costs about \$400, equip them with iPads to collect information, and send them on their way. When they come back, you have a catered lunch waiting for them. They are able to collect information for 20 new students while distributing flyers to 150 households.

Which scenario has the greater ROI?

Which scenario had the greater ROI? That's an answer to debate. Most likely, Scenario B had the greater immediate ROI. However, depending on the word-of-mouth marketing that emerged from Scenario A, there might be a solid ROI from this scenario later on. With constraints on time, finances, and staffing, however, Scenario B is most likely the greatest ROI. As you are planning for R&E, you will need to consider ROI as well as the purpose of the event. Some events will result in strengthening your reputation in the community but result in fewer new students directly enrolling whereas other events will result in new students directly enrolling. While big events can be fun, they can also be costly so you'll want to keep that in mind when planning for R&E.

Please consult Adaptive for your school's current and/or future R&E budgets. You can access those [here](#). After you have viewed your budget, write your reflections below.

What is your initial reaction to your R&E budget?

What lingering questions do you have about your R&E budget?

R&E strategy and calendar of events

Before beginning any planning or calendaring, it is crucial that you know your primary feeder schools. While there are schools whose students are zoned to attend your school, there are also schools within the area from which you can recruit students.

	Who are your feeder schools?	What other schools could your students come from?	For each school... <ul style="list-style-type: none"> - What kind of relationship do you have with the school? - Who can you leverage to connect with students and families at the school? - What opportunities exist to capitalize on extracurricular activities to connect with students and families?
FLY	<ul style="list-style-type: none"> - Geeter MS - A. Maceo Walker MS - Riverview MS - Hamilton MS 		

One of the biggest ways to recruit new students, especially for your incoming class, is to build a strong working relationship with your feeder schools.

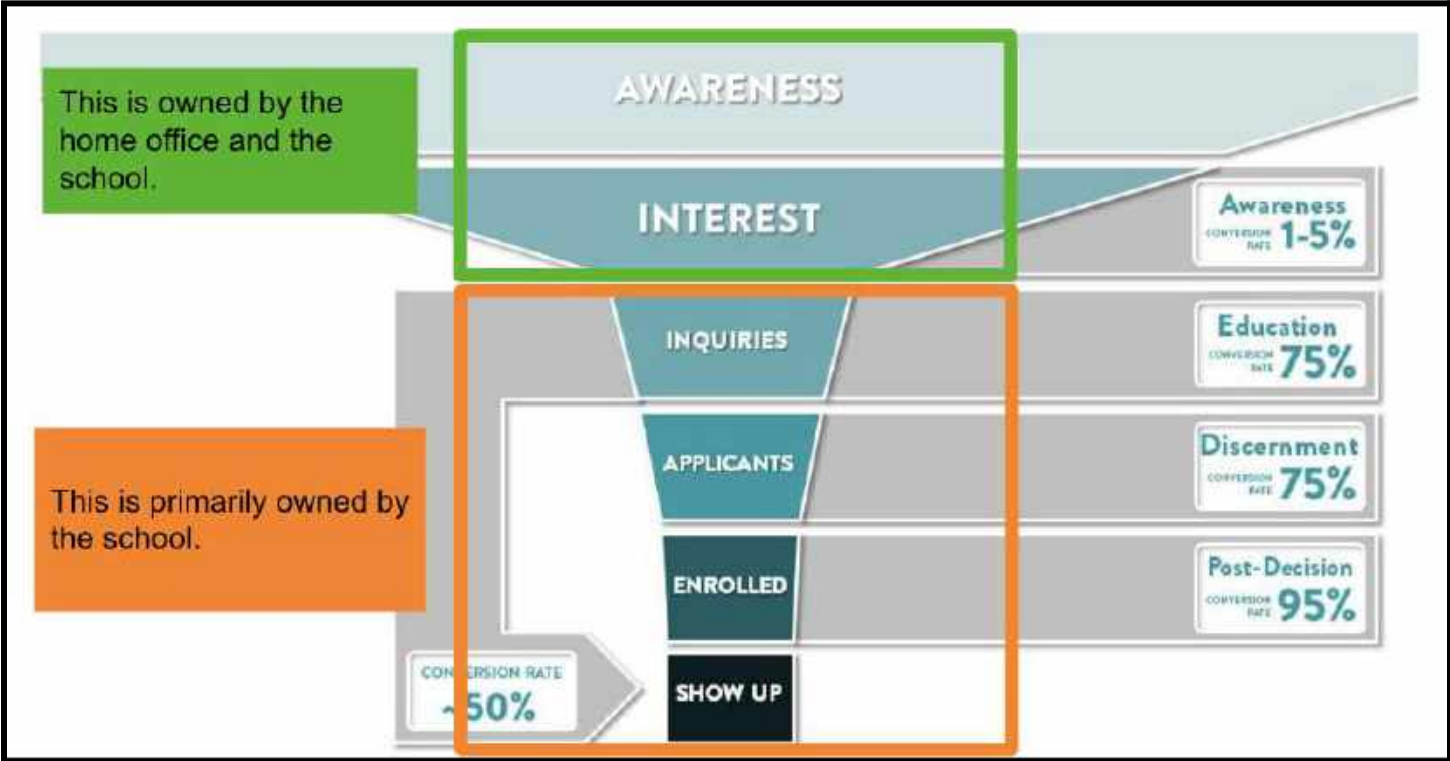
What are some ways that you can build a strong working relationship with your feeder schools?
If that doesn't work, what else could you do?

Though visiting feeder schools is the obvious place to find your new students, it isn't the only place where you will meet your new students and their families. Religious centers, community centers, and local businesses all provide you with places to meet potential students and their families.

	What are the ones in my community?	Who do I know there, or who has a connection there?
Churches and other religious centers		
Community centers (YMCA, Boys & Girls Club, etc.)		
Local businesses (dentists, medical facilities, stores, etc.)		
Apartment complexes		

Recurring events or celebrations		
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Let's move into planning. R&E is broken into two main efforts. Phase 1 efforts are about building awareness and interest. Strategies in Phase 1 are owned by the home office and your school. Phase 2 is about interacting with people more directly and getting them to enroll and attend your school. Most strategies in Phase 2 are owned by the school.



While the strategies are broken down into who owns them and which phase they support, there will be overlap and changes. For example, social media posts are generally owned by the school, but the home office might run a boosted Facebook post about enrollment for all of the schools on a certain date. The biggest piece is communication. Generally, communication will go between the principal, SOM, and Chief of Staff on issues like this.

THESE ARE SAMPLE STRATEGIES, NOT AN EXHAUSTIVE LIST.	
Phase 1 – Awareness & Interest <i>Mixture of school and home office owned</i>	Phase 2 – Inquiries to Show Up <i>Generally school owned</i>
<ul style="list-style-type: none"> - Social media posts (school owned) - Digital ads (home office owned) - Radio ads (home office owned) - Newspaper ads (home office owned) - Billboard ads (home office owned) - Mailers (home office or school owned) - School website (school owned) - News stories (home office owned) 	<ul style="list-style-type: none"> - Visiting feeder schools - Canvassing houses within the community - Flyering 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

<ul style="list-style-type: none"> - Yard signs (school owned) - R&E swag (school owned) <p>Guidelines on Green Dot branding are here.</p>	<ul style="list-style-type: none"> - Conducting a referral campaign with current families - Calling families who expressed interest in SchoolMint - Hosting camps, e.g. band, cheerleading, football, for incoming students - Hosting social events for families and/or students to keep them engaged and/or enroll them
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Before moving onto calendaring events, let's focus on canvassing and communicating with new families.

Canvassing

Canvassing involves going into the community to speak with people and share resources about your school. This is considered to be one of the most effective ways to increase student enrollment because it allows you to connect with people in person, share your stories and enthusiasm for your school, and be more targeted in your efforts, e.g. visiting the homes of families with students in your school's age range. Canvassing not only builds awareness and interest through word-of-mouth marketing, but it also allows you to obtain contact information for families and potentially begin the enrollment process in the moment.

Canvassing can look two ways. First, it could involve visiting neighborhood businesses, religious centers, and community centers to speak with people and share information about your school. Second, it could also involve going door-to-door to speak with families of potential students.

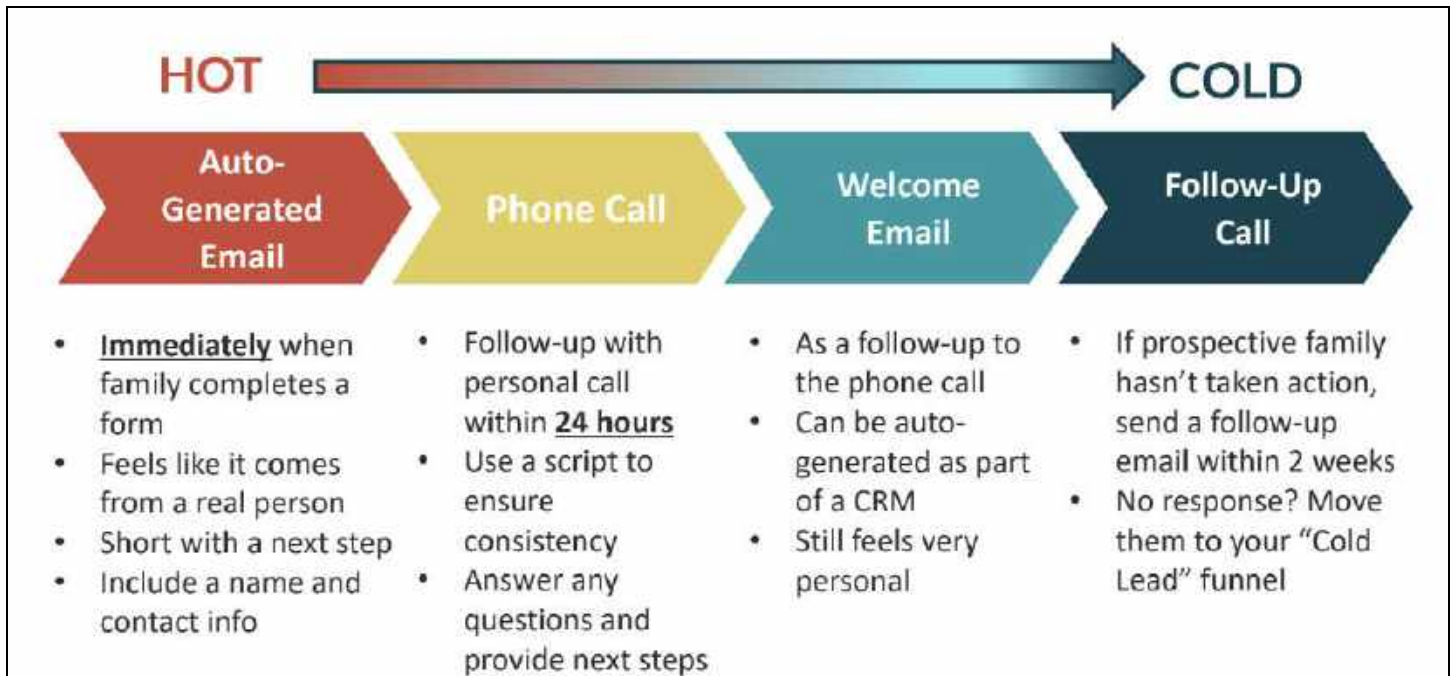
The first strategy has the potential to share information with a wider audience so it is more about building awareness and interest. The second strategy is more targeted, speaking with specific families of potential students to gather their information and begin their application process, and thus is considered to be more effective at increasing student enrollment.

During the second semester, you will receive contact information from MCSC for students who are zoned to your school. In this list, Knowledge Management will filter out the students who are already zoned to your school and enrolled at your school which will leave you with students who are 1) zoned to your school, but 2) not enrolled at your school. Most of these students will be potential incoming 6th or 9th graders; however, some students will be potential students for 7th-8th grade and 10th-12th grade. When viewing this list, it is important to remember that it will not be 100% accurate due to the transiency rate of families in our communities. [You can access that data here.](#)

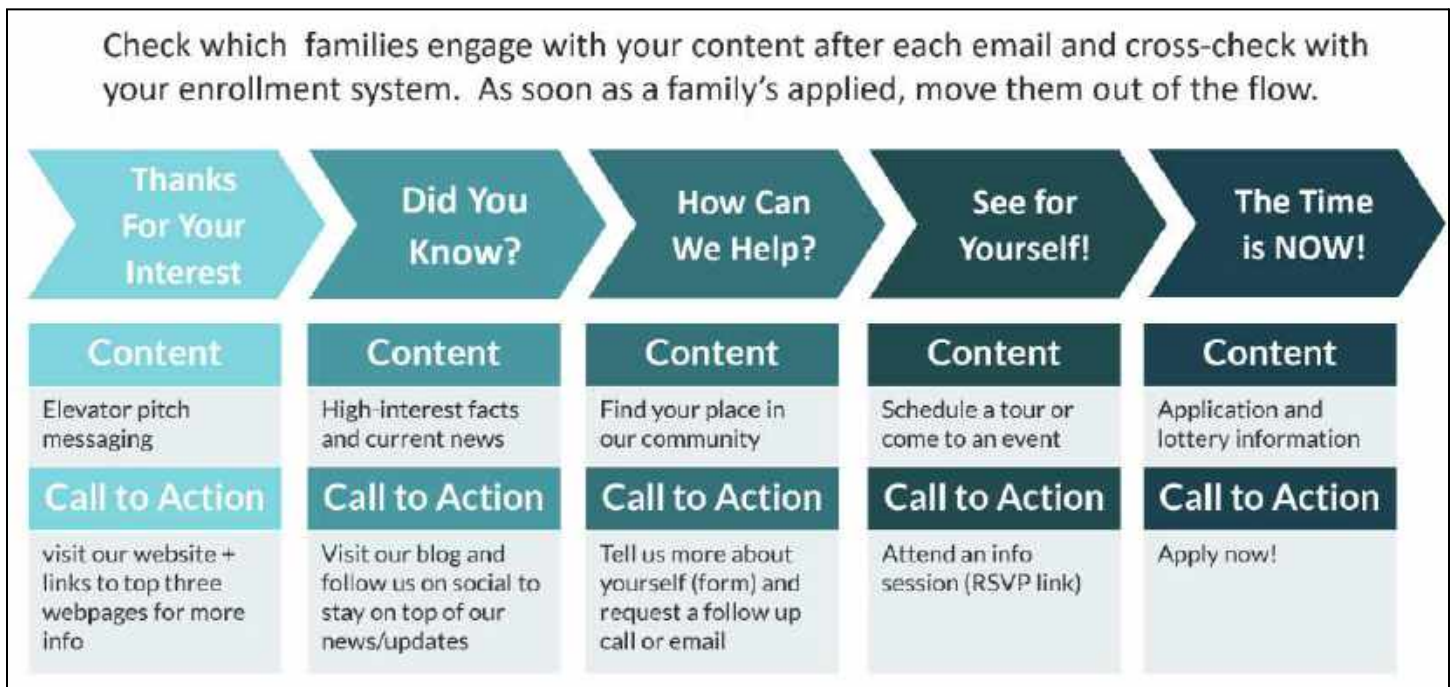
During the spring, door-to-door canvassing efforts will primarily be conducted by the school. During the summer prior to the start of the school year, the majority of your R&E efforts will be spent canvassing, focusing on door-to-door canvassing. Some of these efforts will be organized centrally by the home office and will include your school staff.

Communication with New Families

Once a new family has entered their information in SchoolMint, it's important to communicate with new inquiries early and often, letting them know that you are excited that they are interested in attending your school. If not, you may lose potential students simply by not making a phone call. This is a potential communication process to follow once a family has entered their information in SchoolMint.



When a family indicates interest, don't give up on them. It could take more than 10 follow-up attempts until the family takes the next step to enroll their student in your school. Your persistence will pay off. This image below, adapted from IDEA public schools, is a way to nurture leads, keeping them engaged until they decide to apply. If you are having trouble getting a family to enroll, having them attend an open house can be an effective way to "seal the deal." The open house should create a welcoming environment with student or parent ambassadors, provide food (if possible), and send the family home with SWAG.



To start R&E planning, you'll plan with primarily your new students in mind since this is the largest effort for R&E but also because many of these strategies can apply to returning students. After planning for new students, you'll layer on specific strategies for returning students. In the plans below, an asterisk* indicates that the task is a regional requirement. However, this list of strategies is just a starting point. Be creative. Think ROI.

The plan is broken up by summer, first semester, and second semester with a forecast for what you should be focusing on each month. For Bluff City, there is a separate section in the forecast for the lottery when that is applicable. [Once you have completed planning, you can put your R&E events on a calendar like this so that it is visually easier for your team and school.](#) Additionally, all R&E events should go on your school calendar in Outlook. Let the planning begin!

Summer Forecast		
May	June	July
Get students enrolled.	Get students enrolled.	Get students excited to be in school on the first day.
<p><i>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.</i></p> <p>New – This is your last chance to get into feeder schools while kids are still there. Whether it's 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.</p> <p>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 returning students and get them registered.</p>	<p><i>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.</i></p> <p>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.</p> <p>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 with them to get enrolled and excited about the coming school year.</p>	<p><i>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.</i></p> <p>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.</p> <p>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, ensure transfer paperwork is in their file.</p>

Summer Plan				
*indicates that this is a required strategy				
Task	Date	Notes	Owner	Status
Social Media	Weekly	- Post an enrollment reminder every Friday and		

Posts		<p>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.</p> <ul style="list-style-type: none"> - Post a student or staff spotlight every Tuesday 		
Ads – Digital	Weekly	<ul style="list-style-type: none"> - Run ads on Facebook and Instagram - Run video ad on YouTube 		
Visit feeder schools*	Weekly or as needed	<ul style="list-style-type: none"> - If your feeder school is running any activities for students or summer school for students, visit them to distribute enrollment information 		
Flier – churches*	Weekly	<ul style="list-style-type: none"> - 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 		
Flier – local businesses*	Weekly	<ul style="list-style-type: none"> - 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 		
Flier – community centers*	Weekly	<ul style="list-style-type: none"> - 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 		
Canvas – neighborhood*	Weekly	<ul style="list-style-type: none"> - Visit the homes of students within your school zone - When possible, collect their information in SchoolMint - Dates: X, X, X (and so on) 		
School Messenger*	Weekly, then Daily	<ul style="list-style-type: none"> - 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 		
Personal calls*	Daily	<ul style="list-style-type: none"> - 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 		

		<ul style="list-style-type: none"> - During the summer, do this at X 		
Home visits*	As needed	<ul style="list-style-type: none"> - 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 		
Mailer – zoned houses*	By May X	<ul style="list-style-type: none"> - 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 		
Mailer – Back to School*	By July X	<ul style="list-style-type: none"> - 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. 		
Yard signs	By X	<ul style="list-style-type: none"> - Deliver yards sign to parent and student ambassadors - Deliver yards sign to (businesses, churches) 		
Welcome Back event*	By X	<ul style="list-style-type: none"> - Host a welcome back event for families 		
Enrollment Nights*	Same as MCSC	<ul style="list-style-type: none"> - 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 		
Parent Appreciation Night	TBD	<ul style="list-style-type: none"> - The summer can be hard on parents with their kids home so show them some love with food, joy, and celebration. 		
R&E swag	Distribute by X	<ul style="list-style-type: none"> - 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 contraction information to X and X 		
Host camps	TBD	<ul style="list-style-type: none"> - 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 		

R&E check in's and goal setting*	Weekly	<ul style="list-style-type: none"> - The goal is to enroll 25 students per week - Include this goal in the weekly email to staff 		
Returning students enrollment campaign in advisory*	Launch May X	<ul style="list-style-type: none"> - Train staff on this campaign on X - Launch this on X - Advisory incentive by grade level 		
Summer Bridge*	Based on GDPST calendar	<ul style="list-style-type: none"> - All athletes and band students are required to attend this 		

Fall Forecast			
August	September	October	November/December
Get students in school.	Keep students in school.	Prepare for spring R&E.	Launch marketing.
<p><i>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.</i></p>	<p><i>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</i></p>	<p><i>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.</i></p> <p>New – Begin connecting more intensely with your feeder schools, community centers, etc. By the end of</p>	<p><i>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.</i></p> <p>New – Visit feeder schools, community centers, etc. to get your information in the hands of potential families. You want to communicate</p>

<p>New – Continue to enroll. Ensure that students are in the building and that families feel welcome.</p> <p>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.</p>	<p><i>building.</i></p> <p>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.</p> <p>Returning – Continue to check in with students and families to ensure that they feel welcome and excited about attending your school.</p>	<p>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.</p> <p>Returning – Continue to check in with students and families to ensure that they feel welcome and excited about attending your school.</p>	<p>to families that your application opens January X.</p> <p>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.</p>
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*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.

Fall Plan				
*indicates that this is a required strategy				
Task	Date	Notes	Owner	Status
Social Media Posts*	Weekly	<ul style="list-style-type: none"> - 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. 		
Ads – Digital*	Weekly	<ul style="list-style-type: none"> - Through mid-September – Run ads on Facebook and Instagram - Through mid-September – Run video ad on YouTube 		
Visit feeder schools*	Ongoing	<ul style="list-style-type: none"> - By DATE, contact the principal of the feeder schools - By DATE, visit the feeder school, bring food, and attempt to meet with the principal 		
Visit KRB and WDL 8th grade advisories – BLU	First visit by Dec 10th weekly	<ul style="list-style-type: none"> - Before fall break, visit all Kirby and Wooddale 8th grade advisories to give introduce yourselves and provide their families with information about BLU and the lottery - Weekly – Continue to visit. Make it fun. Do Bluff City trivia and have a raffle prize. Every student should know your names, want to attend Bluff, 		

		and know the lottery deadline.		
Call KRB and WDL 8th grade families – BLU	Daily	<ul style="list-style-type: none"> - 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. 		
Parent info night about Lottery – BLU	By Dec. X	<ul style="list-style-type: none"> - 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. 		
Attend feeder school events*	Ongoing	<ul style="list-style-type: none"> - 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 then communicate through Facebook to enroll them 		
Solidify R&E team	By Novt. 14	<ul style="list-style-type: none"> - Solidify your R&E team for the remainder of the school year using the R&E team section of the playbook as a guide 		
Map community assets	By Nov 30. X	<ul style="list-style-type: none"> - In the playbook section, "R&E strategy and calendar of events," map the feeder schools and community assets that you will build relationships with and visit to recruit students 		
Flier – churches*	Nov. 30 Jan 15	<ul style="list-style-type: none"> - 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 		
Flier – local businesses*	Nov. 30 Jan 15	<ul style="list-style-type: none"> - 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 		

Flier – community centers*	Nov. 30 Jan 15	<ul style="list-style-type: none"> - 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 tour	March 1st	<ul style="list-style-type: none"> - 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 		
Personal calls*	Daily then Weekly	<ul style="list-style-type: none"> - 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 		
Home visits*	As needed	<ul style="list-style-type: none"> - 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 		
Mailer – zoned houses*	Jan 5	<ul style="list-style-type: none"> - 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 		
Refer a Friend campaign	By Feb	<ul style="list-style-type: none"> - 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. 		
Yard signs	By April	<ul style="list-style-type: none"> - Deliver yards sign to parent and student ambassadors - Deliver yards sign to (businesses, churches) 		
R&E check in's and goal setting*	Beginning January Weekly, then Bi-Weekly	<ul style="list-style-type: none"> - The goal is to enroll 25 students per week - Include this goal in the weekly email to staff 		

Spring Forecast			
January	February	March	April

Outreach, outreach, outreach.	Outreach, outreach, outreach.	Enroll, enroll, enroll.	Enroll, enroll, enroll.
<p><i>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.</i></p> <p>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, you want to 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.</p> <p>Returning – Re-enrollment campaigns should launch in advisory to align with MSCS optional program which launches on January X. Student incentives should be in place.</p> <p>BLU – The lottery application opens. R&E will be a big focus for you this month to make sure that at least 300 students apply to the lottery.</p>	<p>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.</p> <p>Returning – Re-enrollment campaigns continue in advisory. The closing of this should align with the MSCS optional program deadline on X. Student incentives should be in place.</p> <p>BLU – The lottery application closes on X. The lottery happens on X. After that, your main focus is connecting with accepted families so that they can complete the enrollment process and be thrilled to send their student to your school.</p>	<p>New – Continue to get in front of new students. Collect referral information from them. Chip away at your enrollment goals.</p> <p>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.</p> <p>BLU – Continue to connect with families so that they accept their spot and complete the enrollment process. Provide incoming students at KRB and WDL with swag and work with the schools to do incentive events, if possible, so students can wear Bluff attire.</p>	<p>New – Continue to get in front of new students. Collect referral information from them. Chip away at your enrollment goals.</p> <p>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.</p> <p>BLU – Connect with any lingering families so that they accept their spot and complete the enrollment process. You should shift to focus on building your wait list as well as communicating with incoming families weekly to keep them engaged.</p>

Spring Plan

*indicates that this is a required strategy

Task	Date	Notes	Owner	Status
Returning students enrollment campaign in advisory*	Launch in advisory by January 5	<ul style="list-style-type: none"> - 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 		
R&E all-staff PD*	By January 5	<ul style="list-style-type: none"> - 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) 		
Visit KRB and WDL 8th grade advisories – BLU	Ongoing	<ul style="list-style-type: none"> - Leading up to the lottery – Continue to visit. Make sure students have applied to the lottery. Offer a small incentive to students or the advisories with the highest lottery application numbers. - After the lottery – Continue to visit to encourage students to accept their spots. Once they are completely enrolled, provide students with a Bluff shirt that they can wear on certain days (work this out with the schools). 		
Call KRB and WDL 8th grade families – BLU	Daily	<ul style="list-style-type: none"> - Leading up to the lottery – Every family should receive a personalized call reminding them to apply and they should commit to applying (or be congratulated for doing the application) - After the lottery – Every family should receive a congratulatory call explaining the next steps to accept their position and complete enrollment. After that, families should be contacted at least weekly to complete their enrollment. Additionally, you could have an enrollment night where they meet the teachers over dinner. 		
Social Media Posts*	Weekly	<ul style="list-style-type: none"> - 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 		
Ads – Digital	Weekly	<ul style="list-style-type: none"> - Run ads on Facebook and Instagram - Run video ad on YouTube 		
Ads – Billboards	TBD	<ul style="list-style-type: none"> - Purchase a billboard to advertise enrollment 		
Ads – Radio	TBD	<ul style="list-style-type: none"> - Advertise on X from DATE to DATE 		

Visit feeder schools*	Ongoing	<ul style="list-style-type: none"> - 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 5th and 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) 		
Flier – churches*	Monthly	<ul style="list-style-type: none"> - 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 		
Flier – local businesses*	Monthly	<ul style="list-style-type: none"> - 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 		
Flier – community centers*	Monthly	<ul style="list-style-type: none"> - 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 		
Open house	By April 15	<ul style="list-style-type: none"> - Host an open house for potential families so that they can tour the school and complete their enrollment process 		
Personal calls*	Daily	<ul style="list-style-type: none"> - 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. 		
Mailer – zoned houses*	TBD	<ul style="list-style-type: none"> - 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 		

Refer a Friend campaign	TBD	<ul style="list-style-type: none"> - In advisory, have current students provide information for potential incoming students (rising 6th and 9th graders) 		
Yard signs	By April	<ul style="list-style-type: none"> - Deliver yards sign to parent and student ambassadors - Deliver yards sign to (businesses, churches) 		
R&E check in's and goal setting*	Weekly	<ul style="list-style-type: none"> - The goal is to enroll 25 students per week - Include this goal in the weekly email to staff 		

R&E data management

A student is not enrolled until their information is in PowerSchool as that communicates with the state SIS. Data monitoring and clean up should be part of your work throughout the school year. Though PowerSchool is the end goal for enrollment, your recruitment efforts live in SchoolMint.

Collecting new family contact information. Gathering attendee information at recruitment events. Communicating with families...and tracking that. Hosting events and evaluating their effectiveness in getting student contact information and students enrolled.

There's a lot of data gathering and tracking that happens prior to a student's final enrollment in PowerSchool. SchoolMint is the home for all of that. A good rule of thumb? If it's not in School Mint, it didn't happen.

If you have never used SchoolMint or if you need a refresher on SchoolMint, use these Udemy resources to learn about the platform. Follow the below steps to start the free course:

- Go [here](#).
- Click on the purple box that reads "Enter Password."
- Create a free account (just enter in name and email).
- Use password SchoolMintee123

Once you have familiarized yourself with SchoolMint, click [here](#) to complete the training. Then, review [this](#) resource on how to track families who are interested in your school.

What obstacles do you anticipate in using SchoolMint and supporting your team to do that?	What pathways can potentially allow you to overcome these obstacles?

The first weeks of school

The goal is for every enrolled student to attend the first day of school in August. When this is an ambitious goal, there are ways to purposefully reduce the first day of school “no shows” so that you have high attendance from the beginning of the year. This involves a 1) proactive plan to communicate with families prior to the first day of school and a 2) reactive plan to respond to “no shows” during the first weeks of the school year.

Your proactive plan is much embedded into your R&E plan for the summer. It involves communicating with families frequently and positively leading up to the first day of school. In your R&E plan, this includes:

- Back to School Mailer
- Personal calls
- School Messenger communication
- Welcome Back event
- Enrollment Night

What’s the benefit to proactively addressing “no shows?”

What other strategies might you and your team do to proactively decrease the number of “no shows?”

Your reactive plan will follow a series of data collection, outreach, and follow up:

- Data collection: During X period, you should collect the number of “butts in seats,” or number of students present in each classroom. This will provide you with an accurate number of students who are in the building. Additionally, you should follow your attendance procedure and make sure that all classrooms have submitted accurate attendance.
- Outreach: After the data is collected, run a report to list the absent students for that period. These are the students who are not in your building and need communication to their home. Using your office staff and others as needed, place a personal call to each of these students’ families reminding them that their student should be at school every day and answering any questions that they may have. Log the communication in PowerSchool. If the family indicates that they have enrolled elsewhere or are considering enrolling elsewhere, then this information should be sent to the principal for a follow up call to the family.
- Follow up: When the student arrives at school the next day, remind them how excited you are that they are at school and communicate the importance of attending school every day.

You should continue this process until DATE or at the determination of the Chief of Staff. After that, you should follow the attendance procedure that you will use throughout the school year.

What might make implementing this system challenging during the first few weeks?

How might you plan to overcome that obstacle?

How can you incorporate joy, fun, or celebration into this process (for your team, your school, and/or your students)?

For more information and resources on reducing first day no shows, view the CSGF playbook [here](#).



School Leader Evaluation (SLE)

SY23

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School Leader Evaluation Overview



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 to existing research and best practices. A **competency model**, **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 significantly upon 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 to both prioritize competencies and structure the key behaviors that demonstrate proficiency in those competencies.

An overview of **Green Dot's Core Values** can be found below.



An unwavering belief in all students' potential: Green Dot 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.

School Leader Evaluation Overview



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 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.

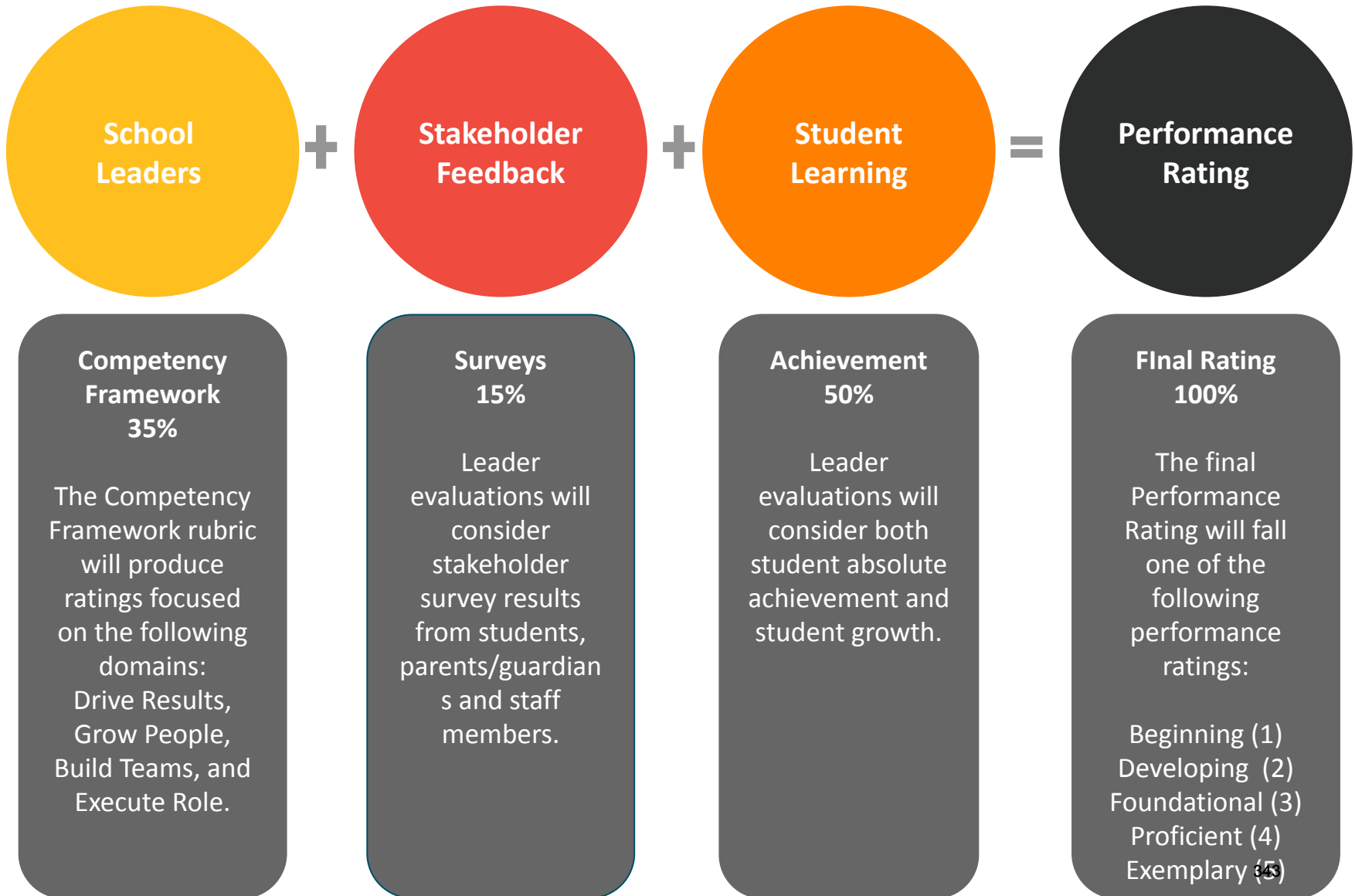


Respect for others in the community. Green Dot respects the communities in which we work and the people who live in them. We are not saviors looking to rescue students from their communities, nor are we naïve to the significant challenges that people can face. We reject the concept of a universal culture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

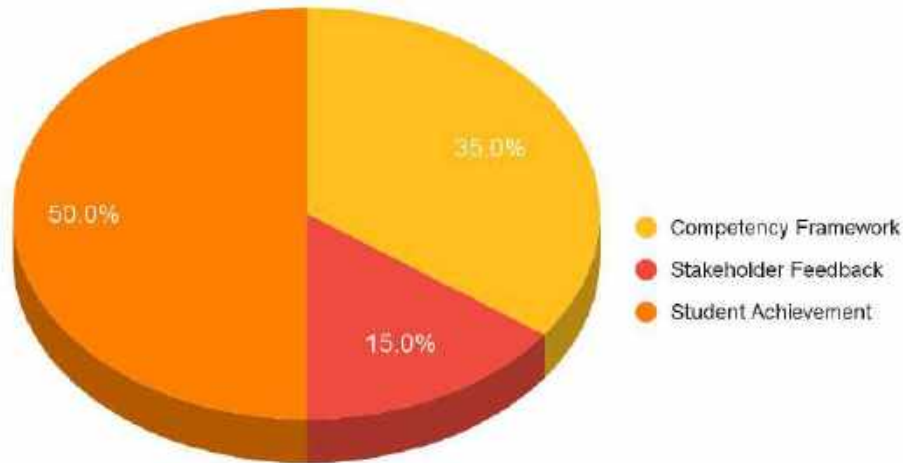


All stakeholders are critical in the education process. Respecting stakeholders requires the inclusion of all voices and active listening. School leaders regularly engage teachers in decision-making through the creation of professional communities of practice. Community engagement teams nurture the power 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 reforms 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.

Leader Evaluation Model



Leader Evaluation Model: Rating



Composite Score	Performance Rating Band
4.50 – 5.00	Exemplary
4.00 – 4.49	Proficient
3.50 – 3.99	Foundational
3.00 – 3.49	Developing
1.00 – 2.99	Beginning

School Leader Competency Model



SCHOOL LEADER COMPETENCY MODEL

Effective Green Dot Leaders Drive Results, Grow People, and Build Teams. They do so in order to Prove the Possible for our students. Every individual also has critical role-specific competencies that may vary by role across regions. Essential competencies such as Instructional Leadership and Operations Management fit in this category. The Role-specific Competencies category rings the core competencies because these competencies often make up a very visible part of an individual's role and because they often rely upon many of the underlying core competencies.

The Student Focus competency is at the middle of our model, helping to always center the efforts of our leaders with a constant focus on what's best for students. The Drive Results category includes core competencies that are directly associated with the individual's ability to produce exceptional outcomes and their ability to model and support others in producing exceptional outcomes. The Build Teams category includes competencies that enable our leaders to work effectively with others. The Grow People category includes competencies that all leaders must demonstrate to ensure that staff and team performance are excellent. The Execute Role category focuses on job specific competencies related to instruction and operations needed for a successful school.

Each competency is rated using the following scoring scale:

1. **Not Attempted:** Does not attempt actions and actions have a negative impact on students (<25%).
2. **Attempting:** Rarely attempts actions and actions have limited impact on some students. (25-49%)
3. **Foundational:** Occasionally attempts actions and actions have limited impact on some students. (50-79%)
4. **Proficient:** Consistently attempts actions and actions have some impact on most students. (80-90%)
5. **Exemplary:** Always attempts actions and actions have significant impact on almost all students. (>90%)



School Leader Competency Framework



DRIVE RESULTS

ACHIEVEMENT ORIENTATION

- **FOCUS ON RESULTS.** Focuses upon results and how they are achieved. Does not confuse effort with results.
- **ANTICIPATING PROBLEMS.** Anticipates and identifies problems in a timely manner.
- **CONTINGENCY PLANS.** Proactively develops contingency plans in advance of potential or unforeseen circumstances.
- **INITIATIVE.** Takes initiative, going above and beyond typical expectations and making necessary sacrifices to achieve exceptional results.
- **ANALYSIS.** Analyzes, reflects upon, synthesizes, and contextualizes information.
- **FOLLOW THROUGH.** Follows through on commitments and promises with an appropriate sense of urgency.
- **CONSEQUENCES.** Consider both the long-term and unintended consequences of potential decisions.
- **FLEXIBILITY.** Demonstrates flexibility when plans or situations change expectedly. Effectively adjusts plans to achieve intended outcomes.
- **ACCOUNTABILITY.** Regularly compares actual progress to planned milestones and adjusts plans accordingly, holding him or herself and others accountable for achieving intended outcomes.
- **RESILIENCE.** Demonstrates tenacity, persevering through significant challenges to reach goals. Supports perseverance in others.

CONTINUOUS LEARNING

- **LEARNING.** Takes responsibility for behavior, mistakes, and results; learns from successes and failures; and teaches others to do the same. Proactively solicits and willingly accepts assistance.
- **PRIORITIZING.** Manages time and resources effectively, prioritizing efforts according to organizational goals.
- **SEEKING GROWTH.** Seeks constructive feedback and other opportunities for self development.
- **INNOVATES.** Values and encourages creative and innovative ideas.
- **COLLABORATES.** Promotes and contributes to a culture of sharing effective practices within the organization and across the GDPS network.

DECISION-MAKING

- **PROCESSES.** Establishes decision-making processes, communicating about how decisions will be made and who has input, and ensuring that decisions are made by individuals best suited to make them.
- **COMMUNICATING.** Timely conveys decisions to relevant stakeholders and takes follow-up actions to support decisions.
- **DIFFICULT CHOICES.** Willingly makes and stands by controversial decisions that benefit the organization. Shares understanding of the rationale for decisions, particularly when consensus cannot be reached.

School Leader Competency Framework



BUILD TEAMS

STAKEHOLDER MANAGEMENT

- **TRUST.** Gains the trust of key stakeholders through active listening and seeking to understand their views and needs.
- **DEVELOPING RELATIONSHIPS.** Develops mutually beneficial relationships and partnerships based upon trust, respect, and achievement of common goals.
- **RESPECT & APPRECIATION.** Consistently demonstrates respect and appreciation for others by empathizing, valuing their time and contributions, being available and responsive to their needs.
- **COMMUNICATION.** Establishes and/or uses communication systems that proactively engage key stakeholders.
- **NETWORKING.** Seeks opportunities to work with a wide range of individuals and organizations to achieve common goals and better outcomes.

IMPACT & INFLUENCE

- **ADAPTING STYLE.** Adapts personal leadership style/approach to influence others.
- **MAKING A CASE.** Appeals to emotions and/or reason using data, concrete examples, and demonstrations to make a compelling case for his or her position.
- **ANTICIPATING & PERSUADING.** Anticipates reactions and addresses the concerns of others to help persuade them to move toward a goal.
- **MOTIVATING ACTION.** Stimulates others to take action and accomplish goals, even when no direct reporting relationship exists.
- **BUILDING COALITIONS.** Builds coalitions to garner support by aligning proposals/ideas with the needs and priorities of others.

EQUITY BASED LEADERSHIP

- **ACUITY.** Ability to identify inequities in systems, analyze them with empathy and take actions to drive positive changes.
- **EMPATHY.** The ability to understand and share the feelings of another.
- **GROWTH MINDSET.** Belief that talents, skills and mindsets can be developed (through persistence, good strategies, and a community of support).
- **IDENTITY-BASED LEADERSHIP.** Lead and act with the knowledge that one's own experience and the experience of others is shaped by personal social identities/group membership and historical/systemic issues and their impact.
- **INCLUSIVENESS.** Build and foster a culture that ensures Little GDPSters and Big GDPSters are able to bring their full, authentic selves to GDPSters and do their best everyday.
- **LEVERAGE DIVERSE PERSPECTIVES.** Belief that actively exploring and incorporating different ways of being, thinking, and working will make work, building community and advocacy more effective.
- **RESPECTING COMMUNITY.** Demonstrates knowledge of and respect for the cultures of the community served.
- **INSIGHT.** Understands his/her own strengths and weaknesses.
- **BALANCING STRENGTHS & WEAKNESSES.** Balances personal strengths & weaknesses with the strengths and weaknesses of others.
- **UNDERSTANDING PERCEPTIONS.** Understands how others perceive his/her actions, comments, and tone.

School Leader Competency Framework



GROW PEOPLE

DIRECTION SETTING	<ul style="list-style-type: none"> ● VISION, MISSION, VALUES AND GOALS. Establishes, articulates, aligns, and/or teaches the organization’s vision, mission, values and goals. ● INSPIRING OTHERS. Inspires and gains the commitment of others towards the vision, mission, values and organizational goals. ● MODELING. Models organizational values and strong character at all times. ● BUILDING CULTURE. Integrates programs, rituals, and visual artifacts that represent the values throughout the organization. ● CLARIFYING. Clarifies roles, accountabilities and decision-making among team members. ● NEW OPPORTUNITIES. Anticipates and seizes new opportunities that are aligned with strategic goals. ● MANAGING CHANGE. Manages change by seeking to understand its effects upon the organization and key stakeholders, by guiding others through change, and by addressing resistance to that change.
PERFORMANCE MANAGEMENT	<ul style="list-style-type: none"> ● SETTING GOALS. Sets team and individual goals with employees that align with organization vision, mission, values, and goals. ● CELEBRATING. Prioritizes morale and productivity, celebrating accomplishments. ● DELEGATION. Delegates tasks to appropriate individuals or groups. ● CONFLICT. Models and encourages others to manage conflict openly and productively. ● RESOURCES. Provides resources needed to reach individual and team goals (human assets, dollars, tools). ● FEEDBACK. Consistently coaches others towards goals, recognizes accomplishments and provides timely, relevant, and constructive feedback. ● ACCOUNTABILITY. Holds employees and teams accountable for achieving their goals and for modeling organizational values and strong character. ● EVALUATION. Evaluates performance regularly, identifying learning needs.
TALENT DEVELOPMENT	<ul style="list-style-type: none"> ● RECRUITMENT & SELECTION. Recruits and/or selects a highly effective staff. ● DEVELOPMENT OPPORTUNITIES. Creates developmental opportunities for staff to be more effective in their roles and progress towards career goals. ● ON-THE-JOB DEVELOPMENT. Places individuals in roles and assignments that contribute to their personal and career development. Facilitates cross-team and cross-network movement when appropriate. ● RETENTION. Contributes to the retention of the most talented and valued employees. ● SUCCESSION. Explicitly builds systems that encourage talent to grow in the organization, and develops successors for own position. ● POOR PERFORMERS. Manages out staff who do not meet expectations or fit GDPS culture.

School Leader Competency Framework



EXECUTE ROLE

INSTRUCTIONAL LEADERSHIP

- **ACADEMIC VISION.** Establishes academic and character vision and / or goals.
- **CURRICULUM.** Oversees implementation of college preparatory curriculum.
- **INSTRUCTIONAL DEVELOPMENT.** Supports instructional improvement by coaching and modeling for 1st Teach.
- **ASSESSMENT.** Oversees the administration of multiple forms of assessments, to measure and improve teaching and learning.
- **USE OF DATA.** Supports the team in using student and staff performance data to drive improved teaching and learning.
- **SCHOOL CULTURE.** Establishes and implements systems that reinforce positive character, behavior, and organizational values for students.

OPERATIONAL LEADERSHIP

- **MANAGING RESOURCES:** Acquires and Manages resources (people, financial, equipment) effectively to support the organization's short and long term goals.
- **MANAGING ENROLLMENT & ATTENDANCE:** Develops and executes enrollment and attendance plans to meet organization's goals.
- **FINANCIAL DECISIONS:** Uses financial information to make sound decisions.
- **VIABILITY:** Establishes and Maintains a focus in the organization on the critical details essential to keeping the business running, such as risk management and compliance systems.

Leader Evaluation Components: Stakeholders



STAKEHOLDER FEEDBACK

Green Dot's Core Value "stakeholders are critical in the education process" compels our commitment to include stakeholder feedback in the leader evaluation process. Green Dot schools seek regular, informal feedback from a variety of stakeholders. However, we seek specific annual survey feedback from students, parents, and staff aligned to our Mission, Core Values, and school goals. Student surveys provide feedback on specific teachers as well as the school as a whole. Parent/guardian surveys provide feedback on the school as a whole. GDPS also invites counselors, teachers and classified staff an opportunity to provide upward feedback on school leaders (principals and assistant principals) twice annually.

ADD more specific information on surveys.

School Leader Development



TRAINING & EVALUATION

Each summer, school leaders will participate in a minimum of 5 days of professional development provided by members of the GDPS Leadership Team. The first day, Data Deep Dive, will include campus leaders (principals, assistant principals) as well as the following members of the GDPS Regional Leadership Team. This day will serve as an end of year deep dive of school data (achievement, culture, etc.). Additionally, each summer, the GDPS will provide two days of training on teacher, counselor and staff evaluation systems. Lastly, school leaders from all campuses will participate in a 2-day Administrator Retreat that will look to goal setting and planning for the upcoming school year.

During the school year, GDPS coordinates and facilitates monthly full-day professional development with principals (Principal Collaboration) and another full day with Assistant Principals (AP Collaboration). Additionally, the school leader supervisor provides a minimum of one hour of individual coaching per week to school principals, with additional observations and supports provided to the full campus leadership team as needed. Lastly, the GDPS Regional Leadership Team facilitates quarterly Data Dive session with campus leadership teams.

Date	Evaluation Component	Explanation
September	Determination of Focus Indicators	School leader and supervisor will use the competency model rubric,, stakeholder survey feedback, and student achievement measures to set goals around at least one key behavior in each competency area (Drive Results, Grow People, Build Teams, and Execute Role). These goals will guide both individual coaching and leader professional development.
December	Midyear Check-in	Leaders will participate in a self-rating reflection exercise and meet with their supervisor to evaluate progress toward goals.
June/July	End of School Year Check-in	Using available data, the school leader will complete a self-evaluation using the competency framework rubric. Once that is submitted, the supervisor will complete the rubric portion of the evaluation. A midyear meeting will focus on evaluating progress and adjusting goals, coaching and professional development as needed for second semester.
Summer	Final Performance Rating	Once student achievement data become available, the final Performance Rating will be determined. School leader and supervisor will meet to review the final Performance Rating and to set focus areas for the new school year.

SLE Evaluator Certification Process



CERTIFICATION PROCESS

To achieve inter-rater reliability, all evaluators partake in a certification process designed and led by the GDPS Chief Growth Officer. During this training, evaluators use scenarios to calibrate on the various indicators that comprise the School Leader Evaluation Competency Framework Rubric. Evaluators then take a certification exam in which they review and rate a set of data for a school leader. Administrators who fail this exam are not certified as an evaluator. In this case, evaluators receive targeted coaching and additional opportunities to certify. This rigorous process develops inter-rater reliability and helps ensure that all evaluators within Green Dot will rate leaders in the same way. The certification cycle restarts each year and all evaluators are required to complete certification annually.

Appendix: Research Resources

Research & Resources



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Research & Resources



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Green Dot Public Schools: TNTP Core Teaching Rubric

The TNTP Core Teaching Rubric is using to describe and assess teacher performance across four performance areas:

- **Culture of Learning:** Are all students engaged in the work of the lesson from start to finish?
- **Essential Content:** Are all students engaged in content aligned to the appropriate standards for their subject and grade?
- **Academic Ownership:** Are all students responsible for doing the thinking in this classroom?
- **Demonstration of Learning:** Do all students demonstrate what they are learning?

Each performance area has three components

1. **Essential Question:** The core question to answer about the particular performance area. In an effective teacher’s classroom, the answer to each Essential Question is “yes.”
2. **Indicators:** Each of the 4 competencies are divided into indicators which break down each skill within that core. These are the descriptions of each performance area used to differentiate five levels of performance: Skillful, Proficient, Developing, Minimally Effective, and Ineffective.
3. **Core Teacher Skills:** A non-exhaustive list of the teacher skills and behaviors that contribute to the student outcomes in each performance area. After observing and rating a lesson, coaches can select one or two Core Teacher Skills to prioritize for the next development cycle.

Each indicator has five levels of performance:

1. Level 1: Ineffective

A teacher performing at the Ineffective level shows more missed opportunities and negative evidence than they do positive evidence.

- *They see positive evidence of the expected student outcomes less than 50% of the time.*

2. Level 2: Minimally Effective

A teacher performing at the Minimally Effective level sees the expected student outcomes some of the time and in some instances. At this level, teachers demonstrate some novice skills, but there is clear room for improvement.

- *On the Core Rubric, “some” means “often,” or 51-75% of the time.*

3. Level 3: Developing

A teacher performing at the Developing level is not perfect, but clearly on the right track: They see the expected student outcomes most of the time, with most students, and in most instances.

- *On the Core Rubric, “most” means “nearly always,” or 76-90% of the time*

4. Level 4: Proficient

A teacher performing at the Proficient level is seeing expected student outcomes nearly all of the time with nearly all students. We believe that the best teachers—those capable of closing achievement gaps and helping all students reach their academic potential—consistently perform at the Proficient level.

- *On the Core Rubric, “all or almost all” means generally 90 percent of the time or higher.*

5. Level 5: Skillful

Across performance areas, Skillful descriptors are characterized by strong student ownership and connections to academic and real-life goals.

Green Dot Public Schools: TNTP Core Teaching Rubric

Core Competency 1: CULTURE OF LEARNING

Are all students engaged in the work of the lesson from start to finish?

	1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
1.1	Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions directed to the teacher.	Some students complete instructional tasks, volunteer responses and/or ask appropriate questions directed to the teacher.	Most students complete instructional tasks, volunteer responses and/or ask appropriate questions directed to the teacher.	All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions directed to the teacher.	<i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i> Students ask appropriate questions directed to each other.
1.2	Very few or no students follow behavioral expectations and/or directions	Some students follow behavioral expectations and/or directions	Most students follow behavioral expectations and/or directions	All or almost all students follow behavioral expectations and/or directions.	<i>All descriptors for Level 4 are met, and the following evidence is demonstrated:</i> Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.
1.3	Students do not execute transitions, routines and procedures in an orderly manner.	Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher.	Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher.	Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher.	<i>All descriptors for Level 4 are met, and the following evidence is demonstrated:</i> Students can articulate the purpose of and assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher.
1.4	Students are left without work to do for a significant portion of the class period.	Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.	Students are idle for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions.	Class has a quick pace and students are engaged in the work of the lesson from start to finish.	<i>All descriptors for Level 4 are met, and the following evidence is demonstrated:</i> Students who finish assigned work early engage in meaningful learning without interrupting other students' learning.

Maintaining High Behavior Expectations

- Creating a culture of positive interdependence through shared goals and experiences of collective success
- Providing specific, concrete, sequential, and observable directions for behavior and academics.
- Redirecting students who lose focus immediately and in a way that does not slow or disrupt lesson momentum.
- Issuing logical and appropriate consequences as needed without hesitation, such that consequences are successful in changing student behavior.
- Using voice and presence to maintain engagement and convey caring for students.
- Investing time in knowing individual students and in forming relationships to best support their learning.
- Developing an active interest in students' well-being and demonstrating that interest through his/her engagement with students.

Maximizing Instructional Time

- Using efficient techniques for starting and ending lessons.
- Using efficient routines and procedures.
- Responding to student requests without interrupting instruction.
- Planning for and providing work for students to "say yes to" and using strategies to maintain a quick pace throughout the lesson.

Green Dot Public Schools: TNTP Core Teaching Rubric

Core Competency 2: ESSENTIAL CONTENT

Are all students working with content aligned to the appropriate standards for their subject and grade?

	1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
2.1	The lesson activities do not focus on content that advances students toward grade-level standards or expectations and/or IEP goals.	Some of the lesson activities focus on content that advances students toward grade-level standards or expectations and/or IEP goals.	Most of the lesson activities focus on content that are well-sequenced to advance students toward grade-level standards or expectations and/or IEP goals.	All of the lesson activities focus on content that are well-sequenced to advance students toward grade-level standards or expectations and/or IEP goals.	<p><i>All descriptors for Level 4 are met, and the following evidence is demonstrated:</i></p> <p>Students make connections between what they are learning and other content across disciplines, their historical context (local, state, and national), and/or their current lives.</p>
2.2	Instructional materials students use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).	Some instructional materials students use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).	Most instructional materials students use, such as texts, questions, problems, exercises and assessments, are appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).	All instructional materials students use, such as texts, questions, problems, exercises and assessments, are high-quality and appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).	<p><i>All descriptors for Level 4 are met, and the following evidence is demonstrated:</i></p> <p>Students independently connect lesson content to real-world situations.</p>

Planning and Delivering Lessons Effectively

- Allocating instructional time to address the most important content for the grade or course.
- Developing and clearly communicating a well-framed, standards-aligned and appropriately rigorous objective to describe the goal(s) of the lesson.
- Delivering lesson content clearly, accurately, and with coherence. No inaccurate information is conveyed.
- Developing and/or using appropriately demanding instructional materials, such as texts, questions, problems, exercises and assessments.
- Developing a vision for student success and standards-aligned, big goal(s) that are ambitious, measurable and appropriate for all students.
- Developing and/or using a long-term, sequential plan that leads to mastery of the most important content for the grade or course.
- Developing and/or using daily lesson activities that are well sequenced and move students toward mastery of grade-level standards.
- Developing and providing the necessary scaffolds and supports as needed to ensure all students are able to attain learning goals.
- Considering students' language development, literacy levels, and/or IEP goals and other specific learning needs in developing learning goals and preparing lessons (where applicable).
- Anticipating common student misunderstandings given the content and ensuring strategies are in place to overcome those misunderstandings.

Note to observers: When assessing the content of the lesson, your goal is to first examine what students are being asked to do during the lesson and with what materials. Then, compare this to the expectation of the relevant state standard for that particular subject/grade to assess whether or not the students are working with appropriately rigorous content.

Green Dot Public Schools: TNTP Core Teaching Rubric

Core Competency 3: ACADEMIC OWNERSHIP

Are all students responsible for doing the thinking in this classroom?

	1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
3.1	Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving; the teacher completes all or almost all of the cognitive work.	Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work.	Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson the teacher completes some of the cognitive work (i.e.: expands on student responses) that students could own.	All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own.	<i>All descriptors for Level 4 are met, and the following evidence is demonstrated:</i> Students independently show enthusiasm and interest in taking on advanced or more challenging content.
3.2	Very few or no students provide meaningful oral or written evidence to support their thinking.	Some students provide meaningful oral or written evidence to support their thinking.	Most students provide meaningful oral or written evidence to support their thinking.	All or almost all students provide meaningful oral or written evidence to support their thinking.	<i>All descriptors for Level 4 are met, and the following evidence is demonstrated:</i> Students synthesize diverse perspectives or points of view during the lesson.
3.3	Very few or no students are using knowledge and evidence to form, articulate, and defend their answers and opinions.	Some students are using knowledge and evidence to form, articulate, and defend their answers and opinions	Most students are using knowledge and evidence to form, articulate, and defend their answers and opinions.	All or almost all students are using knowledge and evidence to form, articulate, and defend their answers and opinions.	<i>All descriptors for Level 4 are met, and the following evidence is demonstrated:</i> Students invite classmates to share, building on each other's ideas, and challenging each other's thinking.
3.4	Students respond negatively to their peers' thinking, ideas, or answers.	Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback.	Students respond to their peers' thinking, ideas or answers, and provide feedback to their classmates.	Students respond to and build on their peers' thinking, ideas or answers.	<i>All descriptors for Level 4 are met, and the following evidence is demonstrated:</i> Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response.

Maintaining High Academic Expectations

- Promoting the persistence of students to get correct, defended responses.
- Using an appropriate tone (warm, kind, direct) when responding to student answers.
- Requiring that students use complete sentences, correct grammar and academic language.

Building Thinking Skills

- Structuring and delivering lesson activities so that students do an appropriate amount of the thinking required by the lesson.
- Posing questions or providing lesson activities that require students to cite evidence to support their thinking.
- Providing opportunities for students to respond to and build on their peers' ideas.
- Providing support necessary for students to complete instructional tasks requiring higher-order thinking skills.
- Providing individualized instruction so that all students can access content and participate in the class

Green Dot Public Schools: TNTP Core Teaching Rubric

Core Competency 4: DEMONSTRATION OF LEARNING

Do all students demonstrate that they are learning?

	1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
4.1	Questions, tasks or assessments do not yield data that allow the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.	<i>All descriptors for Level 4 are met, and the following evidence is demonstrated:</i> Students monitor their own progress, identify their own errors and seek additional opportunities for practice.
4.2	Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language.	Students have few opportunities to express learning through academic writing and/or explanations using academic language.	Students have some opportunities to express learning through academic writing and/or explanations using academic language.	Students have extensive opportunities to express learning through academic writing and/or explanations using academic language.	<i>All descriptors for Level 4 are met, and the following evidence is demonstrated:</i> Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher.
4.3	Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals.	Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	<i>All descriptors for Level 4 are met, and the following evidence is demonstrated:</i> Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals.

Leading Instruction

- Conveying or providing accurate content and all content necessary for students to achieve the learning goal(s).
- Using explanations of content that are clear, coherent and support student understanding of content.
- Differentiating instruction as needed in response to student learning needs, including enrichment and extra support.
- Providing choices for how students engage in content.
- Checking for Understanding of Content
- Accurately checking for whether students understand the key content needed to master the lesson at key moments in the lesson (e.g., during direct instruction, before independent practice, at a transition and with an exit ticket at the end of a lesson).
- Developing and/or using informal and formal assessments that yield usable data on students' progress toward grade-level standards.

Responding to Student Misunderstanding

- Providing feedback that affirms correctly understood content and student progress toward the lesson objective and clarifies misunderstood content.
- Recognizing the root of student errors and re-teaching or re-framing content to address the underlying cause of student misunderstanding.

Note to observers: Your goal is to examine what students produce throughout the lesson and to assess the extent to which all students receive the opportunity to demonstrate their learning and the extent to which all students make progress towards learning goals. This includes students' oral responses and written work and should reflect most students, not just a sampling

Green Dot Public Schools: TNTP Core Teaching Rubric

(1) INEFFECTIVE

A teacher performing at the Ineffective level shows more missed opportunities and negative evidence than they do positive evidence. They see positive evidence of the expected student outcomes less than 50 percent of the time.

(2) MINIMALLY EFFECTIVE

A teacher performing at the Minimally Effective level sees the expected student outcomes some of the time and in some instances. At this level, teachers demonstrate some novice skills, but there is clear room for improvement. On the Core Rubric, “some” means “often,” or 51-75 percent of the time.

(3) DEVELOPING

A teacher performing at the Developing level is not perfect, but clearly on the right track: They see the expected student outcomes most of the time, with most students, and in most instances. On the Core Rubric, “most” means “nearly always,” or 76-90 percent of the time.

(4) PROFICIENT

A teacher performing at the Proficient level is seeing expected student outcomes nearly all of the time with nearly all students. On the Core Rubric, “all or almost all” means generally 90 percent of the time or higher. We believe that the best teachers—those capable of closing achievement gaps and helping all students reach their academic potential—consistently perform at the Proficient level.

(5) SKILLFUL

The Skillful level on all five performance areas starts with “All descriptors for Level 4 are met and at least one of the following types of evidence is demonstrated.” This is because we don’t expect all teachers to perform consistently at the Skillful level; rather, Skillful performance as described by the Core Rubric highlights “north star” practices, like students self-assessing or synthesizing diverse perspectives, that may not be reasonable to expect in every lesson. Across performance areas, Skillful descriptors are characterized by strong student ownership and connections to academic and real-life goals.

Green Dot Public Schools: TNTP Core Teaching Rubric

TNTP Core Classroom Walk-Through Tool

The TNTP Core Walk-Through Tool is a companion to the full TNTP Core Teaching Rubric and is aligned to the same vital performance areas. This tool can be used alone to guide peer-to-peer feedback, personal reflection and non-evaluative coaching. Observers who have experience with the TNTP Core Teaching Rubric may also use the Walk-Through Tool as a note-taking and feedback resource for all classroom observations.

1. Are all students engaged in the work of the lesson from start to finish?

2. Are all students engaged in content aligned to the appropriate standards for their subject and grade?

What did you see students doing, reading, and working with? What work do the grade-level standards call for?

3. Are all students responsible for doing the thinking in this classroom?

4. Do all students demonstrate that they are learning?

Follow-Up Questions

What's keeping you from answering yes to all four Essential Questions above?

Which specific skill or technique will you and the teacher practice and develop over the next cycle?



GDPST DRAFT School Calendar

2024-2025

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

JULY 2024						AUGUST 2024						SEPTEMBER 2024					
M	T	W	TH	F		M	T	W	TH	F		M	T	W	TH	F	
1	2	3	4	5					1	2		2	3	4	5	6	
8	9	10	11	12		5	6	7	8	9		9	10	11	12	13	
15	16	17	18	19		12	13	14	15	16		16	17	18	19	20	
22	23	24	25	26		19	20	21	22	23		23	24	25	26	27	
29	30	31				26	27	28	29	30		30					
OCTOBER 2024						NOVEMBER 2024						DECEMBER 2024					
M	T	W	TH	F		M	T	W	TH	F		M	T	W	TH	F	
	1	2	3	4						1		2	3	4	5	6	
7	8	9	10	11		4	5	6	7	8		9	10	11	12	13	
14	15	16	17	18		11	12	13	14	15		16	17	18	19	20	
21	22	23	24	25		18	19	20	21	22		23	24	25	26	27	
28	29	30	31			25	26	27	28	29		30	31				
JANUARY 2025						FEBRUARY 2025						MARCH 2025					
M	T	W	TH	F		M	T	W	TH	F		M	T	W	TH	F	
		1	2	3		3	4	5	6	7		3	4	5	6	7	
6	7	8	9	10		10	11	12	13	14		10	11	12	13	14	
13	14	15	16	17		17	18	19	20	21		17	18	19	20	21	
20	21	22	23	24		24	25	26	27	28		24	25	26	27	28	
27	28	29	30	31								31					
APRIL 2025						MAY 2025						JUNE 2025					
M	T	W	TH	F		M	T	W	TH	F		M	T	W	TH	F	
	1	2	3	4					1	2		2	3	4	5	6	
7	8	9	10	11		5	6	7	8	9		9	10	11	12	13	
14	15	16	17	18		12	13	14	15	16		16	17	18	19	20	
21	22	23	24	25		19	20	21	22	23		23	24	25	26	27	
28	29	30				26	27	28	29	30		30					

- No school for students
- No school for students & staff
- Exams
- Orientation/Parent-Teacher-Student Conferences
- Special Schedule
- Minimum Day/Early Dismissal



2022-2023

**Green Dot Public Schools Tennessee
Student Policy Manual**

- Academics
- Attendance
- Calendar & Bell Schedule
- Code of Conduct
- Dress Code
- Enrollment
- Extra-Curricular Activities
- Health & Welfare Policies
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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-Aligned Courses, and Dual Enrollment Courses	Advanced Placement, Cambridge International, College Level 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 State Board 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 State Board 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 Science, 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.

Academic Policy

A. 7.0

Policy: High School Promotion & Graduation

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
10 th Grade	6 Credits
11 th Grade	12 Credits
12 th 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

Retention shall be considered only when it is in the best interest of the student. Retention decisions affecting a student receiving special education services shall be made in consultation with the student's Individualized Education Program (IEP) team and in accordance with the provisions of the IEP.

Schools shall identify students who demonstrate difficulty in achieving the requirements for promotion to the next grade level and therefore may be considered for retention by February 1. However, a student may be identified for retention after February 1, if he/she has not shown sufficient academic progress on the promotion plan before the end of the school year.

The factors to be considered in making a decision on retention shall include, but not be limited to:

- 1. The student's ability to perform at the expectations of the current grade level;
- 2. The results of local assessments; screening, or monitoring tools; state assessment; as applicable;
- 3. The overall academic achievement of the student;
- 4. The student's likelihood of success with more difficult materials if promoted to the next grade;
- 5. Attendance; and
- 6. Social and emotional maturity.

If a student is considered for retention, the school staff shall notify the student's parent or guardian within fifteen (15) calendar days of identification. The school shall develop and implement an individualized promotion plan to help the student avoid retention. The individualized promotion plan shall be developed in coordination with the student's teachers and may also include input from the student's parents, school counselor, or other appropriate school personnel. All promotion plans shall include evidence-based promotion strategies and shall be tailored to the student's learning needs. Each promotion plan shall also include expectations and measurements that can be used to verify that a student has made sufficient progress to be promoted to the next grade level.

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	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	6,7,8	TDOE Requirement: A summative assessment of student achievement on course-specific TN learning standards.
TCAP Social Studies	6-8	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 State Board 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 State Board 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.



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	<ul style="list-style-type: none"> ● Parent phone call ● After school detention
Phase 2	5 Absences	Send 5 Day Notification Letter	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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.



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.

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	A mild behavior infraction is a minor misbehavior that does not impede the learning of others or only does so to a minimal extent.	<ul style="list-style-type: none"> • Minor uniform infraction • Failure to complete work • Chewing gum • Food/drink violation • Calling out • 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 	<ul style="list-style-type: none"> • Teacher intervention through any of the following techniques: non-verbal correction, gentle verbal reprimand, proximity correction or humor. • Parent phone call/conference
Moderate	Moderate behavior infractions are misbehaviors that more persistently impeded the learning of the student or their peers.	<ul style="list-style-type: none"> • Instigating a fight • Insubordination/defiance • Tagging • Inappropriate use of technology (including crashing DL with inappropriate/offensive content) • Verbal altercation • Profanity/foul language not directed at an adult • Refusal to maintain social distancing/inappropriate contact • Refusal to wear mask 	<ul style="list-style-type: none"> • Detention (lunch or after school) • Referrals • Parent conference • Parent shadowing • Loss of student privileges • Suspension (or ISS) • Student agreement • Other school service • Removal from DL setting (student may need to access content through 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.	<ul style="list-style-type: none"> • Bullying • Cyberbullying • Drug distribution • Leaving class without permission • Destruction of property • <i>Intentional</i> destruction of provided laptop • Indecent exposure • Possession of or use of alcohol/drugs (or presence of drug paraphernalia) • Fighting 	<ul style="list-style-type: none"> • Detention (lunch or after school) • Suspension (or ISS) • Discipline Review Board • Student agreement • Probation • Expulsion

		<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Expulsion for a minimum of one (1) year

ADMINISTRATIVE AFTER SCHOOL DETENTION: These detentions are up to 60-minute detentions that occur after school five minutes after the dismissal bell. Students must report to detention on time and remain in detention for the entire time to clear the detention.

During the detention period, students are to sit quietly and complete assignments. No activity such as listening to music, sleeping, etc. is permitted. This detention may consist of writing an assignment, sitting quietly in a classroom or assisting with cleaning of the campus. School events, activities or athletics are not valid reasons for missing a detention.

After a student is given a school detention, the student’s parent/guardian may be notified by telephone by the Principal or designee.

ADMINISTRATIVE LUNCH DETENTION: Students will receive a detention reminder slip, which will have the date of your detention and the room lunch detention will be held. Students will have three minutes to report to the lunch detention room. The expectation for students is to serve their lunch detention the next time lunch detention is offered (Ex. Student 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
Policy: Serious Infractions

D. 3.0



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 barbitol 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 State Board 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.

Code of Conduct Policy

D. 6.0

Policy: TN Public Charter School Commission Expulsion & Remand Process

REQUIRED REMAND FOR SUSPENSIONS OF MORE THAN TEN (10) DAYS

It is the Charter Commission'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, State Board 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 offences 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.

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 trips, 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 black 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.



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 untoned 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



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	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)	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)

WAIT LIST



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	<ol style="list-style-type: none"> 1. Current school listed on lottery form 2. Verification in Green Dot’s SIS system that the student is actively enrolled
Priority Group 2	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.



Enrollment Policy

F. 4.0

Policy: 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.

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 forth 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.



Enrollment Policy

F. 6.0

Policy: TN Public Charter School Commission Transfer Policy (*Applicable to 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.

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.

Health & Welfare Policy

H. 2.0

Policy: Communicable and Infectious Disease

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 athlete 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 State Board 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.



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.



Health & Welfare Policy

H. 10.0

Policy: Science Laboratory Safety

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 State Board 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 State Board 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 standards 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 State Board 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 State Board 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 State Board of Education and Tennessee Public Charter School Commission'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;

10. Especially aggravated kidnapping;
 11. Aggravated assault;
 12. Felony reckless endangerment;
 13. Aggravated sexual battery; or
2. A violation of:
1. Voluntary manslaughter;
 2. Criminally negligent homicide;
 3. Sexual battery by an authority figure;
 4. Statutory rape by an authority figure;
 5. Prohibited weapon;
 6. Unlawful carrying or possession of a firearm;
 7. Carrying weapons on school property;
 8. Carrying weapons on public parks, playgrounds, civic centers, and other public recreational buildings and grounds;
 9. Handgun possession;
 10. Providing handguns to juveniles.

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.

Parent & Guardian Policy

I. 2.0

Policy: Parent and Family Engagement

The GDPST Board is committed to increasing and ensuring the involvement of parents and other family members in the education of students. The GDPST Board shall implement the following as required by federal or state laws or regulations:

- GDPST shall annually work with parents in evaluating and potentially revising the provisions of this policy in improving the quality of schools. Such an evaluation shall strive to identify any barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
- GDPST shall provide the coordination, technical assistance and other necessary support to assist individual schools with planning and implementing parental involvement activities.
- GDPST shall involve parents with the development of required educational or improvement plans.
- GDPST shall coordinate and integrate parental involvement strategies with those associated with other federal or state programs.
- GDPST shall put into operation activities and procedures for the involvement of parents in all of its schools. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents.
- GDPST shall ensure that activities and strategies are implemented to support this policy. GDPST shall include strategies for parental participation in GDPST's schools which are designed to improve parent and teacher cooperation in such areas as homework, attendance, discipline and higher education opportunities for students.
- GDPST shall include procedures to enable parents to learn about the course of study of their children and have access to all learning materials.
- GDPST shall identify opportunities for parents to participate in and support classroom instruction in the school. Such opportunities include, but are not limited to, organizing fund-raising activities, volunteering as a field trip chaperone, assisting in the library, computer lab, or on the playground offering after-school clubs and recycling clothes.
- If GDPST's parental involvement activities are not satisfactory to parents, GDPST shall submit parental comments regarding the plan to the State Department of Education as required.
- GDPST shall ensure Title I schools are in compliance with the Every Student Succeeds Act.

SCHOOL LEVEL PROCEDURE

Each GDPST school shall submit to the Executive Director and/or designee, for review and comment, its Title I school parent involvement procedure, which must meet state and federal requirements. This school level procedure shall be developed jointly with and distributed to parents of participating students. A copy of these documents shall be retained in the GDPST Student Services Department.

FAMILY-SCHOOL PARTNERSHIPS

Families and community leaders should be engaged in the education of students based on the following standards:

- Families are welcomed into the GDPST school community;
- Families and school staff should engage in regular and meaningful communication about student learning;
- Families and school staff work together to support student learning and development;
- Families are informed and encouraged to be advocates for students;
- Families are full partners in the decisions that affect children and families; and



- Community, civic and business resources are made available to strengthen school programs, family practices and student learning.

Please refer to GDPST's Uniform Complaint Policy (L 15.0) for information regarding the complaint and grievance policy.

Parents are invited to engage with GDPST's Board of Directors during any scheduled Board meeting. GDPST's Board meeting schedule can be found on the GDPST website.

Parent & Guardian Policy

I. 3.0

Policy: PowerSchool

Parents are encouraged to follow student progress through the Power School system. Student homework, grades, and test scores can be reviewed on-line 24 hours a day through Power School on the internet. PowerSchool assists parents to track students' progress and stay informed. Power School also provided a direct link to teacher email directly using PowerSchool. PowerSchool can also be accessed through the school website.

To access your student's information on the internet, you will need the following information:

1. The website location: <http://ps.tn.greendot.org/public>
2. Your Username
3. Your Password

Username and password information is distributed to parents during the School Orientation, Back to School Night, and by contacting the main office.



Safety Policy

J. 1.0

Policy: Agency and Police Interrogation

Protection of student rights shall be balanced with Green Dot's responsibility to cooperate with local police and agency officials in the investigation of unlawful activities. Inherent in the process of cooperation is recognition of the function of the schools and respect for the civil and constitutional rights of students.

In matters involving threats to the safety of the students or staff, law enforcement officers specifically summoned by administrators or asked to remain on school premises by administrators are authorized to act as agents of the school, unless such authority is explicitly and specifically withdrawn. When acting on behalf of Green Dot, the officers will have the full scope of authority in dealing with students that the Principal would have in such situations.

Security officers and police officers whose regular duties involve working on the school campus shall have the authority set forth in the preceding paragraph.

When any law enforcement officer requests an interview with a student, the principal or designee shall request the officer's identity, his/her official capacity, and the legal authority under which the interview is to be conducted. The principal or designee shall require the officer to complete the form entitled "Investigations Conducted on [SCHOOL] Premises" prior to any such interview. The principal or designee shall maintain a record of all documentation relative to law enforcement interviews of students. The principal or designee shall accommodate the interview in a way that causes the least possible disruption for the student and school and provides the student appropriate privacy. At the law enforcement officer's discretion and with the student's approval, the principal or designee may be present during the interview.

When appropriate, school personnel will attempt to call parents/guardians to notify them of interrogation in advance.

Except in cases of child abuse or neglect, the principal or designee shall attempt to notify the student's parent/guardian as soon as practicable after the law enforcement officer has interviewed the student on school premises. If a minor student is removed from school into the custody of law enforcement, the principal or designee shall attempt to notify the student's parent/guardian or responsible relative regarding the student's release and the place to which he/she is reportedly being taken, except when the minor has been taken into custody as a victim of suspected child abuse.

Although subpoenas may legally be served at school on students age 12 or older, Green Dot believes that serving officials should be strongly urged to serve subpoenas at the home of the student whenever possible. When served at school, the principal or designee shall take reasonable steps to protect the student's privacy rights and to minimize loss of class time for the student.

If access is required to apprehend/arrest a student, the principal or designee should be informed. If a student is apprehended, all reasonable efforts shall be made to remove the student from class or other public area and away from other students in the public prior to such apprehension.

VICTIM INTERVIEWS BY SOCIAL SERVICES: Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The

child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child.

A staff member selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act.

Safety Policy

J. 2.0

Policy: Banned Substances

Smoking is prohibited on campus or at any school event. Green Dot schools are 100% drug- and alcohol-free campuses. Green Dot's Drug/Alcohol Policy ensures a drug- and alcohol-free campus while enabling students who are struggling with drug and/or alcohol abuse to receive the treatment they need.

Disciplinary actions will be taken against students who consume, possess, use, sell, and/or distribute illegal drugs or alcohol in school buildings, on school grounds, in school vehicles or buses, or at any school-sponsored activity or event whether on or off school grounds. The Discipline Matrix can be found in Code of Conduct Policy D 2.0.

Alcohol and Drug Testing

A student may be subject to testing for the presence of drugs in the student's body in accordance with this policy and policy 6307 of the Tennessee State Board of Education if there are reasonable indications to the school leader that such student may have used or be under the influence of drugs. The need for testing may be brought to the attention of the school leader through an authorized search, observed or reported use of drugs by the student on school property, or other reasonable information received from a teacher, staff member, or other student. All of the following standards of reasonableness shall be met:

1. A particular student has violated school policy;
2. The test will yield evidence of the violation of school policy or will establish that a student either was impaired due to drug use or did not use drugs;
3. The test is in pursuit of legitimate interests of the school in maintaining order, discipline, safety, supervision, and education of students;
4. The test is not conducted for the sole purpose of discovering evidence to be used in a criminal prosecution; and,
5. Tests shall be conducted in the presence of a witness. Persons who shall act as witnesses shall be designated in the policy of the school.

A student participating in voluntary extracurricular activities may be subject to random drug testing in the absence of individualized reasonable suspicion provided the standards set forth above are met. If a school adopts a policy permitting random drug testing of students in voluntary extracurricular activities, then, prior to a student participating in an extracurricular activity, the school shall notify the parents/guardians that the student may be subjected to random drug testing. A parent/guardian of a student participating in a voluntary extracurricular activity shall provide written consent for random drug testing prior to the student participating in the voluntary extracurricular activity. The school shall pay the cost of any testing required under this section.

As used in this policy, "drugs" means any scheduled drug as specified in state law; and/or alcohol.

Tests shall be conducted by properly trained persons in circumstances that ensure the integrity, validity, and accuracy of the test results but are minimally intrusive and provide maximum privacy to the tested student. All tests shall be performed by an accredited laboratory. Specimens confirmed as positive shall be retained for at least ten (10) days for possible retesting or reanalysis.

If a student is tested and the results of the test are negative, all records of the test, request for a test, or indication a student has been tested shall be expunged from all records, including school records. If a



student is tested in a drug testing program and the results of the test are positive, all records of the test, request for a test, or indication a student has been tested shall be confidential student records.⁶ No student who is tested under a random drug testing program and who tests positive shall be suspended or expelled from school solely as a result of the positive test.

The school leader or school counselor of the school in which a student who tests positive in a drug testing program is enrolled shall provide referral information to the student and to the student's parents or guardian. The information shall include information on inpatient, outpatient and community-based drug and alcohol treatment programs.

Safety Policy

J. 3.0

Policy: Barring Disruptive Persons from School Sites

The following guideline is prepared to assist school site administrators in dealing with disruptive persons who interfere with the normal course of business at school sites. Numerous laws and regulations give the site administrator the absolute right to insist on good order on their campus. This guideline lists the steps necessary to bar disruptive persons from the campus.

- A. Important facts to remember are:
1. No person has the right to interfere with the orderly delivery of instruction.
 2. Parents and guardians have a constitutional right to participate in the education of their children.
 3. A parent's right is at all times tempered with the need to preserve order and tranquility at their children's school.
- B. Parents and guardians who have been restricted from their children's school site can only legally remove children for the following reasons:
1. Disciplinary situations
 2. Medical attention
 3. Family emergencies

The restricted parents/guardians can only enter the "common area" or school office to request release of their children. They will not be allowed in other areas of the site.

- C. In all cases of conflict, the school desires a positive outcome for all parties involved. If a parent/guardian or other person causes a systematic disruption of the educational environment, their access onto the school site will become limited and/or restricted.

The following are general guidelines for dealing with parents/guardians who are disruptive to the educational process on school sites.

1. When staff reports that a person is disruptive to the educational environment, that person should be **immediately** escorted to the school office. The school office is considered a "common area" where public business is conducted. An administrator will talk to the reported offender to determine if a productive solution can be found for the problem. The school's "Visitor Log-In Book" should be checked to see if the individual signed in. If not, the disruptive person will be informed that **all visitors to the campus are legally required to report to the office** prior to entering the campus for any reason.

In all cases, if the disruption is extreme or involves any threat of violence, the school Security staff should be contacted to intervene and escort the visitor off campus. Also, if appropriate, call local law enforcement at 911. An Incident Report about the problem **will** be filed by the site administrator.

2. If the situation is not resolved on the first encounter, documentation will be prepared to track the problem behavior. This documentation is essential should the problem escalate and enforcement action (**an arrest**) is necessary. The administrator will consider some of the following steps as he/she attempts to resolve the problem.
 - a. Meet with the parent/guardian and school staff and attempt to resolve the problem. Set up a specific set of guidelines to govern behaviors while the person is on campus.

- b. Consult with the Green Dot Public Schools Tennessee Executive Director regarding the behaviors exhibited by the disruptive person. By making Green Dot aware of the situation, it helps guarantee a more rapid response if there are continuing problems.
- c. Send a “**stay away letter**,” which is designed to require a meeting prior to the disruptive person being allowed back on the school site. The required meeting will accomplish the following objectives:
 - o Requires the person to always report to the office, sign in and contact an administrator prior to conducting business at the site. Remember the office is a “common area” for conducting business.
 - o Forbids the person from going directly to a classroom or playground without being escorted.
 - o Discusses the specifics of the person’s disruptive behavior and advises them that they can be **arrested** for violations.
 - o In cases of extremely disruptive behavior, a Security staff member may be assigned to assist the disruptive person with their interaction at the school site.
 - o The letter is canceled in 14 days. This legal mandate does not relieve the disruptive person receiving the letter from obeying some fundamental rules and conditions of access after the 14 days. These would include:
 - Required reporting to the office to sign in prior to conducting business on site.
 - Calling and making an appointment prior to arriving on site.
 - Never going directly to a classroom or playground without an escort. Remember outside of the office is not a “common area”. Thus, a classroom or auditorium is not a “common area” and the offender can be forbidden access to this area.
 - All behavior while at the school site must be appropriate as defined by the site administration.
 - This letter is one of the last efforts made by staff to avoid possible stricter enforcement action (**arrest**).
 - If all efforts have been unable to resolve the behavior, then the Executive Director should be notified.

Safety Policy

J. 4.0

Policy: Child Abuse Reporting

Because immediate investigation by child protective agencies of suspected abuse may save a student from repeated injuries, any teacher, or other staff member, who suspects that a minor has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities.

School administrators have a duty to permit child abuse review teams to conduct interviews while the child is at school. The school leader may control the time, place, and circumstances of the interview, but may not insist that a school employee be present even if the suspected abuser is a school employee or another student. The school leader is not in violation of any laws by failing to inform parents/guardians that the child is to be interviewed even if the suspected abuser is not a member of the child's household.



Safety Policy

J. 5.0

Policy: Closed Campus

Our schools are closed campuses. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period.

Safety Policy

J. 6.0

Policy: Confidentiality Policy

There are four instances in which a counselor and/or teacher is legally bound to inform a parent and/or authority with information given during a “confidential” counseling session: 1) when a student indicates he or she is going to physically harm himself or herself or jeopardize his or her life; 2) when a student indicates he or she is going to physically harm another or jeopardize another’s life or has knowledge that another’s well-being is threatened; 3) when a student indicates he or she is being physically and/or emotionally abused; 4) when a student indicates he or she has committed a felony (i.e. selling drugs, stealing a car, etc.).



Safety Policy

J. 7.0

Policy: Emergency Cards

Every student must have a completed and up-to-date "Emergency Card," properly signed and on file in the school Office. Students may only leave campus with an adult whose name is listed on the emergency card and proper identification will be asked for all adults signing students out.



Safety Policy

J. 8.0

Policy: Emergency or Weather Shut Down

In the event of severe weather conditions or other emergencies, the school may be closed. Each of the ASD schools follows the decision of the Superintendent or his designee regarding school closings. Parents/guardians should listen to the radio, watch local TV stations, or check the Achievement School District's website and expect to be contacted directly to know the Superintendent's or his designee's decision for the particular day.

Safety Policy

J. 9.0

Policy: Emergency Preparedness

The schools' emergency policies and procedures are formulated with the guidance of local law enforcement and Green Dot Public Schools Tennessee in order to prepare for:

- Natural Disasters (i.e., Earthquake, Fire, Flood or Tornado)
- Terrorist (bomb, chemical) threats

School staff will implement and maintain the following:

1. A site-specific disaster preparedness plan.
2. Training for all staff on the elements of the plan, as well as an instruction program in first aid and CPR.
3. A stockpile of emergency and medical supplies, back up communication equipment, and two-days' worth of food and water at the school site.
4. Placards posted in classrooms and offices, which indicate evacuation routes.
5. Emergency cards on file for all students and staff.
6. Fire and drop drill maneuvers are understood and drilled on a regular basis.
7. Established policy on the release of students to parents or guardians.
8. Clearly understood policy on the release of school and district staff and their emergency assignments.
9. Clearly outlined procedures for use of school facilities as emergency shelters.

Safety Policy

J. 10.0

Policy: Harassment and Hazing Policy

Green Dot is committed to providing a learning environment that is free from harassment of any kind. Harassment or hazing of any employee or student by another student, employee, or teacher while on school property, at any school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop is prohibited. If the act takes place off school property or outside of a school-sponsored activity, this policy is applicable if the conduct is directed specifically at a student or students and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the educational environment or learning process. The school will treat allegations of harassment and hazing seriously and will review and investigate such allegations in a prompt, confidential and thorough manner.

A charge of harassment or hazing shall not, in itself, create the presumption of wrongdoing.

Incidents of hazing include any intentional or reckless act, on or off school property, by one (1) student acting alone or with others, that is directed against any other student, that endangers the mental or physical health or safety of that student, or that induces or coerces a student to endanger that student's mental or physical health or safety. Hazing is limited to those actions take and situations created in connection with initiation into or affiliation with any organization, not including customary athletic events or similar contests or competitions.

Harassment, bullying and cyber-bullying includes, but is not limited to, when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

- **BULLYING/INTIMIDATION/HARASSMENT:** An intentional act that substantially interferes with a student's educational benefits, opportunities, or performance, and that act has the effect of:
 - (1) Physically harming a student or damaging a student's property;
 - (2) Knowingly placing a student or students in reasonable fear of physical harm to the student or damage to the student's property;
 - (3) Causing emotional distress to a student or students;
 - (4) Creating a hostile educational environment; or
 - (5) Creating unwelcome conduct based on a protected class (race, nationality, ethnicity, gender, age, disability, religion) that is severe, pervasive, or persistent and creates a hostile environment.

Forms of harassment include:

- (a) **VERBAL HARASSMENT:** Any written or verbal language or physical gesture directed at a teacher or a student that is insolent, demeaning, and abusive or implicitly or explicitly implies a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.
- (b) **PHYSICAL HARASSMENT:** Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement.
- (c) **VISUAL HARASSMENT:** Derogatory, demeaning, or inflammatory posters, cartoons, written words, drawings or gestures.
- (d) **SEXUAL HARASSMENT:** Includes unwelcome sexual advances, and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
 - Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
 - Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.
-
- CYBER-BULLYING: A form of bullying undertaken through the use of electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones or other wireless telecommunication devices, computers, text messaging, emails, social networking sites, instant messaging, videos, web sites or fake profiles.
 - HAZING: An intentional or reckless act by a student or group of students that is directed against any other student(s) that endangers the mental or physical health or safety of the student(s) or that induces or coerces a student to endanger his/her own mental or physical health or safety.
 - Coaches and other employees of school shall not encourage, permit, condone, or tolerate hazing activities.
 - Hazing does not include customary athletic events or similar context or competitions and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization.

It is the responsibility of Green Dot to:

1. Implement this policy through regular meetings with all administrators, ensuring that they understand the policy and its importance;
2. Make all faculty, staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
4. Establish practices designed to create a school environment free from discrimination, intimidation, harassment, or hazing.

It is the responsibility of the student to:

1. Conduct herself/himself in a manner which contributes to a positive school environment;
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

Please refer to Uniform Complaint Procedures Policy L. 15.0 for how harassment and hazing complaints, investigations and responses will be handled.

Retaliation and False Accusations.

Retaliation against any person who reports or assists in any investigation of an act alleged in this policy is prohibited. The consequences and appropriate remedial action for a person who engages in retaliation shall be determined by the school after consideration of the nature, severity, and circumstances of the act. Unsubstantiated acts of harassment and/or hazing will result in disciplinary action, up to and including dismissal. Students found to have filed false or frivolous charges will also be subject to disciplinary action, up to and including dismissal.

Safety Policy

J. 11.0

Policy: Registered Sex Offenders

No sexual offender, violent sexual offender or violent juvenile sexual offender shall knowingly establish a primary or secondary residence or knowingly accept employment within one thousand (1,000) feet of the property line of any Green Dot school, Green Dot playground or Green Dot athletic field.

No sexual offender or violent sexual offender other than the exceptions specified within this policy shall be upon or remain on the premises of any Green Dot building, school or grounds when the offender has reason to believe children under eighteen (18) years of age are present. No sexual offender or violent sexual offender shall stand, sit idly, whether or not the offender is in a vehicle, or remain within one thousand (1,000) feet of any Green Dot building, school or grounds when children under eighteen (18) years of age are present, while not having a reason or relationship involving custody of or responsibility for a child or any other specific or legitimate reason for being there.

No sexual offender or violent sexual offender shall be in any conveyance owned, leased or contracted by Green Dot to transport students to or from school or any related activity when children under eighteen (18) years of age are present.

EXCEPTIONS:

- A. Sexual offenders or violent sexual offenders who are parents or legal guardians of a child/children enrolled in an Green Dot school may request written permission from the school's Principal to attend conferences at the school; under such circumstances, if the Principal grants written permission, he/she shall attempt to schedule conferences when students are not present on the school premises. However, if the victim of the offender's sexual offense or violent sexual offense was a minor at the time of the offense and the victim is enrolled in the school, the Principal shall not grant permission for the offender to attend conferences or otherwise be on the premises of the school.
- B. Sexual offenders and violent sexual offenders who are the parents or legal guardians of Green Dot students may drop off or pick up their child/children provided that the offender has provided written notice of the parent's offender status to the school's Principal upon enrollment.
- C. If the sexual offender is a student in attendance at the school

A violation of the provisions of this policy by a sexual offender or violent sexual offender constitute a Class E felony.

If any Green Dot employee becomes aware of the presence of a sexual offender or violent sexual offender on Green Dot property, he/she shall immediately inform the Principal or his/her designee. The Principal or his/her designee has not granted written permission for the offender to be on the premises of an Green Dot school as provided in this policy, the Principal shall require the sexual offender or violent sexual offender to leave Green Dot premises. The Principal or his/her designee shall notify law enforcement that a sexual offender or violent sexual offender is on Green Dot premises if the offender is on Green Dot premises without the permission of the school Principal as provided in this Policy.

Safety Policy

J. 12.0

Policy: School Jurisdiction

Students are held accountable to all school rules and policies while under the school's jurisdiction. The school's jurisdiction is defined as:

- School grounds and property
- Travel to and from school
- Any school-sponsored event or activity, including travel to and from that activity (i.e., athletic events, field trips, etc.)

Safety Policy

J. 13.0

Policy: Search and Seizure

Green Dot recognizes its responsibility to maintain order and security within its schools and during school-related activities. Accordingly, administrators or their designees are authorized to conduct searches of students and their personal effects, as well as the property of the school, in accordance with this policy.

STUDENTS AND THEIR PERSONAL EFFECTS: Administrators or their designees may search a student and/or the student's personal effects (e.g., purses, wallets, knapsacks, book bags, lunch boxes, etc.) when they are being carried by the student and when there are reasonable grounds for suspecting that the search will produce evidence that the student has violated or is violating either the law or the rules of the school. In addition, the reasonable grounds must be accompanied by particularized suspicion with respect to the individual to be searched. The search itself must be conducted in a manner which is reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. When feasible, the search should be conducted as follows:

1. Outside the view of others, including students
2. In the presence of a school administrator or adult witness
3. By a certified employee or administrator of the same sex

Immediately following the search of a student, documentation shall be made by the school authority who conducted the search indicating whether or not improper items were found. The parents/guardians of a student searched in accordance with this policy shall be notified of the search as soon as possible.

Green Dot Public Schools reserves the right to use canine services to proactively ensure a safe academic environment.

Green Dot may conduct a random metal detector weapon search at its schools if:

1. Green Dot determines that a substantial need exists to keep weapons off campus;
2. No system of more suspicion-intense searches are workable;
3. The searches are minimally intrusive in that students are not touched and are only required to open pockets or jackets if they trigger the metal detector (if clothes are extremely baggy, the clothes may be touched such that the wand is about 3-4 inches away from the student's person);
4. The persons searched are selected on neutral criteria; and
5. Parents and students are given prior notice of the practice.

SCHOOL PROPERTY: Green Dot authorities may inspect, and search school property and equipment owned or controlled by Green Dot (such as, lockers, desks and parking lots), without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas.

SEIZURE OF PROPERTY: If a search conducted in accordance with this policy produces evidence that the student has violated or is violating either the law or the school's rules, such evidence may be seized and impounded by administrators, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

IMPLEMENTATION OF POLICY: Green Dot campus administrators may develop rules and regulations to further implement this policy.



Safety Policy

J. 14.0

Policy: Title IX & Sexual Harassment

General

In order to maintain a safe, civil, and supportive learning environment, all forms of sexual harassment and discrimination on the basis of sex are prohibited.¹ This policy shall cover employees, employees' behaviors, students, and students' behaviors while on school property, at any school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop in accordance with federal law. This policy shall be disseminated annually to all school staff, students, and parent(s)/guardian(s).² The Title IX Coordinator as well as any personnel chosen to facilitate the grievance process shall not have a conflict of interest against any party of the complaint.³ These individuals shall receive training as to how to promptly and equitably resolve student and employee complaints.³

All employees shall receive training on complying with this policy and federal law.⁴

TITLE IX COORDINATOR⁵

The Title IX Coordinator shall respond promptly to all general reports as well as formal complaints of sexual harassment. He/she shall be kept informed by school-level personnel of all investigations and shall provide input on an ongoing basis as appropriate.

Any individual may contact the Title IX Coordinator at any time using the information below:

Title: Director of Human Capital and Human Relations

Mailing address: 4950 Fairley Rd., Memphis, TN 38109

Phone number: 901-881-5956

Email: randi.demagistris@greendot.org

DEFINITIONS⁴

"Complainant" is an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Respondent" is an individual who is reported to be the perpetrator of conduct that could constitute sexual harassment.

"Sexual harassment" is conduct on the basis of sex that satisfies one or more of the following:³

1. A school district employee conditioning an aid, benefit, or service of an education program or activity on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity; or
3. Sexual assault,⁶ dating violence,⁷ domestic violence,⁸ or stalking⁹ as defined in state and federal law.

Behaviors that constitute sexual harassment may include, but are not limited to:

1. Sexually suggestive remarks;
2. Verbal harassment or abuse;
3. Sexually suggestive pictures;
4. Sexually suggestive gesturing;
5. Harassing or sexually suggestive or offensive messages that are written or electronic;
6. Subtle or direct propositions for sexual favors; and
7. Touching of a sexual nature.

Sexual harassment may be directed against a particular person or persons, or a group, whether of the opposite sex or the same sex.

“Supportive measures” are non-disciplinary, non-punitive, individualized services and shall be offered to the complainant and the respondent, as appropriate. These measures may include, but are not limited to, the following:

1. Counseling;
2. Course modifications;
3. Schedule changes; and
4. Increased monitoring or supervision.

The measures offered to the complainant and the respondent shall remain confidential to the extent that maintaining such confidentiality would not impair the ability of the school district to provide the supportive measures.

GRIEVANCE PROCESS

Upon learning of an instance of alleged sexual harassment, even if no formal complaint is filed, the Title IX Coordinator shall:

1. Promptly contact the complainant to discuss the availability of supportive measures;
2. Consider the complainant's wishes with respect to supportive measures;
3. Inform the complainant of the availability of supportive measures; and
4. Explain the process for filing a formal complaint.¹⁰

While the school district will respect the confidentiality of the complainant and the respondent as much as possible, some information may need to be disclosed to appropriate individuals. All disclosures shall be consistent with the school district's legal obligations and the necessity to investigate allegations of harassment and take disciplinary action.

Disciplinary consequences or sanctions shall not be initiated against the respondent until the grievance process has been completed. Unless there is an immediate threat to the physical health or safety of any student arising from the allegation of sexual harassment that justifies removal, the respondent's placement shall not be changed.¹¹ If the respondent is an employee, he/she may be placed on administrative leave during the pendency of the grievance process.¹² The Title IX Coordinator shall keep the Director of Schools informed of any employee respondents so that he/she can make any necessary reports to the State Board of Education and/or Tennessee Public Charter School Commission in compliance with state law.¹³

Complaints

Any individual who has knowledge of behaviors that may constitute a violation of this policy shall immediately report such information to the Title IX Coordinator, however, nothing in this policy requires a complainant to either report or file a formal complaint within a certain timeframe. If the complaint involves the Title IX Coordinator, the complaint shall be filed with the Director of Schools.

If a complaint involves allegations of child abuse, including child abuse on school grounds, appropriate notification shall be made per the board policy on reporting child abuse.

Upon receipt of a formal complaint, the Title IX Coordinator shall promptly:¹⁴

1. Provide written notice of the allegations, and the grievance process to all known parties to give the respondent time to prepare a response before an initial interview;
2. Inform the parties of the prohibition against making false statement or knowingly submitting false information;
3. Inform the parties that they may have an advisor present during any subsequent meetings; and
4. Offer supportive measures in an equitable manner to both parties.

If the Title IX Coordinator dismisses a complaint, written notice, including the reasons for dismissal, shall be provided to both parties simultaneously.¹⁵

Investigations¹⁶

The Human Resources Associate shall serve as the investigator and be responsible for investigating complaints in an equitable manner that involves an objective evaluation of all relevant evidence. The burden for obtaining evidence sufficient to reach a determination regarding responsibility rests on the school district and not the complainant or respondent.

Once a complaint is received, the Investigator shall initiate an investigation within forty-eight (48) hours of receipt of the complaint. If an investigation is not initiated within forty-eight (48) hours, the investigator shall provide the Title IX Coordinator with appropriate documentation detailing the reasons why the investigation was not initiated within the required timeframe.

All investigations shall be completed within twenty (20) calendar days from the receipt of the initial complaint. If the investigation is not complete within twenty (20) calendar days, the investigator shall provide the Title IX Coordinator with appropriate documentation detailing the reasons why the investigation has not been completed.

All investigations shall:

1. Provide an equal opportunity for the parties to present witnesses and evidence;
2. Not restrict the ability of either party to discuss the allegations under investigation or gather and present relevant evidence;
3. Refrain from requiring, allowing, relying upon, or otherwise using questions or evidence that seek disclosure of information protected under a legally recognized privilege unless such privilege has been waived;¹⁷
4. Provide the parties with the same opportunities to have others present during any grievance proceeding;
5. Provide to parties whose participation is requested written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
6. Provide both parties an equal opportunity to inspect and review any evidence directly related to the allegations in the formal complaint; and
7. Result in the creation of an investigative report that fairly summarizes relevant evidence.

Prior to the completion of the investigative report, the investigator shall send to each party the evidence subject to inspection and review. All parties shall have at least ten (10) days to submit a written response which shall be taken into consideration in creating the final report.

Within the parameters of the federal Family Educational Rights and Privacy Act,¹⁸ the Title IX Coordinator shall keep the complainant and the respondent informed of the status of the investigation process. At the close of the investigation, a written final report on the investigation will be delivered to the parent(s)/guardian(s) of the complainant, parent(s)/guardian(s) of the respondent, and to the Director of Schools.

Determination of Responsibility¹⁹

The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.²⁰ The preponderance of evidence shall be used in making this determination.²¹

The Executive Director shall act as the decision-maker. He/she shall receive the final report of the investigation and allow each party the opportunity to submit written questions that he/she wants asked of any party or witness prior to the determining responsibility.

The decision-maker shall make a determination regarding responsibility and provide the written determination to the parties simultaneously along with information about how to file an appeal.

A substantiated charge against a student may result in corrective or disciplinary action up to and including expulsion. A substantiated charge against an employee shall result in disciplinary action up to and including termination.

After a determination of responsibility is made, the Title IX Coordinator shall work with the complainant to determine if further supportive measures are necessary. The Title IX Coordinator shall also determine whether any other actions are necessary to prevent reoccurrence of the harassment.

APPEALS²²

Either party may appeal from a determination of responsibility based on a procedural irregularity that affected the outcome, new evidence that was not reasonably available at the time of the determination that could affect the outcome, or an alleged conflict of interest on the part of the Title IX Coordinator or any personnel chosen to facilitate the grievance process. Appeals shall be submitted to the Title IX Coordinator within ten (10) days of a determination of responsibility.

Upon receipt of an appeal, the Title IX Coordinator shall:

1. Assign an impartial hearing officer within five (5) days of receipt of the appeal; and
2. Notify the parties in writing.

During the appeal process, the parties shall have a reasonable, equal opportunity to submit written statements. Within ten (10) calendar days, the hearing officer shall issue a written decision describing the result of the appeal and the rationale for the result. The written decision shall be provided simultaneously to both parties.

RETALIATION²³

Retaliation against any person who makes a report or complaint or assists, participates, or refuses to participate in any investigation of an act alleged in this policy is prohibited.

Legal References

1. 34 CFR § 106.1
2. 34 CFR § 106.8(b),(c)
3. 34 CFR § 106.45(b)(1)(iii); 34 CFR § 106.45(b)(10)(D)
4. 34 CFR § 106.30(a)
5. 34 CFR § 106.8(a)
6. 20 USCA 1092(f)(6)(A)(v); TCA 36-3-601(10); TCA 71-6-302
7. 34 USCA 12291(a)(10)
8. 34 USCA 12291(a)(8); TCA 40-14-109
9. 34 USCA 12291(a)(30); TCA 39-17-315; TCA 36-3-601(11)
10. 34 CFR § 106.44(a)
11. 34 CFR § 106.44(c)
12. 34 CFR § 106.44(d)
13. TRR/MS 0520-02-03-.09(2); TCA 49-5-417(c)
14. 34 CFR § 106.45(b)(2)
15. 34 CFR § 106.45(b)(3)
16. 34 CFR § 106.45(b)(5); 34 CFR § 106.45(b)(1)(v)
17. 34 CFR § 106.45(b)(1)(x)
18. 20 USCA § 1232g
19. 34 CFR § 106.45(b)(7)
20. 34 CFR § 106.45(b)(1)(iv)
21. 34 CFR § 106.45(b)(1)(vii)
22. 34 CFR § 106.45(b)(8)
23. 34 CFR § 106.71

Cross References

Section 504 and ADA Grievance Procedures 1.802
 Discrimination/Harassment of Employees (Sexual, Racial, Ethnic, Religious) 5.500
 Staff-Student Relations 5.610
 Code of Conduct 6.300
 Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation 6.304
 Child Abuse and Neglect 6.409

Safety Policy

J. 15.0

Policy: Visitor Policy

Visitors and volunteers are welcome in our schools. Principals are responsible for managing involvement of volunteers and visitors in their respective schools, and for ensuring that the activities of visitors and volunteers do not result in undue disruption of the instructional program. It is also important that the presence of visitors and volunteers does not contribute to safety or security issues for students and staff members or for the visitors themselves.

- Volunteers include individuals who have been recruited by classroom teachers, Parent Coordinators or school administrators, and have received authorization from the principal (or principal designee)
- Parents function as volunteers, visitors or both, during their child's tenure in a school
- Home Office and other support personnel provide resource assistance to students and staff in schools.
- Visitors include all individuals who are not in any of the above listed categories or are not employed by the school.

Note: All visitors, volunteers, school board members, parents and home office personnel are expected to comply with the procedures outlined in this policy.

Procedures:

The principal or principal's designee will:

1. Require all parents, visitors and volunteers to report to the main office of the school immediately upon entrance. This will allow the principal and school staff to account for all persons in the building, consistent with the above stated "purposes" of this directive.
2. Require all parents, visitors and volunteers to sign-in and sign-out on a Visitors and Volunteers Log. Uniformly, logs should solicit the following information: date, time (to include sign-in, sign-out); visitors name; purpose of visit, destination, and additional information the principal may require. This is for the safety of students, staff, as well as the individual in case of an emergency.
3. Provide all parents, visitors and volunteers with a visitor's badge to wear during their stay at the school. The school will make all reasonable efforts to ensure that the visitor reaches his or her stated destination. The badge is to be returned to the school office when the visitor or volunteer signs-out. Home Office and support staff are expected to wear their identification badges during visits to school buildings. No one is to be permitted to visit or volunteer without a badge.
4. Principals may ask any parents, visitors or volunteers who refuse to conform to visitors' procedures to exit the building. Parents, visitors and volunteers are not permitted to make impromptu visits to classrooms during the school day without the permission of a building administrator.
5. Require that visitors, who wish to observe instruction, pre-schedule classroom visits. The principal should consult with the classroom teacher(s) to arrange a requested visit. The final authority for the decision of when a visit will occur rests with the principal, who must determine whether the frequency of visits by an individual or group of individuals to a classroom cause disruption to the individual program.

Inform parents and school staff of the procedures outlined in these procedures and any additional procedures instituted, at the school level, to manage visitor involvement in the school. The principal shall



transmit annually, in writing, all such information to parents and staff during the first two weeks of the new school year.

Student Information Guidelines

K. 1.0

Policy: FERPA and Tennessee Law

FERPA stands for the Family Educational Rights & Privacy Act administered by the US Department of Education. FERPA guarantees certain rights to families with respect to their children's education records. Tennessee's laws regarding open records, contained in T.C.A. § 10-7-504, further refine the requirements for handling student records and information.

A cumulative record shall be kept for each student enrolled in a Green Dot school. The record shall contain a health record, attendance record, scholarship record, and enrollment record i.e. birth certificates, proofs of residency, etc. The cumulative record shall accompany the student through his/her school career. Schools may use a unique student identifier instead of a student's social security number on official school records. In addition to protecting student privacy, unique student identifiers are used to improve the quality, accuracy, and reliability of student data. If you would like to use a unique student identifier, please contact your school's data information manager.

When a student transfers to another school within GDPST, copies of the student's records, including the student's disciplinary records, shall be sent to the transfer school.

What are education records?

Education records include anything that contains information directly tied to a student (i.e. personally identifiable) and is maintained by a school or education organization. These records span formats and include both print and electronic information. The law distinguishes between "education records" and directory information.

What is directory information?

Directory information includes things that would generally not be considered harmful or an invasion of privacy if disclosed, such as name, address, photograph, and age. Directory information may not include things such as a student's social security number or grades. Schools are required to notify parents of what information they designate as directory information.

If appropriately designated, directory information can be disclosed to anyone. However, parents must have the right to 'opt out' of having their child's information released. Tennessee law does not allow for schools to identify student achievement as directory information. Therefore, schools cannot post honor roll or other academic information without consent.

Access to student records

Student records shall be confidential. Authorized school officials shall have access to and permit access to student education records for legitimate education purposes. A "legitimate educational interest" is the official's need to know information in order to:

1. Perform required administrative tasks;
2. Perform a supervisory or instructional task directly related to the student's education;
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement or student financial aid.

Authorized school officials may release information from or permit access to a student's education record without the parent(s) or eligible student's prior written consent in the following instances:

1. To comply with a judicial order or lawfully issued subpoena. The school system will make a reasonable effort to notify the student's parent(s) or the eligible student* before making a disclosure;
2. If the information requested is "directory information" (unless the parent/guardian or eligible student exercise their right not to have directory information disclosed);
3. To comply with the requirements of child abuse reports to the extent known by the school officials including the name, address and age of the child; the name and address of the person responsible for the care of the child and the facts requiring the report;
4. When certain federal and state officials need information in order to audit or enforce legal conditions related to federally supported education programs in the school system;
5. When the school system has entered into a contract or written agreement for an organization to conduct scientific research on the system's behalf to develop tests or improve instruction, provided that the studies are conducted in a manner which will not permit the personal identification of students and their parents by individuals other than representatives of the organization and the information will be destroyed when no longer needed for the purpose for which the student was conducted;
6. To appropriate officials if the parent(s) claim the student as a dependent as defined by the Internal Revenue Code;
7. To accrediting organizations to carry out their accrediting functions;
8. When a student seeks or intends to enroll in another school district or a post-secondary school. Parent(s) of students or eligible students have a right to obtain copies of records transferred under this provision;
9. To financial institutions or government agencies that provide or may provide financial aid to a student in order to establish eligibility, to determine the amount of financial aid, to establish conditions for the receipt of financial aid, and to enforce financial aid agreements;
10. To make the needed disclosure in a health or safety emergency when warranted by the seriousness of the threat to the student or other persons, when the information is necessary and needed to meet the emergency, when time is an important and limiting factor and when the persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency;
11. To the Attorney General or his designee for official purposes related to the investigation or prosecution of an act of domestic or international terrorism. An educational agency that, in good faith, produces education records in accordance with an order issued under this Act shall not be liable to any person for that production;
12. To any agency, caseworker or other representative of a state or local child welfare agency or tribal organization authorized to access the student's educational records when such agencies or organizations are legally responsible for the care and protection of the student.

Authorized school officials may release information from a student's education record if the student's parent(s) or the eligible student gives written consent for the disclosure. The written consent must include:

1. A specification of the records to be released;
2. The reasons for the disclosure;
3. The person, organization or class of persons or organizations to whom the disclosure is to be made;
4. The signature of the parent(s) or eligible student*;
5. The date of the consent and, if appropriate, a date when the consent is to be terminated.

The student's parent(s) or the eligible student* may obtain a copy of any records disclosed under this provision.

GDPST will maintain an accurate record of all requests to disclose information from or to permit access to a student's education records. GDPST will maintain an accurate record of information it discloses and access it

permits. GDPST will maintain this record as long as it maintains the student's education record. The record will include at least:

1. The name of the person or agency that makes the request;
2. The interest the person or agency has in the information;
3. The date the person or agency makes the request; and
4. Whether the request is granted and, if it is, the date access is permitted, or the disclosure is made.

*The student becomes an "eligible student" when he/she reaches age 18 or enrolls in a post-secondary school at which time all of the above rights become the student's rights.

RIGHTS OF NON-CUSTODIAL OR NON-RESIDENT PARENT

A non-custodial or non-resident parent may request in writing that a copy of the child's report card, notice of school attendance, names of teachers, class schedules, standardized test scores and any other records customarily available to parents be furnished directly to such non-custodial or non-resident parent. The written request must include the mailing address of the non-custodial parent. A non-custodial parent will not have access to this information if GDPST is presented with a legal document prohibiting release of the information to the non-custodial or non-resident parent.

In addition, a non-custodial or non-resident parent has the same right to review the education record of a student as that given to the custodial parent, unless there is legal documentation prohibiting such review by the non-custodial or non-resident parent. However, the personal information of a custodial parent shall not be accessed by or released to a non-custodial or non-resident parent with the child's education record. GDPST shall provide proof of a child's graduation from high school to either of the student's parents within twenty (20) business days of the parent's request.

Student Information Guidelines

K. 2.0

Policy: Annual Notification

Under FERPA, a school must annually notify parents of their rights. The annual notification must include information regarding a parent's right to inspect and review his or her child's education records, the right to seek to amend the records, the right to consent to disclosure of personally identifiable information from the records (except in certain circumstances), the right to obtain a copy of this policy and a copy of the student's educational records, and the right to file a complaint with the DOE regarding an alleged failure by a school to comply with FERPA.

FERPA exempts disclosure of records to school officials with a legitimate educational interest from parental consent. Therefore, the school must also notify parents of its definitions of the terms "school official", and "legitimate educational interest." The annual notification may be published by various means, including any of the following: in a student handbook, at annual registration, in a letter/notice to parents, or on the school's website. Green Dot's directory information can be found in this handbook.

ASBESTOS HAZARD EMERGENCY RESPONSE ACT NOTIFICATION

All parents, teachers, employees, short term workers or other building guests are notified of the presence of asbestos in school facilities. Anyone may review a copy of the management plan, planned or in-progress inspections, reinspections, response actions, and post-response actions upon request. GDPST will comply with the Federal Law, "known as AHERA," which requires schools to have in place a management plan that describes and identifies the location of known asbestos containing building materials (ACBM). The school maintains records of all asbestos related activities and events pertaining to those identified materials. This notice is provided yearly in the school student handbook. All asbestos related activities are conducted in compliance with asbestos rules and standardized work practices which are designed to provide safety for building occupants.

INFORMATION REQUEST ON TEACHER/PARAPROFESSIONAL QUALIFICATIONS

Annual Notice to Parents Title I of No Child Left Behind (NCLB) requires GDPST to notify parents of children in Title I schools at the beginning of each school year, their right to request information regarding the professional qualifications of the students' classroom teachers and any paraprofessionals providing support to the child. Parents may request, at a minimum, the following information:

- Whether or not the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or provisional status through which State qualification or licensing criteria have been waived.
- The baccalaureate degree major the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Per Federal law, Title I schools are responsible for providing timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.

For further information regarding a specific teacher's qualifications, parents should refer to the Tennessee Department of Education, Teacher Licensing Web Site: http://www.state.tn.us/education/lic_home.htm.

Student Information Guidelines

K. 3.0

Policy: Parent Access

Under FERPA, a school must provide a parent with an opportunity to inspect and review his or her child's education records within 45 days following the receipt of a written request. A school is required to provide a parent with copies of education records, or make other arrangements if necessary (e.g., the parent cannot travel to the school to view the record.)

Under FERPA, a school is not required to provide information that is not routinely maintained or to create new education records in response to a parent's request. Accordingly, a school is not required to provide a parent with special updates on his or her child's progress in school unless such information already exists in an education record.

Student Information Guidelines

K. 4.0

Policy: Amendment

Under FERPA, a parent has the right to request that inaccurate or misleading information in his or her child's education records be amended. While a school is not required to amend education records, it must consider all requests. If the school decides not to amend a record in accordance with a parent's request, the school must inform the parent of his or her right to a hearing on the matter. If, as a result of the hearing, the school still decides not to amend the record, the parent has the right to insert a statement in the record setting forth his or her views. That statement must remain with the contested part of the student's record for as long as the record is maintained.

The FERPA amendment procedure exists to challenge facts that are inaccurately recorded. It may not be used to challenge a grade, an opinion, or a substantive decision made by a school about a student. FERPA was intended to require that schools keep fair records, not to override the standards and procedures for making academic assessments, disciplinary rulings, or placement determinations.

Student Information Guidelines

K. 5.0

Policy: Confidentiality

Under FERPA, a school cannot disclose personally identifiable information from a student's education records unless the student's parent has provided written consent. However, there are a few important exceptions to that rule:

1. FERPA allows "school officials," including teachers, within a school to access personally identifiable information contained in education records provided the school has determined that they have "legitimate educational interest" in the information. School officials can include: teachers, administrators, support staff, nurse/health staff, etc. As mentioned previously, a school must define both "school officials" and what it deems "legitimate educational interest" in its annual notification to parents. A school official generally has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.
2. Another exception permits a school to disclose personally identifiable information from a student's education records, without consent, to another school or district in which the student seeks or intends to enroll. The sending school may make the disclosure if it has included a statement that it forwards education records in such circumstances in its annual notification of FERPA rights.
3. For students who are in state custody (including foster care), the Tennessee Department of Children's Services may access a student's educational records without parental consent, and school districts are not required to notify the parents of the child before releasing the information pursuant to a court order.
4. Authorized school officials may release or permit access to a student's education record, without consent, in the following circumstances. School or district officials will make a reasonable effort to notify the student's parent(s) or the eligible student before making a disclosure:
 - a. To comply with a judicial order or lawfully issued subpoena;
 - b. To comply with the requirements of child abuse reports to the extent known by the school officials including the name, address, and age of the child; the name and address of the person responsible for the care of the child, and the facts requiring the report;
 - c. When certain federal and state officials need information in order to audit or enforce legal conditions related to federally supported education programs in the school system;
 - d. When the school system has entered into a contract or written agreement for an organization to conduct scientific research on the system's behalf to develop tests or improve instruction, provided that the studies are conducted in a manner which will not permit the personal identification of students and their parents by individuals other than representatives of the organization and the information will be destroyed when no longer needed for the purpose for which the study was conducted;
 - e. To accrediting organizations to carry out their accrediting functions;
 - f. To financial institutions or government agencies that provide or may provide financial aid to a student in order to establish eligibility, to determine the amount of financial aid, to establish conditions for the receipt of financial aid, and to enforce financial aid agreements; when the persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency;
 - g. To the Attorney General or his designee for official purposes related to the investigation or prosecution of an act of domestic or international terrorism. An educational agency that, in good faith, produces education records in accordance with an order issued under this Act shall not be liable to any person for that production;
 - h. To any agency caseworker or other representative of a state or local child welfare agency or tribal organization authorized to access the student's educational records when such agencies or organizations are legally responsible for the care and protection of the student.



The need to maintain confidentiality implies that records should be stored in a safe and secure location. Student records are kept in a locked file cabinet or another location with equivalent security.

WHAT IF I HAVE QUESTIONS OR CONCERNS?

1. Consult the following resources:
 - a. FERPA General Guidance for Parents:
<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/parents.html>
 - b. FERPA Revised Guidelines for State Educational Agencies and Local Educational Agencies:
http://www2.ed.gov/policy/gen/guid/fpco/pdf/sealea_overview.pdf
2. Contact your child's school (see Appendix).
3. Contact the Green Dot Public Schools' Executive Director

COMPLAINT: Families have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the Achievement School District to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

To make the needed disclosure in a health or safety emergency when warranted by the seriousness of the threat to the student or other persons, when the information is necessary and needed to meet the emergency, when time is an important and limiting factor.

Student Information Guidelines

K. 6.0

Policy: Directory Information

The Family Educational Rights and Privacy Act mandates that Green Dot adopt a policy identifying those categories of personally identifiable information from a student's education records considered to be "directory information," which may generally be released unless the parent/legal guardian notifies Green Dot, in writing, of his/her refusal.

"Directory information" is student information that is generally not considered harmful or an invasion of privacy if released. The primary purpose of directory information is to allow Green Dot to include this type of information from a student's education records in certain publications, which include, but are not limited to:

- annual yearbooks;
- graduation programs;
- Green Dot/school website(s);
- sports activity sheets showing weight and height of team members;
- honor roll or other recognition lists; and
- a playbill, showing the student's role in a drama production.

GDPST has designated the following student information as directory information:

- name;
- address;
- telephone listing;
- electronic mail address;
- photograph;
- date and place of birth;
- grade level
- major field of study;
- dates of attendance;
- participation in officially recognized activities and sports;
- weight and height of members of athletic teams;
- degrees and awards received; and
- most recent previous school attended.

In addition, federal law requires that education agencies receiving assistance under the Elementary and Secondary Education Act of 1965 must provide military recruiters, upon request, with students' names, addresses and telephone listings, unless parents/legal guardians have advised Green Dot that they do not want their child's information disclosed without their prior written consent.

Directory information does not include a student's social security number or student identification number. However, Green Dot may disclose a student's identification number, user identification, or other unique personal identifier used to communicate in electronic systems, provided it cannot be used to access education records without a personal identification number, password, or other factor that only the authorized user knows. A student's social security number will not be used for this purpose.

Private schools and colleges/universities may be given the names and addresses of 12th-grade students and students who are no longer enrolled in a Green Dot school provided that the information is used only for purposes directly related to the institution's academic or professional goals.



If parents/legal guardians do not want Green Dot to disclose directory information from their child's education records without their prior written consent, they must notify their child's school site principal, in writing, by September 1, or within 30 days upon a student's enrollment. The request to withhold directory information is applicable only to the school year in which the notification was provided to Green Dot.

Student Information Guidelines

K. 7.0

Policy: Research Requests

Green Dot recognizes the value of academic research to improve educational programs and practices that are aligned with Green Dot's mission and is likely to benefit Green Dot without disrupting the school program.

The Executive Director or designee must give prior authorization for research projects within Green Dot or at any Green Dot schools. Researchers shall respect the privacy rights of students, including their right to refrain from participation in research projects in accordance with law and Green Dot policy. The Executive Director or designee shall ensure that parents/guardians receive prior notification of any surveys or evaluations that collect personal student information and that consent is obtained in accordance with law.

Persons or groups wishing to use Green Dot staff, students, or property in connection with an academic research project shall submit to the Executive Director or designee a written proposal which includes, but is not limited to:

1. name of researcher(s) and academic credentials;
2. purpose, scope, and duration of the project;
3. method of study or investigation to be used;
4. approval from the institution's internal review board;
5. extent of participation expected of students and staff;
6. a certification that the researcher(s) will use not use the Green Dot name or brand in any publication of findings without prior approval from Green Dot;
7. use to which project results will be put; and
8. benefits to the school(s) or Green Dot.

The Executive Director or designee shall evaluate the proposal based upon, but is not bound solely by, the following factors:

1. shows potential for improving instructional programs and strategies;
2. addresses a relevant educational problem, concern or issue; and
3. is designed to minimize interruptions and demands upon the time of students and staff.

Should the Executive Director or designee grant permission for the research project, the researcher(s) shall adhere to the Green Dot Policies for volunteers, including, but not limited to, policies regarding Criminal Background Checks and Tuberculosis Testing.

Student Information Guidelines

K. 8.0

Policy: School Surveys

Green Dot Public Schools will administer student and parent surveys periodically to assess school climate, teacher performance, and general satisfaction.

Additionally, surveys for research purposes shall be allowed when the project is viewed as contributory to greater understanding of the teaching-learning process, the project does not violate the goals of Green Dot and the disruption of the regular school program is minimal. All external party requests shall outline what is to be done, who is to be involved and how the results will be used and distributed. Green Dot shall develop administrative procedures for approving requests of external parties to conduct surveys that are consistent with the following requirements:

- Parents shall have the right to inspect all instructional material that will be used for a survey, analysis or evaluation as part of a federal program.
- No student may, without parental consent, take part in a survey, analysis, or evaluation that reveals information covering:
 - a. Political affiliations or beliefs of the student or the student's parent;
 - b. Mental or psychological problems of the student or the student's family;
 - c. Sexual behavior or attitudes;
 - d. Illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. Critical appraisals of other individuals with whom respondents have close family relationships;
 - f. Legally privileged relationships;
 - g. Firearm ownership;
 - h. Religious practices, affiliations or beliefs of the student or the student's parent; and
 - i. Income.

Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- ***Consent*** before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or student's parent; or
 8. Income, other than as required by law to determine program eligibility.
- ***Receive notice and an opportunity to opt a student out of –***
 1. Any other protected information survey, regardless of funding;

2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- *Inspect*, upon request and before administration or use –
 1. Protected information surveys of students and surveys created by a third party;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

GDPST will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. GDPST will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. GDPST will make this notification to parents at the beginning of the school year if GDPST has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Student Rights & Responsibilities

L. 1.0

Policy: Accommodations for Student Religious Practices

In accordance with Green Dot policy against discrimination and the Establishment Clause of the U.S. Constitution, students are entitled to excused absences for the observance of religious holidays provided that they adhere to the school's Attendance Notification Procedures and to the extent the accommodation does not place undue burden on the school. A student may be granted an "Excused Absence" for religious observance for no more than three (3) days per semester, and/or five (5) days total per school year. Students that are absent are responsible for making up any missed assignments.

If any additional accommodations are required, a student's parent or guardian must submit a written request to the Principal. The request must state: (a) the specific accommodation requested; (b) why the accommodation is needed and (c) the time and duration of accommodation. To the extent possible, students should fulfill their religious obligations during lunch or free periods. If a student must fulfill a religious obligation during class time, the Green Dot Principal should grant an excused absence for a limited, defined time. Students who are excused from class for religious needs must have an opportunity to make up any work, assignment or test missed as a result of their absence.

Student Rights & Responsibilities

L. 2.0

Policy: Bus Rules

Students are expected to adhere to school rules while on the bus. In addition, the following guidelines apply:

BUS RULES

1. Remain seated
2. Wear seatbelts, if they are available
3. Refrain from unnecessary noise, singing, whistling, loud conversation or boisterous conduct
4. Keep all parts of the body inside the bus
5. Be courteous
6. Do not eat, drink, or chew gum
7. Do not wear shoes with cleats or spikes
8. Do not carry hazardous articles or weapons on the bus
9. Do not throw items in or out of the bus
10. All other school rules will be followed on the bus

Student Rights & Responsibilities

L. 3.0

Policy: Bills

Students often contract bills during the year in various ways: lost textbooks, damaged computer equipment, damage to school property, athletic equipment and uniforms, outstanding lunch balances, etc. A record of these bills is kept in the Main Office. Students are expected to pay their bills promptly, without constant reminders. Students should always request a receipt when paying any bills.

No fees or tuitions shall be required of any student as a condition of attending a public charter school or using its equipment while receiving educational training. All school fees must be authorized by the governing body of the school. The governing body of the school will determine activities during the school day and supplies that are required for participation in courses offered for credit or grade for which the governing body authorizes the requesting of fees.

The following school fees may be requested from but not required of any student, regardless of financial status:

1. Fees for activities that occur during regular school hours (the required one hundred eighty (180) instructional days), including field trips, any portion of which fall within the school day; or activities outside regular school hours if required for credit or grade;
2. Fees for activities and supplies required to participate in all courses offered for credit or grade, including interscholastic athletics and marching band if taken for credit in accordance with governing body of the school; and
3. Refundable security deposits collected by a school for use of school property for courses offered for credit or grade, including interscholastic athletics and marching band if taken for credit.

The parent or legal guardian of a student shall be given the opportunity to pay all or any portion of the authorized fee if they desire. However, if the parent chooses not to pay a fee, the child may not be prevented from participating in the activity or course for which the fee is being requested.

The school may require and collect the following fees/fines from students:

1. Fines imposed on all students for late-returned library books; parking or other traffic fines imposed for abuse of parking privileges on school property; or reasonable charges for lost or destroyed textbooks, library books, workbooks or any other property of the school;
2. Debts incurred to a school;
3. Refundable security deposits collected by a school for use of school property for participating in extracurricular activities;
4. Cost for extracurricular activities occurring outside the regular school day including sports, optional trips, clubs or social events.

Any students who are eligible for free or reduced prices school lunches may request a waiver from their school Principal for the following school fees:

1. Fees or tuition applicable to courses taken for credit or grade during the summer by a student; except that non-resident students regularly enrolled in another school system may be required to pay fees or tuition for such summer courses; and
2. Fees required for graduation ceremonies.

Parents that wish to submit a fee/fine waiver should make their request in writing to the Principal.

Student Activity Funds

Student activity funds of each school shall include all money received from any sources 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, any money:

- A. Derived from a school-sponsored academic, art, athletic or social event involving students;
- B. Raised by school-sponsored clubs involving students;
- C. Raised by school-sponsored fundraisers involving students who are under the supervision of a school employee;
- D. Received from a commission for the direct sale of items to students pursuant to a cooperative agreement between the school and an outside organization;
- E. Received for the direct sale of items to students from a school-run bookstore located on school grounds;
- F. Raised from fees charged to students;
- G. Obtained from interest from any account that contains student activity funds; or
- H. Obtained from any related, school-sponsored activity that involves the use of school personnel, students and property during the school day. "School day" means the regular hours of operation of the school during which classes are conducted.

Schools may receive funds for student activities and for events held at or in connection with the school. Funds derived from such sources shall be the property of the respective schools provided that the schools follow the Tennessee Internal School Uniform Accounting Policy Manual. With the exception of funds received by school support organizations, the Principal shall be liable to account for the safekeeping and handling of all funds raised by student activities, school services and school events, regardless of the sources of the funds or the purpose for which they were raised.

Funds raised by organizations composed of parents and teachers or parents and students used in a manner that benefits less than the student body as a whole may be used only if the funds benefit the overall school program for which the funds are raised and the use of the funds are used in a manner consistent with GDPST Board policies.

Principals and/or sponsors who knowingly authorize/allow unapproved fund-raising activities shall be subject to disciplinary action.

Student activity funds shall be deposited in respective school activity accounts. Proper records of receipts and disbursements shall be maintained in accordance with the Tennessee Internal School Uniform Accounting Policy Manual.

Revenue raised for specific purposes must be expended for that purpose, unless otherwise authorized in writing by both the activity sponsor and the Principal. An annual audit of the account and records of all student activity funds shall be conducted as a part of the audit of all other district funds. Any unencumbered class or activity funds automatically revert to the general activity fund of the school at the conclusion of each school year and/or when an activity is discontinued.

Student Rights & Responsibilities

L. 4.0

Policy: Computer Usage Policy

This policy is for management and usage of computer resources owned and operated by Green Dot Public Schools ("School"). The policy indicates what privileges and responsibilities are characteristic of acceptable computer usage. Violators of computer resources use policies will lose computer access privileges. Families will be held financially responsible for the loss of or damage to school-issued laptop computers.

GUIDING PRINCIPLES FOR RESPONSIBLE COMPUTER USAGE

- Users assume an affirmative obligation to seek answers from appropriate computer personnel for any questions concerning the ethical or legal use of computer facilities.
- Unless noted to the contrary, data files should be considered private and confidential.
- Users are responsible for knowing regulations concerned with copying software and may not use the school's equipment, materials or software to violate the terms of any software license agreement. Duplication of computer materials and software without proper authorization from the holder of the copyright is prohibited.
- The School's computers, materials or software may not be used for unauthorized commercial purposes or monetary gain.
- The School's computers may not be used to play games or transmit material via any media, including email or internet pages, that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion or political beliefs. Students shall not engage in an act of bullying on School computers, including, but not limited to, bullying committed by means of an electronic act
- Users may not use the electronic information services to plagiarize another's work. Credit is to be given to the person(s) who created the article or idea.
- Users may not vandalize computer resources or the electronic information services in any form. Vandalism includes uploading, downloading, or creating computer viruses and/or any malicious attempt to harm or destroy school equipment, electronic information services or the data of another user.
- The School reserves the right to monitor computer and/or electronic information services activity in any form seen fit to maintain the integrity of the computer equipment, the school's network services and/or the Internet web site.

CONCERNING INTERNET USAGE: Reasonable precautions are established to prevent access to pornography, "hate groups," and other non-educational Internet sites. Such precautions include, but are not limited to, an Internet router system, which scans and limits access to Internet sites, a monitor scanning software allowing the instructor to view each student monitor from the instructor's monitor and instantly blank, lock, or deactivate the student's system. Any student intentionally attempting to or bypassing these precautions will be denied computer access. The discipline board or school officials will determine other administrative disciplinary actions. The student and his/her parents accept responsibility for the student's on-line actions. All other disciplinary policies of the School apply to the use of technological resources. Internet safety measures shall be implemented that effectively address the following:

- Controlling access by students to inappropriate matter on the Internet and World Wide Web;
- Safety and security of students when they are using electronic mail, chat rooms, and other forms of direct electronic communications;
- Preventing unauthorized access, including "hacking" and other unlawful activities by students online;
- Unauthorized discourse, use and dissemination of personal information regarding students;
- Restricting students' access to materials harmful to them.



Students will be given appropriate instruction annually in internet safety as a part of any instruction utilizing computer resources. The Executive Director or designee shall provide adequate in-service instruction on internet safety.

Users with network access shall not utilize GDPST resources to establish electronic mail accounts through third-party providers or any other nonstandard electronic mail system, including e-mail, chat rooms and other forms of electronic communications). All data including e-mail have no expectation of privacy with regard to such data. E-mail correspondence may be a public record under the public records law and may be subject to public inspection.

CONCERNING GENERAL USAGE: The School will report suspected criminal activity to law enforcement authorities. Criminal activity includes but is not limited to: defamation; obscenity; discrimination; violation of copyrights, trademark and/or licenses; and/or violation of other rights arising under the law. The School also reserves the right to discipline students for violations of this policy, up to an including suspension and expulsion.

Students are encouraged to remove any "personal" information stored on the School's computers. Generally, the School will delete information left on computers/networks to better facilitate the use of computers for legitimate School purposes, and the School shall not be liable for any damages resulting from the deletion of personal files or personal electronic information stored on School computers.



Student Rights & Responsibilities

L. 5.0

Policy: Field Trips and Student Travel

Green Dot recognizes that field trips and student travel are an enriching aspect of a student's educational experience. These guidelines are developed to ensure the safety of students and adult chaperones during student trips. Green Dot is interested in providing student travel that is educational in nature and provides student knowledge and experiences to supplement the school curriculum. Educational trips include but are not limited to visiting museums, businesses, universities, cultural exhibits, nature centers, and government agencies. Student travel should be avoided during the first three weeks and last two weeks of the academic year, the first or last two of any semester, or during exam week.

All student policies, rules and procedures are in effect during the period of student travel.

Students are not permitted to travel in private vehicles on field trips.

When a situation arises that poses a threat to the safety or welfare of the student participating in a trip, the school administrator will consult with supervising faculty to determine whether to cancel a trip.

FIELD TRIPS: All field trips require administrator approval. The nature, purpose, cost, and timing of the trip should be outlined for approval no later than TWO WEEKS prior to the trip. No arrangements should be made in advance of the Principal's final approval.

OVERNIGHT AND OUT-OF-STATE TRAVEL: The Principal must approve overnight trips at least ninety (90) days prior to the anticipated travel date. Only the Principal is authorized to approve or sign contracts with any travel agency.

Sponsoring faculty members are expected to generate and collect waivers and inform staff about participating students. The school administration can remove a student from the scheduled trip at any time prior to departure for academics, excessive absenteeism, behavior violations, and/or health safety concerns. Students shall not be excluded on the basis of a disability.

Overnight student travel requires appropriate supervision consisting of at least one adult chaperone for every seven student travelers. A minimum of two adult chaperones is required regardless of the number of students on the trip. Chaperones should be Green Dot Public School faculty and staff of adults approved by the administration. Chaperones commit to remaining with students to and from the travel designation and throughout the tour.

Parents/guardians of students participating on an overnight trip must be fingerprinted and attend an informational session to review the objectives of the trip, standards of conduct required, clothing and equipment needs, responsibilities of students, costs for the trip, daily itinerary, and protocols for handling emergencies.



Student Rights & Responsibilities

L. 6.0

Policy: Food Services

Green Dot Public Schools offers the Universal Free Breakfast and Lunch programs to all students.



Student Rights & Responsibilities

L. 7.0

Policy: Gifts, Donations, Grants and Bequests

Green Dot and its schools may accept any gift, donation, grant, or bequest of money, property, or service from any individual, private agency or organization, or other public agency that desires to support Green Dot. While greatly appreciating suitable donations, Green Dot shall reject any gift that may directly or indirectly impair its authority to make decisions in the best interest of students or its ability or commitment to provide equitable educational opportunities.

Before accepting any gift, donation, grant, or bequest, Green Dot administration shall carefully consider any conditions or restrictions imposed by the donor to ensure their consistency with Green Dot's vision, philosophy, mission, and operations. If Green Dot believes it will be unable to fully satisfy the donor's conditions, the gift shall not be accepted.

Any gift of books and instructional materials shall be accepted only if they meet regular Green Dot criteria for selection of instructional materials.

All gifts, donation, grants, and bequests, including those directed toward a particular classroom or subject of instruction, shall become Green Dot property. Donors are encouraged to donate all gifts to Green Dot rather than to a particular school. At the Executive Director's and/or designee's discretion, a gift may be used at a particular school.

All gifts, donation, grants, and bequests made to particular employees, by virtue of their position and employment with Green Dot, shall become Green Dot property.



Student Rights & Responsibilities

L. 8.0

Policy: Health Insurance and Medical Services

Green Dot does not provide student accident insurance to help cover the costs of paramedic/ambulance care or transportation, or any medical, surgical, dental or hospital costs due to school related injuries to students.

Students with a medical condition, and who have been approved by the school, may be allowed to wear protective gear (hats, sun visors, and/or sunglasses) while outdoors at recess, gym, etc. However, Green Dot may regulate the type of sun protective clothing/headgear worn by students. Green Dot is not required to provide protective materials. Students are also allowed to use sunscreen (over the counter) as an allowable sun protection measure for his/her outdoor activities while at school.

School authorities may excuse any pupil from the school for the purpose of obtaining confidential medical services without the consent of the parent or guardian.

Student Rights & Responsibilities

L. 9.0

Policy: Personal Property

Items Prohibited on Campus

Certain items are not allowed at Green Dot because they interfere with, and/or distract from, instruction and the learning environment. If brought to campus, they will be confiscated. All confiscated items will be kept until the end of the school day and returned to the student, when appropriate, at the end of the school day. Unless for an approved academic purpose, these items include, but are not limited to:

- audio devices (e.g., headphones or music devices);
- blankets;
- dolls or stuffed animals;
- hoverboards;
- laser pointers;
- permanent markers;
- electronic games;
- still or video cameras;
- balloons;
- toy weapons;
- lighters;
- stink bombs;
- gang paraphernalia;
- explicit material; and
- any item listed in the “Matrix for Suspension/Expulsion Recommendations”

CELL PHONES

Cell phones (including walkie-talkies, pagers, or any electronic signaling device) must remain turned off and out of sight (i.e., in a student’s backpack and not in pants/shorts pockets) during school hours but may be used before and after school. If a student violates such policy:

- First Offense: Device will be returned to the student at the end of the school day.
- Repeated Offenses: Device will be returned to the student at the end of the school day. Parents will be called and notified, and/or school-level consequence assigned.

LOST, STOLEN, OR DAMAGED ITEMS

Green Dot is not responsible for any loss or damage to personal items. Students are responsible for any personal items they bring to school and must watch their belongings carefully.

SKATEBOARDS AND BICYCLES

During school hours, students must store skateboards and bicycles in a storage area designated by the school. Students may not ride their skateboards or bicycles during the school day or on school grounds. Students who do not adhere to these conditions will have their skateboards or bicycles confiscated and returned to the student, when appropriate, at the end of the school day.

LOST AND FOUND

Items that have been found at school should be returned to the office. Students who have lost an item at school may come to the office before school, during break, or after school to check the Lost and Found. Items in the Lost and Found will be discarded on a regular basis.

Student Rights & Responsibilities

L. 10.0

Policy: Photo Release and Consent Agreement

Permission is granted by the student and the student's parent or legal guardian for the following terms of release and consent:

1. Permission for Green Dot to use the below-identified materials in connection with the publication and distribution of materials, in various media, regarding and/or promoting Green Dot and its activities, operations or accomplishments.
 - a. Video or film materials incorporating student's name, image, likeness, voice and/or spoken or written words.
 - b. Photographic materials incorporating student's name and/or image.
 - c. Printed materials incorporating student's name, likeness and/or image.
 - d. Telephonic or other recorded, electronic or digital materials incorporating student's name, voice and/or spoken or written words.
 - e. Web-based or other electronic or digital materials incorporating student's name, image, likeness, voice and/or spoken or written words.
2. Green Dot and any of its subsidiaries, affiliates, representatives or agents shall have the right to reproduce, publish, broadcast or otherwise use, throughout the world, in any medium (including, without limitation, print, radio, television, web or other online or electronic media), student materials, or any portion or derivation thereof, in connection with the discussion or promotion of Green Dot or any aspect of Green Dot. Such right shall include the right to reproduce the student materials, in whole or in part, and the right to create derivative works based upon the student materials. All materials prepared by Green Dot that incorporate, consist of, or include student's name, image, likeness, voice, words or any portion of student materials, including, but not limited to any copyrights or other intellectual property rights shall belong to Green Dot, and Green Dot shall be the author for all purposes.
3. Green Dot agrees to use student materials in a reasonable manner to fairly and truthfully represent the student.
4. Student and parent or legal guardian acknowledge and agree that he/she is able to give this release and consent, that he/she gives this release and consent voluntarily and without obligation or compensation. Student and parent or legal guardian further acknowledge and agree that he/she is not a member of SAG or other such professional organization.
5. Student and parent of legal guardian acknowledge and agree that Green Dot has complete creative control over its use of student's name, image, likeness, voice, words or student materials, and student waives any right of inspection or approval of any use of the student's name, image, voice, words or any of the student materials and any liability of Green Dot or its subsidiaries, affiliates, agents or representatives for such use including, without limitation, any typographical or printer errors, alterations, optical illusions or distortions, faulty mechanical or other reproduction arising out of the exercise of any of the rights granted in this Agreement.



Student Rights & Responsibilities

L. 11.0

Policy: Solicitation by Outside Organizations

Green Dot has adopted the following policy limiting advertising and soliciting for any cause, charity or benefit not sponsored by a Green Dot group or organization.

1. Students may not sell tickets or solicit contributions in the school for any external agency or charity unless it is a beneficiary of a Green Dot-endorsed charity drive.
2. The distribution of commercial handbills, cards, or other handouts in or around the school building is prohibited.
3. The school's name is not to be used in any testimonial or advertisement in support of a commercial product or enterprise.
4. Broadcasting by a commercial firm of any sports event or recording for later broadcast of any musical event must be approved by the Principal.

Groups, companies, individuals and/or staff and associations interested in the solicitation and recruitment of Green Dot students for trips, tours, ski and camping expeditions, and other similar activities shall not solicit and recruit such students at any time on school premises. Compliance with this prohibition makes it necessary to prohibit the practices hereinafter enumerated:

- The written or oral identification of the activity as being a "Green Dot trip," including the identification of employees with such activity
- The publication of news articles or the publication of paid advertisements describing the activity in student newspapers
- The solicitation of students or the promotion of the activity during school hours and on school premises
- The promotion of the activity or the solicitation of students for such activities at any time on the school grounds
- The promotion of the activity or the solicitation of students by using school mailing lists or school records



Student Rights & Responsibilities

L. 12.0

Policy: Student equal access/limited public forum

To establish guidelines for the provision of student equal access in a limited public forum. This policy applies to all Green Dot Public Schools Tennessee students and schools.

Limited public forum means public property that Green Dot Public Schools Tennessee provides for students as a place for expressive activity which may impose reasonable, content-neutral time, place and manner restrictions on certain groups or topics of speech; provided that the restriction is necessary and narrowly tailored to serve a compelling state interest. (Definition as used in state law, TCA 49-6-1801)

It is the policy of Green Dot Public Schools Tennessee to establish a limited public forum. In doing so, guidelines are set forth below: 1) for the provision of student equal access in a limited public forum; 2) to prevent discrimination against a student's voluntary expression of a faith based viewpoint, if any; and 3) to eliminate any actual or perceived affirmative school sponsorship or attribution to Green Dot of a student's expression of a religious viewpoint, if any.

Non Curriculum-related Student Meetings (Religious, Political, Philosophical, or Other Content)

Before the beginning and after the end of a school day, students in grades 9 through 12 may initiate non curriculum-related meetings regardless of the political, philosophical, or other content of the speech at the meeting. Additionally, before the beginning and after the end of a school day, all students may initiate non curriculum-related meetings regardless of the religious content of the speech at the meeting. The use of school media, such as the public announcement system, the school paper, and the school bulletin board used to announce meetings must be applied to all noncurriculum-related groups in a non-discriminatory manner. No student may be compelled to attend or participate in a meeting under this policy. A student or a group of students who wish to conduct a meeting under this policy must file an application with the principal at least three (3) days prior to the proposed date.

The principal shall approve the meeting if from the application he/she determines that:

1. The meeting is voluntary and student-initiated;
2. There is no sponsorship of the meeting or its content by the school, the government or its agents or employees;
3. The meeting will not materially and substantially interfere with the orderly conduct of the school's educational activities or conflict with other previously scheduled meetings;
4. Employees of Green Dot are to be present in a non-participatory monitoring capacity; however, no employee shall be required to attend in this capacity if the content of the meeting is contrary to the beliefs of the employee; and
5. Non-school persons will not direct, control or regularly attend. (A non-school person is a person not: (1) employed by Green Dot (e.g., school/home office staff) or (2) acting on behalf of Green Dot (e.g., official GDPS volunteers, partners, vendors, etc.)

Additionally, while Green Dot Public Schools Tennessee shall not discriminate on the basis of its viewpoints when making facilities available for student use, Green Dot shall (1) adhere to applicable federal/state laws and local ordinances and regulations; and (2) reserve the right to impose reasonable, content-neutral restrictions on the time (i.e., specific time and/or day), place (i.e., location), and manner (i.e., activities) of use of Green Dot facilities.

The following are parameters for the time, place, and manner of activities:

- The activity does not unduly disrupt traffic, either vehicular or pedestrian.

- The activity does not create unreasonable safety risks.
- The activity does not use unauthorized sound amplification equipment or create unreasonable noise disruption.
- The location will be left in its original condition at the conclusion of the event, and reasonable charges or deposits may be imposed to enforce this requirement.
- Expression that is obscene, defamatory, or consists of fighting words, threats of physical harm, insightful of imminent lawless action or otherwise not entitled to protection as expression is not permitted.

STUDENT EXPRESSION OF RELIGIOUS VIEWPOINTS

Green Dot shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner, as provided pursuant to this policy, in which it treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint, if any, expressed by the student on an otherwise permissible subject.

STUDENT SPEECHES

When Green Dot determines that it is appropriate to allow a student speaker to publicly speak at a school event, Green Dot shall:

1. Provide the forum in a manner that does not discriminate against a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject;
2. Provide a method, based on neutral criteria, for the selection of student speakers at school events and graduation ceremonies;
3. Ensure that a student speaker does not engage in speech that is obscene, vulgar, offensively lewd, indecent or promotes illegal drug use; and
4. State, in writing, orally, or both, that the student's speech does not reflect the endorsement, sponsorship, position, or expression of Green Dot. (This disclaimer shall be provided at all applicable circumstances at school events and shall also be provided for any communications in which a student makes a public expression, for as long as a need exists to dispel confusion over Green Dot's nonsponsorship of the student's communications.)
5. Student expression on an otherwise permissible subject may not be excluded from the limited public forum because the subject is expressed from a religious viewpoint.

STUDENT WORK

Students may express their written beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of the student's submissions. Homework and classroom assignments shall be judged by ordinary academic standards of substance and relevance and against other legitimate academic concerns identified by Green Dot. Students may not be penalized or rewarded based on the religious content of the student's work.

STUDENT GROUPS

Students may organize religious student groups, religious clubs, or other religious gatherings before, during, and after school to the same extent that students are permitted to organize other non curricular student activities and groups. Religious groups shall be given the same access to school facilities for assembling as is given to other noncurricular groups without discrimination based on the religious content of the students' expression. If student groups that meet for nonreligious activities are permitted to advertise or announce meetings of their groups, then Green Dot may not discriminate against groups that meet for prayer or other religious speech. Green Dot may disclaim school sponsorship of non curricular groups and events in a manner that neither favors nor disfavors groups that meet to engage in expressions of faith or religious speech. (Religious student groups, religious clubs, "see you at the pole" gatherings, or other religious gatherings shall adhere to the guidelines for Non Curriculum-related Student Meetings (Religious, Political, Philosophical, or Other Content) as set forth above).



Principals are responsible for ensuring that this policy is administered at his/her school; the Executive Director is responsible for ensuring that this policy is followed.

Student Rights & Responsibilities

L. 13.0

Policy: Textbooks and Instructional Materials

Students assume full responsibility for the security and maintenance of their own textbooks. Should books be lost, stolen, damaged, or defaced after issuance to a student, that student will be required to pay a replacement fee before a new book is issued or at the end of the academic year. Students are required to keep textbooks covered and in good condition. Students may not write in or deface their textbooks.

Students may lose the privilege of participating in school activities due to lost or damaged textbooks. These activities include, but are not limited to dances, field trips, prom, and senior activities.

Instructional materials, defined as all instructional content provided to the student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats, shall be available for inspection by the parents or legal guardians of students. Parents/legal guardians may also review tests that are developed and graded by their child's teacher.

Parents may request to review instructional materials by submitting a written request to the principal. A grievance may be submitted in writing by the parent within five days of reviewing the material. The principal will have five days to respond to the grievance.



Student Rights & Responsibilities

L. 14.0

Policy: Transportation of Students

Green Dot is committed to transporting students safely and recognizes that, in addition to general busing of students by licensed bus drivers, situations arise that require student transportation by the staff of Green Dot or its family of schools. 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).

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 and its family of schools. To help avoid such liability, employees of Green Dot or its family of schools shall not transport students in their personal vehicles unless 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 an administrator at the employee's assigned school.

EXITING THE BUS AT ALTERNATIVE LOCATIONS

State law requires that a student whom a parent or guardian desires to exit a school bus at a destination other than the student's regular bus stop on the student's return bus route after dismissal of school shall provide the bus driver with a signed note from the parent or guardian informing the driver of the change in the student's bus stop for that day. The driver shall be required to turn the signed note over to the student's school principal or other school authority as soon as practicable after completion of the route.

UNRULY STUDENTS

In accordance with state law, a driver shall report to school authorities as soon as possible, but no later than the end of the route, any student refusing to obey the driver and exiting the bus without the driver's permission at a point other than the student's destination for that trip.

TRANSIT TIME

No pupil shall be allowed to remain in transit to or from school on a school bus more than one and one half (1 ½) hours in the morning or one and one half (1 ½) hours in the afternoon, in accordance with state law.

HOMELESS and FOSTER CARE TRANSPORTATION

By federal law, student who lose their homes may continue in their school or origin. Transportation must be provided, within reason, if requested. Transportation should be from a temporary residence, shelter or transitional housing.

Under federal law, students placed in foster care may also continue in their school of origin. Transportation must be provided, within reason, if requested. Transportation should be from the student's residence. If you are homeless or in foster care, contact your school's principal and/or the GDPST Director of Student



Services, who will begin procedures to initiate transportation services. It is important to notify all parties involved of any changes to the family's housing status.

ALTERNATIVE EDUCATION TRANSPORTATION SERVICES

When students are remanded to an alternative education school, the sending school should ensure transportation accommodations have been made. These may include, but are not limited to, public bus passes, school bus routes, and private vehicle pick-up. If a student is expelled or remanded to a second alternative school, transportation is the parent/guardian's responsibility.

COMPLAINT PROCESS

Students, parents, teachers, staff and community members are encouraged to report school bus safety complaints to the transportation supervisor. The following procedure will govern how students, teachers, staff, and community members shall submit bus safety complaints:

1. All complaints shall be submitted to the transportation supervisor; and
2. Complaints may be submitted in person, via phone call, mail, or email.

The transportation supervisor shall begin an investigation of all bus safety complaints within twenty-four (24) hours of receipt.

Within forty-eight (48) hours of receipt of the initial complaint, the transportation supervisor shall submit a preliminary report to the State Board's Director of Schools. This report shall include:

1. The time and the date the complaint was received;
2. The name of the bus driver;
3. A copy or summary of the complaint; and
4. Any prior complaints or disciplinary actions taken against the driver.

Within sixty (60) days of receiving the initial complaint, the transportation supervisor shall submit a final written report to the State Board's Director of Schools that details the investigation's finding as well as the action taken in response to the complaint.

VIDEO FOOTAGE

Primary guardians desiring to view video footage collected from school buses, if any, shall contact Green Dot Public Schools TN Director of Operations, or designee. If available, video footage shall be viewed at the discretion and under the supervision of the Executive Director, or designee.

The viewing of all video footage shall comply with T.C.A. § 10-7-504, the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g), and other relevant state and federal privacy laws.

Video footage collected from video cameras installed inside Green Dot school buses, if any, shall be kept for a maximum of ten (10) calendar days.



Student Rights & Responsibilities

L. 15.0

Policy: Uniform Complaint Procedures

PURPOSE

Green Dot recognizes the primary responsibility to ensure its compliance with applicable state and federal laws and regulations governing Green Dot's educational programs. Accordingly, Green Dot shall investigate complaints alleging failure to comply with such laws and regulations (including any complaint communicating alleged noncompliance or any act or omission that would be prohibited by ADA and/or Section 504), or alleging unlawful discrimination, harassment, intimidation, or bullying.

Further, Green Dot shall seek to resolve any complaint alleging unlawful discrimination, harassment, intimidation, and/or bullying in Green Dot programs based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or based on association with a person or group with one or more of these actual or perceived characteristics.

Green Dot will disseminate this policy annually to Green Dot employees, students, parents/guardians, appropriate school officials or representatives, school advisory committees, and other interested Green Dot parties.

FILING A COMPLAINT

Prior to filing a formal complaint, Green Dot encourages the early, informal resolution of complaints at the school site level whenever possible.

Any individual, public agency, or organization may file a written complaint that alleges a violation of federal or state laws or regulations governing Green Dot's educational programs or unlawful discrimination as identified above.

A complaint concerning unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges that he or she personally suffered unlawful discrimination, harassment, intimidation, or bullying, or by a person who believes that an individual or any specific class of individuals has been subjected to it. Such a complaint must be filed no later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. However, upon written request by the complainant, the school principal or designee may extend the filing period for up to 90 calendar days.

Complaints are to be submitted, in writing, to the principal at the school at which the alleged violation occurred. Such complaints must include the following:

- The underlying facts;
- Details, such as the name(s) of the those involved (including witnesses) as well as the date(s) and location(s) of the incident or alleged violation;
- Information regarding any attempts to address the complaint at the school site; and
- Copies of written documentation or evidence that may be relevant or supportive of the complaint.

Any individual who is unable to prepare a written complaint (e.g., disability or illiteracy) can receive assistance from the school site administrator or designee, or by contacting the school sites at which the alleged violation occurred.



Green Dot shall maintain confidentiality of the involved parties to the maximum extent practicable without obstructing the investigation. Green Dot prohibits any form of retaliation against any complainant in the process.

Participation in the complaint process shall not in any way affect the complainant's status, grades, or work assignments.

COMPLAINT INVESTIGATION AND FINAL RESPONSE

Green Dot shall complete an investigation and provide a written final response within 60 calendar days from the date of receipt of the complaint by the school principal unless the complainant agrees, in writing, to an extension of the timeline. The principal or designee shall provide the complainant and/or his or her representative with an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The principal or designee also shall collect all documents and interview all witnesses with information pertinent to the complaint. A complainant's refusal to provide the principal or designee with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

Green Dot's final response shall include the following:

- The finding(s) of fact based on the evidence gathered;
- The conclusion(s) of law;
- Disposition of the complaint;
- Rationale for such disposition;
- Corrective action, if any are warranted; and
- Notice of the complainant's right to appeal the final response within 15 calendar days to the Green Dot Public Schools Tennessee Board of Directors and procedures to be followed for initiating such an appeal.

The principal of the school at which the complaint was filed shall maintain a record of each complaint and subsequent related actions, including, but not limited to, Green Dot's final response.

ADA AND SECTION 504 COMPLAINTS

School's ADA/Section 504 Coordinator shall handle any complaint involving ADA or Section 504. The ADA/Section 504 Coordinator shall provide a copy of each complaint received to the State Board's ADA/Section 504 Coordinator.

The GDPST ADA/Section 504 Coordinator shall respond to all complaints promptly, following the process outlined above.

A copy of the response to a complaint shall also be provided to the parent/guardian and the State Board's ADA/Section 504 Coordinator.

APPEAL

The complainant has a right to appeal Green Dot's final response to the Green Dot Public Schools Tennessee Board of Directors with a written appeal within 15 calendar days from the receipt of Green Dot's final response. The appeal shall specify the basis for the appeal and whether the findings of facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the original complaint filed with Green Dot and a copy of Green Dot's final response.



ADA, SECTION 504, OR IDEA GRIEVANCES

ADA, Section 504, or IDEA legal or other administrative actions may be filed without filing a complaint or grievance with the State Board or school. Complaints shall be directed to the following:

ADA Complaints:

U.S. Department of Justice
950 Pennsylvania Avenue, NW
Civil Rights Division
Disability Rights Section – 1425 NYAV
Washington, D.C. 20530

[Online: Complaint Form \(en Español\)](#)

Telephone: 1-800-514-0301 (voice); 1-800-514-0383 (TTY)
Fax: (202) 307-1197

Section 504 Complaints:

Office for Civil Rights
U.S. Department of Education
61 Forsyth St. S.W., Suite 19T10
Atlanta, GA 30303-8927

Telephone: 404-974-9406
Fax: 404-974-9471; TDD: 800-877-8339

Email: OCR.Atlanta@ed.gov

IDEA Administrative and/or Due Process Complaints:

Tennessee Department of Education
Office of General Counsel
9th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, Tennessee 37243

Telephone: (615) 741-2921
Email: Bill.Wilson@tn.gov



Student Rights & Responsibilities

L. 16.0

Policy: Work Permits

No minor under eighteen years of age is allowed to work without a work permit. Students can obtain a "School Verification for a Work Permit" and a "Request to Issue Work Permit" from the Office. Students must have a minimum of a 2.0 GPA to obtain a work permit.



Student Services Policy

M. 1.0

Policy: Equal Education Opportunities

At Green Dot all students shall be afforded the right and opportunity to an equal education. No student shall be excluded, segregated or discriminated against in the Green Dot Public School environment for reasons of race, ethnicity, color, national origin, gender, economic status, sexual orientation, actual or perceived disability, religion, or religious affiliation.

Student Services

M. 2.0

Policy: English Language Learners

English Language Learners (ELL) are non-English language background students whose level of oral, reading, and written proficiency in English does not allow them to fully benefit from the curriculum and creates difficulty in regular classroom curriculum without specially designed modifications. ELL students have not yet met the definition of fluent English proficient (FEP). If the inability to understand, speak, read, or write the English language excludes a student from effective participation in the educational programs offered by the school, the school shall take appropriate action to rectify the English language deficiency in order to provide the student equal access and participation in its programs. The school shall develop and periodically update a local plan for providing ESL services for students whose native or dominant language is not English. The plan for implementation of appropriate instruction and ESL services for students who have limited English proficiency shall be in accordance with the current Rules, Regulations, and Minimum Standards of the State Board of Education and Tennessee Public Charter School Commission, and state, and federal law.



Student Services Policy

M. 3.0

Policy: Homeless, Migrant, and Foster Care Students

Educational services will be provided for homeless, migrant and foster care students in accordance with local, state and federal guidelines.

HOMELESS STUDENTS

A homeless child lacks fixed, regular and adequate residence or has a primary residence in a supervised publicly or privately-operated shelter for temporary accommodations, a public or private place not designated for use as regular sleeping accommodations for humans.

Homeless children and youth have the following rights:

1. The right to immediate enrollment in school, even if lacking paperwork normally required for enrollment (e.g., such as previous academic records, immunization records, proof of residency or other documentation) or missed the school's application or enrollment deadlines. GDPST will request previous academic records to determine the appropriate courses for the student to be enrolled in. A review of the student's transcripts will be used to determine credits completed towards graduation; and
2. The right to attend (1) his/her school of origin, (2) last school attended, or (3) the school in attendance area where the family or youth is currently residing, based on the parent's request of views of an unaccompanied homeless student and where feasible to GDPST considering the best interests of the child; and
3. The right to receive transportation (i.e. bus pass, etc.), within reason, to his/her school, if this is requested by the parent or GDPST staff charged with assisting homeless students; and
4. The right to services comparable to those received by housed schoolmates including transportation and supplemental educational services; and
5. The right to attend school along with children not experiencing homelessness. Segregation based on a student's status as homeless is strictly prohibited.

Parents/guardians are required to submit contact information to the school's homeless coordinator. Information regarding a homeless student's living situation shall not be considered directory information.

By federal law, students who lose their homes shall continue in the building they attend for that entire school year.

Parents are to contact school leaders to begin the process who will then, in turn, notify the coordinator for transportation services to set up transportation. It is important to notify all parties involved of any changes to the family's housing status.

MIGRANT STUDENTS

Green Dot Public Schools Tennessee administration is directed to identify migratory students, as required by law, and to develop written administrative procedures for ensuring that migrant students receive services for which they are eligible. In developing and implementing a program to address the needs of migratory students, GDPST will:

1. Identify migratory students and assess the educational and related health and social needs of each student. Students identified will be coded in EIS and data will be verified by the school counselor;

2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, language programs, counseling programs, elective classes, etc.;
3. Provide migratory students with the opportunity to meet the same statewide assessment standards that all students are expected to meet;
4. To the extent feasible, provide advocacy and outreach programs to migratory students and their families and professional development for GDPST staff and;
5. Provide parents an opportunity to participate in the program.

If a migrant student is identified by GDPST, the Executive Director or his/her designee shall notify the Commission. The Commission shall notify the Tennessee Department of Education and request assistance if needed.

FOSTER CARE STUDENTS

It shall be the policy of Green Dot Public Schools Tennessee to enroll students who are required by Tennessee law to attend school in grades K-12 who have been placed in foster care or who are awaiting placement in foster care. Inability to produce records that are required for enrollment shall not be grounds for denying admission of a student who has been placed in foster care or who is awaiting placement in foster care.

The foster care student shall be enrolled or remain enrolled in the child's school of origin, unless a determination is made that it is not in the child's best interest to attend the school of origin, which decision shall be based on all factors relating to the child's best interest, including consideration of the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement.

GDPST will request previous academic records to determine the appropriate courses for the student to be enrolled in. A review of the student's transcripts will be used to determine credits completed towards graduation.

GDPST Student Services will work with the Tennessee Department of Children's Services to develop a plan regarding how transportation for children in foster care will be provided, arranged, and funded, and which ensures that:

- A. Children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with federal law; and
- B. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, GDPST will provide transportation to the school of origin if-
 1. The Tennessee Department of Children's Services agrees to reimburse GDPST for the cost of such transportation;
 2. GDPST agrees to pay for the cost of such transportation; or
 3. GDPST and the Tennessee Department of Children's Services agree to share the cost of such transportation.



Student Services Policy

M. 4.0

Policy: Enrollment of Military Students

IDENTIFICATION OF MILITARY-CONNECTED STUDENTS

Pursuant to the requirements of the Every Student Succeeds Act (ESSA), Green Dot Public Schools shall collect information regarding military-connected students. Such information shall be collected during enrollment, and may be contained as part of the enrollment packet. The school shall ask for enrolling students to indicate which of the following apply to them:

- Not a military student
- Active Duty- Student is a dependent of an active-duty member of the Army, Navy, Air Force, Marine Corps, or Coast Guard
- National Guard- Student is a dependent of a member of the Tennessee National Guard (Army National Guard or Air National Guard)
- Reserve- Student is a dependent of a member of a reserve force in the United States Military (Army, Navy, Air Force, Marine Corps, or Coast Guard)

The school shall report military student data in the student information system.

The school shall report military student data in the student information system.

DEPENDENT CHILDREN OF SERVICE MEMBERS RELOCATING TO THE STATE OF TENNESSEE

A student who does not currently reside within the school district shall be allowed to enroll if he/she is a dependent child of a service member who is being relocated to Tennessee on military orders. To be eligible for enrollment, the student will need to provide documentation that he/she will be a resident of the geographic district in which the authorized school operates upon.

Within thirty (30) days of enrollment, the parent(s)/guardian(s) of the student shall provide proof of residency within the school district.



Student Services Policy

M. 5.0

Policy: Special Education (ASD)

The ASD is the local education agency (LEA) for all students with disabilities (including students eligible for IEPs or 504s) geographically zoned to attend schools operated by the ASD. Green Dot offers a full continuum of service options to meet the needs of all students. Unless otherwise required by a student's individualized education program (IEP), all students with disabilities may attend the same zoned school as her or his nondisabled peers, as the vast majority of special education needs can be met in the Least Restrictive Environment (LRE) at any ASD school. In situations where an IEP team (including the parent/guardian) decides a placement outside the ASD is in the best interest of the student, the home school remains responsible for monitoring the service provisions and IEP compliance for the student. Each school shall provide access to a free appropriate public education to all disabled children ages 3-21, inclusive, residing within the jurisdiction of the school system.

The plan for implementation of appropriate instruction and special education services shall be in accordance with the current rules, regulations and minimum standards of the State Board of Education, and State, and federal law. Administrators, principals and teachers are responsible for providing an IEP or 504 Plan for each disabled student and for adhering to all components of the plan. Each ASD school will annually distribute and maintain a copy of "Procedural Safeguards" for all students with disabilities.

EXTERNAL PLACEMENT: Schools are expected to develop Special Education programs within their school to support the needs of enrolled students. In the rare case, when a student's needs are so extreme that the school is not equipped to provide the most appropriate services, Green Dot Public Schools may externally place, or partner with outside Service Providers (e.g., SCS, MNPS, or private providers) to provide appropriate services with the cost to be billed to the Operator.

Student Services Policy

M. 6.0

Policy: Student Study Team

The Student Study Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

The goals of the SST are to:

- Work with the student and parent to identify causes of poor academic performance, disruptive behavior, and potential developmental problems
- Work with the student and parent to identify viable interventions that could occur before a student's poor academic performance results or behavior issues
- Discuss a variety of academic interventions and/or positive behavioral reinforcements and develop strategies that have a high likelihood of positive academic and behavior performance
- Inform parent and student of the referral process, where the student is in the process and the consequences of further poor academic performance and/or disruptive behavior
- SSTs are also established to fulfill requirements of current federal and state legislation.



Student Services

M. 7.0

Policy: 504 Plans

Section of the Rehabilitation Act of 1973 states that no otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal. Please refer to the Uniform Complaint Procedures Policy L.15.0 for information regarding filing a complaint or investigations.

A parent/guardian may file a complaint with the Office for Civil Rights (OCR) if she/he believes that GDPST has violated any provision or regulation of Section 504.

Section 504 Complaints:

Office for Civil Rights

U.S. Department of Education 61 Forsyth St. S.W., Suite 19T10 Atlanta, GA 30303-8927

Telephone: 404-974-9406

Fax: 404-974-9471; TDD: 800-877-8339

Email: OCR.Atlanta@ed.gov



2022-2023 Student Policy Manual Signature Page

This Student Policy Manual contains important information about your child's school and Green Dot Public Schools Tennessee. My signature below hereby certifies that:

- I have read this Student Policy Manual, and I understand my rights and responsibilities described in the policies herein;
- I understand that I should contact the school office or Principal regarding any questions I have that are not answered in this Student Policy Manual; and
- I understand that the policies described in this Student Policy Manual may change at any time.

Student Name: _____ Date: _____

Student Signature: _____ Date: _____

Parent/Guardian Name: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____



BLUFF CITY HIGH SCHOOL - STUDENT HANDBOOK ADDENDUM

This school is a charter school authorized by the Tennessee Public Charter School Commission, which serves as the overseeing school district. This document provides important contact information for the school district as well as a link to school district resources and information for parents and students.

General Contact Information:

**Tennessee Public Charter School Commission
500 James Robertson Parkway, 5 th Floor
Nashville, TN 37243**

Main Phone: (615) 532-6245

Email: Charter.Commission@tn.gov

Website: <https://www.tn.gov/tn-public-charter-school-commission.html>

The Tennessee Public Charter School Commission has school district policies and procedures that apply to all of its schools. These policies and procedures, along with additional information about the school district and its schools are located on its website.

Tennessee Public Charter School Commission District Staff:

Executive Director: Tess Stovall (Tess.Stovall@tn.gov)

General Counsel: Ashley Thomas (Ashley.Thomas2@tn.gov)

Director of External Affairs: Chase Ingle (Chase.Ingle@tn.gov)

Director of Finance and Operations: Melanie Harrell (Melanie.Harrell@tn.gov)

Coordinator of Federal Programs and Special Populations: Kelly Kroneman (Kelly.Kroneman@tn.gov)

**A Spanish version of the Student Handbook Addendum is available from GDPST and the TN Public Charter School Commission.*



BLUFF CITY HIGH SCHOOL CLUBS AND ORGANIZATIONS – STUDENT HANDBOOK ADDENDUM

Bluff City High School offers the following clubs and organizations:

STUDENT AMBASSADORS

- The mission of the Student Ambassador program is to cultivate a campus culture of academic support, engagement and excellence. As student leaders, Bluff City Student Ambassadors serve as positive role models, help new and prospective students feel more connected to the school community, support student leadership growth, and positively represent the Bluff City student body.

Attachment D

Enrollment Policy 2.0: Open Enrollment (*Applicable to Fairley High School only under authorization of MSCS*)

Fairley High School will support students throughout the Memphis community within fifteen-mile proximity of the school. Due to this large radius, Fairley High School 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 Fairley High School, 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 in order to avoid possible conflicts of interest or any improprieties.

Lottery System

As Fairley High School is an open-enrollment school, the following criteria will be used for the lottery process:

- Siblings attending Fairley High School or a neighboring area school (not applicable to year one).
- The date on which the application was made to Fairley High School.
- District-wide applications.

The Board may also consider preempting these criteria for the following:

- Documented hardship (extenuating circumstances including safety, medical, etc.).
- The achievement of gender and racial balance and diversity.
- Ensuring the balance of grade levels according to the recruitment plan.

Waiting List Procedures

After an initial lottery, all applications will be placed on the waiting list in the order they are received. The prospective student will remain on the waiting list from year to year until one of the following occurs:

- The prospective student is admitted to Fairley High School.
- The parent/guardian withdraws the child from consideration; or
- The parent/guardian declines an offer of admission.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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 Fairley High School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	(yes x)
No	

Name: Justin Crutcher

Organization: City of Memphis (Police Division)

Date: 5/15/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE-
LEADERSHIP.
LIFE



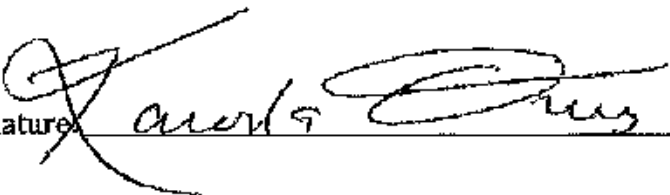
Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Karonda Owens

Signature: 

Date: 11/9/23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Jessie Richardson

Signature: Jessie Richardson

Date: 1-10-23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Keisha Alton

Signature: [Handwritten Signature]

Date: 01/09/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Warren Roberts

Signature: [Handwritten Signature]

Date: 11.7/23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Tonya Jones

Signature: Tonya Jones

Date: 1-9-23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Nick W Griffin

Signature: [Handwritten Signature]

Date: 1.30.2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Jacqueline Harris

Signature: [Handwritten Signature]

Date: 1/30/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: LeAndrea Bailey

Signature: LeAndrea Bailey

Date: 1/30/23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



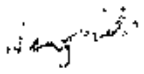
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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Calvin Purcell

Signature: 

Date: 1/30/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Charlotte Kimberlake

Signature: Ms. Charlotte Kimberlake

Date: 1/5/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Angelica Smith

Signature: A Smith

Date: 1/6/23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: April Collins

Signature: April Collins

Date: Jan. 6. 2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



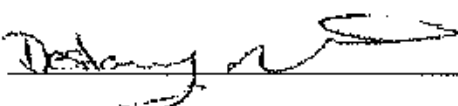
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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Destany Maris

Signature: 

Date: 01-06-23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Tawanna Gordon-Jones (2005)

Signature: *Tawanna Gordon-Jones*

Date: 1-11-2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE
LEADERSHIP.**

CLL



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Larry Mathews

Signature: Larry Mathews

Date: 11-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.




Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Darrell Abrams

Signature: 

Date: Jan 10, 2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: K. DURELL COWAN

Signature: [Handwritten Signature]

Date: 1/10/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Kevin Patterson SR

Signature: [Handwritten Signature]

Date: 1-11-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name:

Kevin Patterson Jr

Signature:

Date:

1-11-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Brianna A. Glasper 2018

Signature: Brianna A. Glasper

Date: 04-01-23

Thank you for your ongoing support.

Julius Blackburn
Principal

CHANGING
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Carolyn A. Sallee

Signature: Carolyn A. Sallee

Date: 4-1-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Cordell M. Bush Jr. 2014

Signature: Cordell M. Bush Jr.

Date: 04-01-23

Thank you for your ongoing support.

Julius Blackburn
Principal

LEADERSHIP.

LEADERSHIP.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Robert Lee Glasper Jr. 1988

Signature: Robert L. Glasper Jr.

Date: 04-01-23

Thank you for your ongoing support.

Julius Blackburn
Principal

**CHANGING THE FUTURE
LEADERSHIP.**

**GREEN DOT
PUBLIC SCHOOLS**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: JAVITA L. GLASPER - GREEN 1996

Signature: Javita Glasper - Green

Date: 04-01-23

Thank you for your ongoing support.

Julius Blackburn
Principal

LEADERSHIP.

LEADERSHIP.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Darrick Glasper 1989

Signature: Darrick Glasper

Date: 04-01-23

Thank you for your ongoing support.

Julius Blackburn
Principal

LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Larry Matthews Jr.

Signature: Larry Matthews Jr.

Date: 04-01-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COACHING.
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Corteziana M. Staudbæk 2017

Signature: Corteziana M. Staudbæk

Date: 04-01-23

Thank you for your ongoing support.

Julius Blackburn
Principal

LEADERSHIP.

LEADER.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: TONY Christian

Signature: Tony Christian

Date: 4-1-23

Thank you for your ongoing support.

Julius Blackburn
Principal

**CRUCIAL
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Lekeita Dodson

Signature: Lekeita Dodson

Date: 4-1-2023

Thank you for your ongoing support.

Julius Blackburn
Principal





Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Sequina Johnson

Signature: Sequina Johnson

Date: 4-1-2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Tamika P. Young

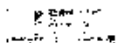
Signature: [Handwritten Signature]

Date: 4/1/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**OUR BEST
LEADERSHIP.**





Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Horace A. Hall

Signature: Horace A. Hall

Date: 4-1-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Tiffany Bonner-Burton

Signature: Tiffany Burton

Date: 02/13/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Troy Chism Jr.

Signature: Troy Chism Jr.

Date: 4-1-2023

Thank you for your ongoing support.

Julius Blackburn
Principal

LEADERSHIP.
LIFE.

Lifedoc Health
825 Valleybrook Dr,
Memphis, TN 38120
Tel: (901) 683 0024
Fax: (901) 683 0086



Date: 01/23/2023

To Whom this 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,

A handwritten signature in black ink, appearing to read "Pedro Velasquez", with a stylized flourish at the end.

Pedro Velasquez
Executive Director





Pamela Griffin Ekwuekwe

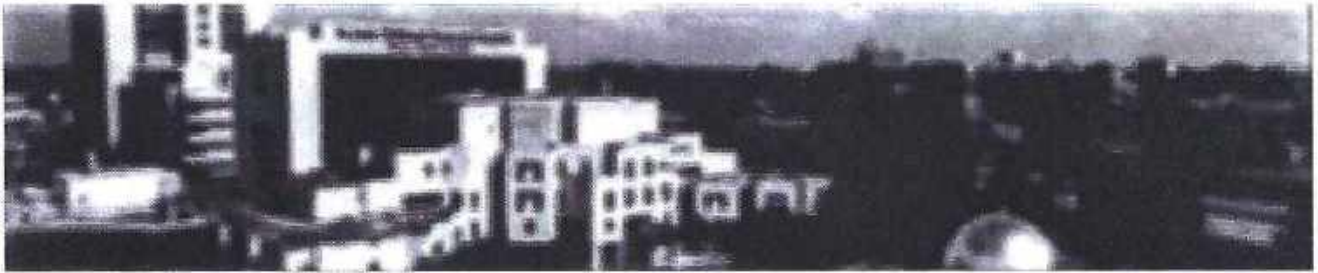
5274 Autumn Forrest Drive Memphis Tennessee 38125

I am writing to support Fairley High School remaining a part of the Green Dot Public School Tennessee (GDPST) beyond its original ten-year charter. The work done by Green Dot in the community is exceptional, and Fairley High School remaining under the GDPST will be an asset to the community which Fairley High 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 Fairley High School will grow and flourish. I am confident that remaining with GDPST Fairley will exceed expectations and once again become the beacon of the neighborhood.

Sincerely

Pamela Ekwuekwe



January 30, 2023

Amerlice Allen, MPH
1350 Concourse Ave.
Suite # 563
Memphis, TN 38104

To Whom It May Concern:

I, Amerlice Allen, feel compelled to send this letter in regards to Fairley High 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 Fairley High School remain in GDPST beyond its 10 year charter as spelled out originally.

In addition to serving as a Board Member, I spearhead mentoring efforts on behalf of my colleagues at ALSAC. ALSAC considers Fairley High its adopted school and we have interacted with various mentoring efforts at Fairley High over the past few years. As a native Memphian, I am also very aware that Fairley High isn't just a school, but it is a staple in the Whitehaven community. 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 Fairley High remain in GDPST, and continue to be a beacon of light for the community.

Sincerely,

Amerlice Allen

Amerlice Allen, MPH
Sr. Director ~ ALSAC Enterprise Contact Center
amerlice.allen@alsac.stjude.org
901-438-4835



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Joseph Wilson

Signature: [Handwritten Signature]

Date: 4/21/25

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name:

Chris Potter

Signature:

Date:

11/30/23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Lutkina Snow

Signature: [Handwritten Signature]

Date: 1/10/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Le'Taevian Clark

Signature: Le'Taevian Clark

Date: 1-10-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Tamara Calhoun

Signature: Tamara Calhoun

Date: 1/10/23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Aaron Taylor

Signature: Aaron Taylor

Date: January, 10, 2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Col Coleen Davis

Signature: [Handwritten Signature]

Date: 1-10-2020

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Vicky Williams

Signature: Vicky Williams

Date: 7-10-23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.**



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Vicky Williams

Signature: Vicky Williams

Date: 1-20-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: John Lauderback

Signature: [Handwritten Signature]

Date: 1-11-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Kennetta Patton

Signature: [Handwritten Signature]

Date: 1-11-23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Shelene Jayner

Signature: Shelene Jayner

Date: 4/10/23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: _____

Kim Jones

Signature: _____

[Handwritten Signature]

Date: _____

1/6/23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Wendy Redger

Signature: [Handwritten Signature]

Date: 4/6/23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Robert Cox

Signature: Robert Cox

Date: 4-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Sallyn Avant

Signature: Sallyn Avant

Date: 4/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Janiyah Hustsman

Signature: Janiyah Hustsman

Date: 4/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Terrance Suggs

Signature: [Handwritten Signature]

Date: 4/21/2023

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Lamarcus Anderson

Signature: Lamarcus Anderson

Date: 1/30/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



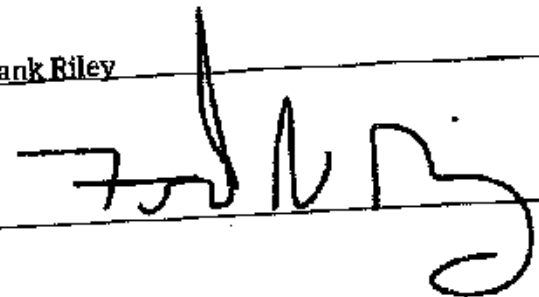
Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Frank Riley

Signature: 

Date: 30 January 2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: LATASHA L. WILLIAMS

Signature: LATASHA L. WILLIAMS

Date: 01/30/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Darren King

Signature: Darren King

Date: 1/9/2023

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Kasandre Clark

Signature: Kasandre Clark

Date: 1-9-23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.**



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Lois Peter

Signature: Lois Peter

Date: January 9, 2023

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Martez Rowsey

Signature: [Handwritten Signature]

Date: 1-5-2023

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Adolphus Wilson

Signature: [Handwritten Signature]

Date: Jan 4, 23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Mary Brooks

Signature: Mary

Date: January 6, 2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Destiny Mays

Signature: [Handwritten Signature]

Date: 1/6/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Aaliyah Wilson

Signature: Aaliyah

Date: 01-09-23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Shavon Love

Signature: [Handwritten Signature]

Date: 01-09-2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Maria Jones

Signature: Maria Jones

Date: 1-10-23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.**



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Harold Hester

Signature: [Handwritten Signature]

Date: 1/16/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



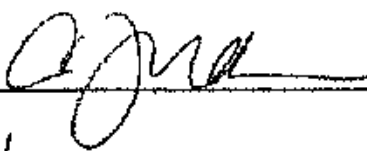
Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Chris Jordan

Signature: 

Date: 1/30/23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE,
LEADERSHIP,
LIFE.**



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Kimora Washington

Signature: Kimora Washington

Date: 9/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: DeKayes Redmond

Signature: DeKayes

Date: 4-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal

04/21/23



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Dawn D. Payne

Signature: Dawn Payne

Date: 4/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Annie Patterson

Signature: [Handwritten Signature]

Date: 11-23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Wacquesa Boyd

Signature: Wacquesa Boyd

Date: 04-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Makaya Nelson

Signature: Makaya Nelson

Date: 4/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Brandon Walker

Signature: Brandon Walker

Date: 4/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Amarion Smith

Signature: Amarion Smith

Date: 4/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Makya Ablett

Signature: Makya Ablett

Date: 4/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Jacob Bailey

Signature: [Handwritten Signature]

Date: 4/21/23

Thank you for your ongoing support

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Soleiyah Prother

Signature: Soleiyah Prother

Date: 4/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Michael Parker

Signature: Michael Parker

Date: 01/29/23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Shaniqua Gyrajer

Signature: Shaniqua Gyrajer

Date: 4/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

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We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: M. Yonna Ward

Signature: M. Yonna Ward

Date: 04/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal

LEADERSHIP.
LIFE.



Letter of Support

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We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Aaliyah Wilson

Signature: [Handwritten Signature]

Date: 4/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Brianna Martin

Signature: Brianna Martin

Date: 4-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name:

Ze'kyan Jackson

Signature:

Ze'kyan Jackson

Date:

4-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Khawari Slaughter

Signature: Khawari Slaughter

Date: 4-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Donna Sanders

Signature: [Handwritten Signature]

Date: 4/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Jashuna Bowry

Signature: Jashuna Bowry

Date: 4-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: _____

Signature: _____

Date: _____

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Trashoan Jones

Signature: Trashoan Jones

Date: 04/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: _____

ERIC THOMAS

Signature: _____

ERIC THOMAS

Date: _____

4/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Jerani Smith

Signature: Jerrani Smith

Date: 04/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Jamarrion Boyce

Signature: Jamarrion Boyce

Date: 04/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Mariah Newson

Signature: Mariah Newson

Date: April 21, 2023

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Lyness Shaw

Signature: Lyness Shaw

Date: April 21, 2013

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: RICHARD J. JONES

Signature: [Handwritten Signature]

Date: 11/12/15

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Kamron Ellis

Signature: Kamron Ellis

Date: 4-21-2023

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Trinity Smith

Signature: Trinity Smith

Date: 4/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Omar Aquil

Signature: [Handwritten Signature]

Date: 1/30/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**

4850 Fairley Rd. • Memphis, TN 38108 • C: 901.790.8180 • www.greendot.org/fairley

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Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Larry Neal

Signature: Larry Neal

Date: 1/30/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**

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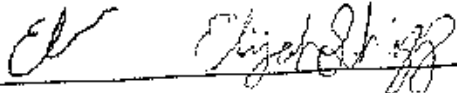
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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Elijah Shipp

Signature: 

Date: April 21, 2023

Thank you for your ongoing support.

Julius Blackburn
Principal



COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Kaliya Thornton

Signature: ~~_____~~ Kali Thornton

Date: 4-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Immaya Gibson

Signature: Immaya Gibson

Date: April 21, 2023

Thank you for your ongoing support.

Julius Blackburn
Principal

DOING THE
LEADERSHIP.
THE



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Angela D. [Signature]

Signature: [Signature]

Date: ~~4/21/23~~ 4/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Joshua McFarland

Signature: Joshua McFarland

Date: APR 11 21, 2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Lysia Calloway

Signature: Lysia Calloway

Date: 9/26/23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Naqir Shauw

Signature: N.S

Date: 4/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Matthew Mitchell

Signature: Matthew Mitchell

Date: 4/11/15

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Enrique Lydy

Signature: Enrique Lydy

Date: 4-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Delcon Johnson

Signature: Delcon Johnson

Date: 4/21/23

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Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Charles Wilkinson

Signature: Charles Wilkinson

Date: 1-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLECTIVE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Miracle Parker

Signature: Miracle Parker

Date: 7-23-23

Thank you for your ongoing support

Julius Blackburn
Principal

**COLLEGE
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Keshun Parker

Signature: Keshun Parker

Date: 4-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Julius Blackburn

Signature: Julius Blackburn

Date: 11-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Colin Brenner

Signature: Colin Brenner

Date: 4-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Kayla Harris

Signature: [Handwritten Signature]

Date: 11-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE
LEADERSHIP
LIFE**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Cierra Simmons

Signature: Cierra Simmons

Date: 4-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Chelsea Traylor

Signature: Chelsea Traylor

Date: 4-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Kyla Elmore

Signature: Kyla Elmore

Date: 4-2-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Patrick Mangrum

Signature: Patrick Mangrum

Date: 04/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE
LEADERSHIP.**

MLL



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Vivondae Johnson

Signature: Vivondae Johnson

Date: 4/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Francis Collicott

Signature: Francis Collicott

Date: 4-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Cody Turner

Signature: Cody Turner

Date: April 21, 2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Jeremy Jones

Signature: J Jones

Date: 4-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name:

Starr Love

Signature:

Starr Love

Date:

4/21/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Jaden Jones

Signature: [Handwritten Signature]

Date: April 21, 2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE
LEADERSHIP.
LIFE.**



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Martine Clark

Signature: Martine Clark

Date: 4-22-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Corcoran Albert

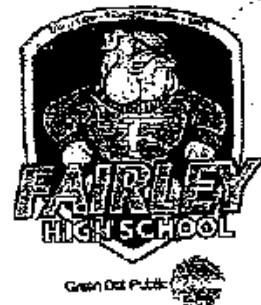
Signature: [Handwritten Signature]

Date: 4/23/20

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Lakeria Kelly

Signature: Lakeria Kelly

Date: 4.12.2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Azaria Paredes

Signature: Azaria Paredes

Date: 4/21/2013

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Charmya Davis

Signature: Charmya Davis

Date: 4/25/23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: John Russell

Signature: John Russell

Date: 11/21/20

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Jarvis Howard

Signature: [Handwritten Signature]

Date: 4-11-23

Thank you for your ongoing support.

Julius Blackburn
Principal

**ONLINE
LEADERSHIP
CARE**



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: _____

Signature: _____

Date: _____

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE
LEADERSHIP.
LIFE.**



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Marvin Williams

Signature: [Handwritten Signature]

Date: 11/10/18

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Janeqa Johnson

Signature: J. Johnson

Date: 4/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Kemron Henson

Signature: Kemron Henson

Date: 4-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name:

Joimasha Cannon

Signature:

J. Cannon

Date:

4/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Jerrell Webster

Signature: Jerrell Webster

Date: April 21, 2023

Thank you for your ongoing support.

Julius Blackburn
Principal

LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Taravis Ruffin

Signature: Taravis Ruffin

Date: 4-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal

**ONLINE
LEADERSHIP.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Jeremiah Shipp

Signature: J. Shipp

Date: 4-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal

**OUR LIFE.
LEADERSHIP.**

SAFE.

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[@greendotsch003](https://twitter.com/greendotsch003)



Letter of Support

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We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Kaden Lutzmaier

Signature: [Handwritten Signature]

Date: 4.21.23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Ronnie Love

Signature: Ronnie Love

Date: 4/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal

DRIVING
LEADERSHIP.
AHEAD.



Letter of Support

Dear Community Stakeholder,

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: KeLVion Dotson

Signature: KeLVion Dotson

Date: 4/21/23

Thank you for your ongoing support.

Julius Blackburn
Principal

OWNERS.
LEADERSHIP.

SAFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Deauntae McNeal

Signature: Deauntae McNeal

Date: 04-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal

**ONLINE
LEADERSHIP.**

GREEN DOT

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 /greendotschools

 @greendotschools

667



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Jordan Lowe

Signature: Jordan Lowe

Date: 4-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Deon Rucker

Signature: Deon Rucker

Date: 07/27/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: _____

Signature: _____

Date: _____

Thank you for your ongoing support.

Julius Blackburn
Principal

**COMMON
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Janice A. Williams

Signature: [Handwritten Signature]

Date: 09-21-2013

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: _____

Signature: _____

Date: _____

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Danny in Phant

Signature: [Handwritten Signature]

Date: 11/21/20

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE
LEADERSHIP
LIFE**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Domisha Collins

Signature: Domisha Collins

Date: 4-21-24

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Daniya Story

Signature: Daniya Story

Date: 4-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Christy Fifer

Signature: Christy Fifer

Date: 4-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Timberly Fifer

Signature: Timberly F. Fifer

Date: 1-27-23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Kaylan Eifer

Signature: Kaylan Eifer

Date: 10/20/13

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: TERRI JACKSON

Signature: TERRI JACKSON

Date: 11-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE
LEADERSHIP.**

LEADERSHIP.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Julius Blackburn

Signature: Julius Blackburn

Date: 11-21-25

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE
LEADERSHIP.
LIFE.**



Letter of Support

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We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Omarci Timberlake

Signature: Omarci Timberlake

Date: 4-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.




Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Duvia Garner

Signature: 

Date: 2/13/23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Would you like Fairley High School to remain in Green Dot Public Schools Tennessee for another 10 years? Please mark yes or no below.

Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

Name: *Kendra Lee* Kendra Lee

Organization: JW Gibson for Mayor

Date: 5/18/23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Ravan Smith

Signature: Ravan Smith

Date: 3-6-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

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Would you like Fairley High School to remain in Green Dot Public Schools Tennessee for another 10 years? Please mark yes or no below.

Yes	X
No	

Name:

Terrell L. Johnson *[Signature]*

Organization:

JW Gibson Campaign

Date:

5-18-23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Elizabeth M. Clark

Signature: Elizabeth M. Clark

Date: 10/17/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

CHALLENGE
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Katina Williams

Signature: Katina Williams

Date: May 17, 2023

Thank you for your ongoing support.

Julius Blackburn
Principal

OWNERSHIP
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Linda F. Williams

Signature: Linda F. Williams

Date: 1/30/23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: _____

Julius Blackburn

Signature: _____

Julius Blackburn

Date: _____

3/2/23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Rodriguez Mangrum

Signature: Rodriguez Mangrum

Date: 03/02/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Ronald Menger Jr

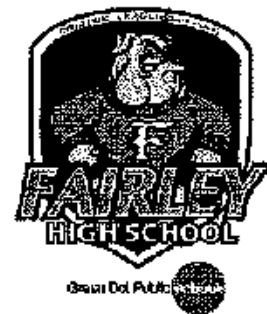
Signature: Ronald Menger Jr

Date: 04/16/23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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 Fairley High School to remain in Green Dot Public Schools Tennessee for another 10 years? Please mark yes or no below.

Yes	Yes
No	

Name: Kristine Barnes

Organization: _____

Date: 5/18/23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Barbara Minor

Signature: Barbara Minor

Date: 3-6-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Ameerah Ford

Signature: Ameerah Ford

Date: 3-2-2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: OBAMA SHAMP

Signature: [Handwritten Signature]

Date: 3-02-23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Quatrell King

Signature: Quatrell King

Date: 3/30/2023

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Jacquelyn Bradford

Signature: Jacquelyn Bradford

Date: 1-13-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Rodneka Nelson

Signature: Rodneka Nelson

Date: 1/13/23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name:

Andrew Johnson

Signature:

Date:

4/13/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Sonya Dandridge

Signature: Sonya Dandridge

Date: 4-6-23

Thank you for your ongoing support.

Julius Blackburn
Principal

LEADERSHIP.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: _____

Signature: _____

Date: _____

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Kelly Thomas

Signature: [Handwritten Signature]

Date: 3-21-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name:

Kevinella Patterson

Signature:

KP

Date:

3-27-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Kimberly Thornton

Signature: Kimberly Thornton

Date: 3/27/23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Dylan Turner

Signature: Dylan Turner

Date: 1/27/23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Dinesha Austin

Signature: Dinesha Austin

Date: 3/27/23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Chou Fray Fouse

Signature: Choufray Fouse

Date: 03-28-2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Karonda Owen

Signature: Karonda Owen

Date: 5-27-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Carl Christian SK

Signature: Carl Christian SK

Date: 4-1-23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Monica Griffin

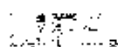
Signature: Monica Griffin

Date: 4-1-2023

Thank you for your ongoing support.

Julius Blackburn
Principal

LEADERSHIP.





Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Barbara Minor Jervonte Minor

Signature: Barbara Minor

Date: 2-14-23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Kyrnis Shelton

Signature: [Handwritten Signature]

Date: 2-13-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: K. Hardin

Signature: [Handwritten Signature]

Date: 2/13/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Lataisha Hollins

Signature: Lataisha Hollins

Date: 2/13/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COURAGE.
LEADERSHIP.**

GREEN DOT



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name:

Andrew Johnson

Signature:

Andrew Johnson

Date:

7/13/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.

LIFE



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Donald Keith Sr

Signature: [Handwritten Signature]

Date: 2/13/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Tommye Wilder

Signature: Tommye Wilder

Date: 2/13/23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Marikyn Taylor

Signature: Marikyn Taylor

Date: 2/13/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.

LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Samaj Rice

Signature: Samaj Rice

Date: 2-13-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Sierra Robinson

Signature: Sierra Robinson

Date: 02/13/27

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Shonice Sprouse

Signature: [Handwritten Signature]

Date: 2-13-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Dr. Rodney Chism

Signature: Dr. Rodney Chism

Date: 4-1-2023

Thank you for your ongoing support.

Julius Blackburn
Principal

LEADERSHIP.




Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Aunice Frost

Signature: 

Date: 2.14.23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Ernestine Evans

Signature: Ernestine Evans

Date: 2-14-23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Aunica Frost

Signature: [Handwritten Signature]

Date: 3.1.23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name:

Ronda White

Signature:

Date:

2/24/23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name:

Morishaw Haywood

Signature:

Morishaw Haywood

Date:

03-03-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Natasha Maricao

Signature: Natasha D. Maricao

Date: 3/3/13

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

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We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Sheila Brown

Signature: Sheila Brown

Date: 3/3/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

Dear Community Stakeholder,

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Krystal Mitchell

Signature: [Handwritten Signature]

Date: 3/23/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.




Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Rev. Memo Gaddy

Signature: 

Date: 5-13-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Katrina Redmond

Signature: [Handwritten Signature]

Date: 3/27/23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Ontaro Mitchell

Signature: *Ontaro Mitchell*

Date: 3/27/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Devon Williams

Signature: Dev Williams

Date: 3-3-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE.
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: DARIUS RICHARD

Signature: Darius Richard

Date: 4-15-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name:

Larry Monger Jr

Signature:

[Handwritten Signature]

Date:

04/15/23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Antonia T. Chace

Signature: Antonia T. Chace

Date: 04/15/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Mary Garrison Morrison

Signature: Mary Garrison Morrison 

Date: 04/15/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Neicosa Jackson

Signature: Neicosa Jackson

Date: 4/15/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE
LEADERSHIP.
LIFE.**



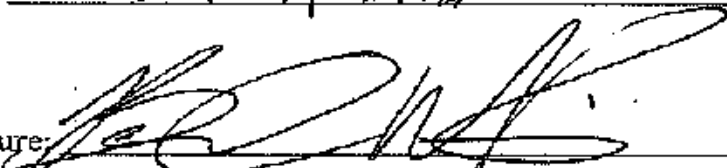
Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Brandon Martin

Signature: 

Date: 4.15.23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Reginald Nelson

Signature: [Handwritten Signature]

Date: 4/13/23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Kenya Bradley

Signature: *Kenya Bradley*

Date: April 15, 2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Tamara Williams

Signature: Tamara Williams

Date: 4-15-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: TRA HAMMORCH

Signature: [Handwritten Signature]

Date: 4-15-23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Lakisha Bradley

Signature: Lakisha Bradley

Date: April 15, 2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: RONALD MONGER SR

Signature:

Date: 04/15/23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: LARRY MONAGHAN Sr

Signature: [Handwritten Signature]

Date: 04/16/23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: DAVID WARFORD

Signature: David Warford

Date: 4/16/23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Marcel Dinkins

Signature: Marcel Dinkins

Date: 04/14/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Ruth Cooper

Signature: Ruth Cooper

Date: 2/8/23

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Jose L Moreno

Signature: Jose L Moreno

Date: 2/8/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

COLLEGE
LEADERSHIP.
LIFE.



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Lisa M. Williams

Signature: Lisa M. Williams

Date: 1/30/23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: _____

Signature: _____

Date: _____

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Duvia Garner

Signature: [Handwritten Signature]

Date: 3/30/23

Thank you for your ongoing support.

Julius Blackburn
Principal

OF...
LEADERSHIP.
LIFE.



Letter of Support

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Would you like Fairley High School to remain in Green Dot Public Schools Tennessee for another 10 years? Please mark yes or no below.

Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

Name: Duvia Garner

Organization: Community Member

Date: 5/23/23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Would you like Fairley High School to remain in Green Dot Public Schools Tennessee for another 10 years? Please mark yes or no below.

Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

Name: Kynnis Shelton

Organization: Community Member

Date: 5-23-23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Carmen Burnett

Signature: Carmen Burnett

Date: 5/17/23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Danielle Glenn

Signature: Danielle Glenn

Date: May 17, 2023

Thank you for your ongoing support.

Julius Blackburn
Principal

CHALLENGE
LEADERSHIP.
LIFE.



Letter of Support

Dear Community Stakeholder,

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: DRENTAEE BROWN

Signature: 

Date: 5.17.23

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Jalonne Lipscomb

Signature: Jalonne Lipscomb

Date: 5-17-2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name: Tyrone Dixon

Signature: [Signature]

Date: 2023 05 17

Thank you for your ongoing support.

Julius Blackburn
Principal



Letter of Support

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Would you like Fairley High School to remain in Green Dot Public Schools Tennessee for another 10 years? Please mark yes or no below.

Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

Name: Dretee Brown

Organization: AGUTPE

Date: 5.17.23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Would you like Fairley High School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	
No	

Name: Lisa A. Williams, President

Organization: Women In Aviation, Memphis Belles

Date: May 23, 2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



MEMORANDUM OF AGREEMENT

Dual Enrollment (2023-2024)

In furtherance of our mutual objectives to enhance and improve educational opportunities for students in Mississippi, and in accordance with Mississippi law, *Fairley High School* (henceforth known as “the school”) and Mississippi Valley State University (henceforth known as “the university”) enter into this articulation agreement on the following terms.

This dual enrollment program may include courses taught at the university, courses taught at high schools and courses taught online. In all cases, courses offered for dual enrollment will meet the content standards of the university. The university will have final approval of all instructors of courses for which college credit will be awarded. Students enrolled in the school and admitted to the dual credit program will be eligible to enroll in all courses offered by the university for which they qualify.

Students participating in the dual enrollment program are required by the university to meet eligibility requirements and prerequisites for college courses. Most commonly, course placement is accomplished through a review of ACT scores and/or completion of placement tests. The university will determine prerequisites and appropriate placement test criteria for college courses.

To facilitate student participation in this program and to ensure that this program meets student needs, the following steps will be taken:

Definitions:

A Dual Enrolled Student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school. The student receives only postsecondary credit for coursework.

A Dual Credit Student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school and who is receiving both high school and college credit for postsecondary coursework. The student receives credit for coursework regardless of the course location (high school campus, postsecondary campus, or online). One three-hour postsecondary course is equal to one high school Carnegie unit.

Notification:

Students who are eligible to participate in this program, as well as their parents, will be made aware of the option to participate during each registration period. It is important that all stakeholders understand the concept of academic control, responsibility, and Family Educational Rights and



Privacy Act (FERPA) requirements. The high school is not the responsible party for monitoring of the student's academic performance at the university.

Participation:

High school students who are interested in program participation should contact the designated dual enrollment liaison at their school. The liaison will advise interested students of the eligibility requirements and the procedure for enrolling in the dual enrollment program. Program participation will require submission to the university of a completed application for admission and transcript with ACT scores noted. Once formally admitted to the university, students will register for the dual enrollment courses.

Roles and Responsibilities:

Mississippi Valley State University agrees to allow high school students enrolled in Fairley High School that meet the state requirements listed below to enroll in courses at the University for a fee of \$75.00 per course, per student; to be paid by the School. The faculty teaching will be employed by the University and shall meet all professional standards required by Southern Association of Colleges and Schools Commission on Colleges and the Mississippi Institutions of Higher Learning.

The School agrees to:

- Recommend only those students meeting the state requirements for admission to the Dual Enrollment Program.
- Provide all information required to ensure compliance with state requirements for participants in the Dual Enrollment Program. Failure to provide such information to The University in a timely manner shall constitute grounds for non-admission of the applicant to the program. Violation of state policies pertaining to admission to this program shall invalidate this agreement.

The University agrees to:

- Contact the school regarding issues or delays.
- Allow students to be absent for school-required state exams without penalty.
- Not remove/drop any student from the course without notifying a school official.
- Provide critical student information when needed for high school reporting as allowed by FERPA rules.

Eligibility Criteria:

Students must meet the following eligibility requirements to participate in the dual enrollment/dual credit programs:

1. a minimum overall 3.0 GPA on a 4.0 scale on all high school courses and with successful completion of 14 core high school units as listed and defined in Appendix B of the Mississippi Public School Accountability Standards

OR



- Students may also be admitted to the dual enrollment/dual credit program with a minimum of an overall 3.0 GPA on a 4.0 scale on all high school courses and a minimum composite ACT score of 30 or the equivalent SAT score.

AND

- Each student seeking admission to this program must submit an unconditional written recommendation from his/ her high school principal or guidance counselor and obtain parent approval.

Information Sharing.

FERPA allows protected student data to be exchanged between the University and the School for students that are dually enrolled without the consent of either the parents or the student under § 99.34. If the student is under 18, the parents still retain the right under FERPA to inspect and review any education records maintained by the School, including records that the University disclosed. The University and the School are expected to meet FERPA requirements to maintain the privacy of student data.

Evaluation:

All courses and programs offered by the university will meet the standards established as part of the institution's SACSCOC accreditation as well as any other specialized accreditations that may apply.

Cost:

The cost of faculty shall be the responsibility of the School and paid to the University. The cost of student tutorial and instructional materials as well as other related costs, including faculty and tutorial travel, shall be the responsibility of the School as stated below and paid to the University.

TUITION AND FEES FOR DUAL ENROLLMENT/CREDIT STUDENTS

(SAMPLE BUDGET)

PERSONNEL			
Faculty	\$1500.00		\$ 1,800.00
Benefits	\$ 613.50		\$ 736.20
TRAVEL			
*No cost if deemed necessary			\$ -
TOTAL INSTRUCTIONAL COST	\$2,113.50		\$ 2,536.20
COURSE FEES			
	Fee	Students	Total
Dual Enrollment Course Fee	\$ 75.00	20	\$ 1,500.00
Student Online Fees	\$ 10.00	20	\$ 200.00
TOTAL COURSE COST		\$1,700.00	\$ 1,700.00
PROGRAM TOTAL (INCLUDING FEES)		3,813.50	\$ 4,236.20



Transportation:

Students, their parents or legal guardians are responsible for arranging transportation for courses taught at sites away from the high school campus.

Once ratified, this agreement shall remain in effect for three years. Cancellation of this agreement may be affected by either party by giving 30 days written notice to the other.

Signing this document indicates the agreed responsibilities of the two institutions which entered into this mutually beneficial relationship and as such may choose annually to individually renew or discontinue the relationship without cause.

Agreed to this ____ day of _____, 20__

Mr. Julius Blackburn
Principal
Fairley High School

Signature: _____ Date: _____

Mr. Jocquell Rodgers
Executive Director
Green Dot Public Schools

Signature: _____ Date: _____

Dr. Kathie S. Golden
Provost/Senior Vice President Academic Affairs
Mississippi Valley State University

Signature: _____ Date: _____

Dr. Jerryl Briggs Sr.
President
Mississippi Valley State University

Signature: _____ Date: _____



March 15, 2023

Dr. Penny Schwinn
Tennessee State Department of Education
710 James Robertson Parkway
Nashville, TN 37243-0375

Dear Secretary Schwinn,

I am writing to express ER2's enthusiastic support for Fairley High School's Networking Systems Pathway CTE application to the Tennessee Department of Education's *2023-24 Innovative School Models Grant*. As a Memphis-based asset management company, we are committed to supporting innovative educational programs that provide students with the skills and knowledge necessary to succeed in today's rapidly changing job market. We believe that Fairley High School's Networking Systems Pathway CTE program is precisely the kind of program that will prepare students for success in the 21st century.

The Networking Systems Pathway CTE program provides students with hands-on training in networking and computer systems, giving them the opportunity to develop practical skills that are highly sought-after in the job market. This program also offers students the chance to earn industry-recognized certifications, providing them with a clear pathway to high-wage, high-demand jobs in Tennessee's technology industry.

ER2 recognizes the critical importance of programs like the Networking Systems Pathway CTE program in promoting economic growth and prosperity in our community. By equipping students with the skills and knowledge necessary to compete in the tech industry, we are helping to ensure that our community remains competitive and innovative in a rapidly changing global economy.

Therefore, we strongly urge the Tennessee Department of Education to favorably consider Fairley High School's Networking Systems Pathway CTE program application to the 2023-24 Innovative School Models Grant. We are proud to support this program and believe that it will have a significant positive impact on the students, the community, and the state of Tennessee.

Thank you for your consideration.

Sincerely,

Rocky Jackson
ER2 Asset Management Company



Dear Memphis 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 Fairley High School's reauthorization.


The leadership at Fairley High 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. Fairley High 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 Fairley High 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.

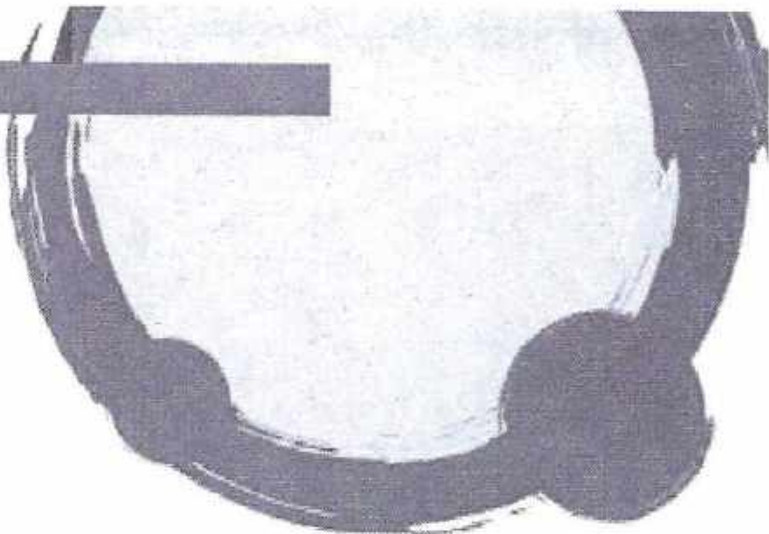
Green Dot and Fairley leaders have worked extremely hard to educate and serve all students. They provided translators for Hispanic families that attended the vaccination events, they provided staff members to assist in directing students and parents to the vaccination areas, and above all they showed authentic concern for every person that visited their campus. I fully support Fairley High School's reauthorization. Fairley has been an amazing partner in keeping the Whitehaven community informed and safe.

I am grateful for the opportunity to work with Fairley 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



To Whom It May Concern

RE: Green Dot Public Schools TN, GDPST

Jan 19, 2023



Working World would like to express our strong support for the Green Dot Public Schools TN, educating the youth of Shelby County. Green Dot Schools TN gives exemplary education to the learners of Shelby County. Their curriculum program staffs the tools and resources needed need to prepare well rounded, accomplished, and prepared citizens. They are strategically placed in communities that appreciate schools that offer a unique alternative to traditional learning. Offering an environment which specializes and focus on the individual learner's performance levels, social and emotional needs. Lastly, a school setting that pours over into student's families and community needs. We appreciate their leadership in advancing the importance of education and established learners.

We at Working World have a personal appreciation for Green Dot Public Schools TN. Green Dot schools are actively working to provide increasingly unique learning opportunities for all levels learners. They have created an important opportunity for us to provide The State of Tennessee's Vocational Rehabilitation services to the Special Education Population. They are very hands on and provide ongoing support. In addition, their educators, school office staff, and community support personnel are heavily involved to make sure every learner have access to our program and post-secondary opportunities.

We applaud Green Dot Public Schools TN efforts on behalf of Working World and the State of Tennessee Vocational Rehabilitation Programs, and we look forward to a continued partnership with them to help advance this important heavy lift of educating and serving in Shelby County.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Stacy Y. Mayfield".

Stacy Y. Mayfield

CEO/Owner

Workingworldinc@gmail.com

Workingworld.net

901-830-0731



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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 Fairley High School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

Name: Katina Williams

Organization: Moore Tech

Date: May 17, 2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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 Fairley High School to remain in Green Dot Public Schools Tennessee for another 10 years? Please mark yes or no below.

Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

Name: SGT RAUL J. HERNANDEZ JR

Organization: USMC

Date: 05/17/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
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Would you like Fairley High School to remain in Green Dot Public Schools Tennessee for another 10 years? Please mark yes or no below.

Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

Name: Loni-ana Sheard

Organization: Sigma Gamma Rho

Date: 05/17/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

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LEADERSHIP.
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Letter of Support

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Would you like Fairley High School to remain in Green Dot Public Schools Tennessee for another 10 years? Please mark yes or no below.

Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

Name: Alexandria Driver

Organization: University of Tennessee - Martin

Date: 5/17/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Would you like Fairley High School to remain in Green Dot Public Schools Tennessee for another 10 years? Please mark yes or no below.

Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

Name: April Terrell

Organization: Tennessee State Univ Memphis Alumni Chapter

Date: 5-17-2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Would you like Fairley High School to remain in Green Dot Public Schools Tennessee for another 10 years? Please mark yes or no below.

Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

Name: Betty Wilkes

Organization: Tenn. State Univ.

Date: 5-17-23

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Would you like Fairley High School to remain in Green Dot Public Schools Tennessee for another 10 years? Please mark yes or no below.

Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

Name: Hearlina Ivory

Organization: University of Memphis

Date: 5-17-2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

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Would you like Fairley High School to remain in Green Dot Public Schools Tennessee for another 10 years? **Please mark yes or no below.**

Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

Name: Elizabeth M. Cane

Organization: Southwest TN Community College

Date: 9/17/2023

Thank you for your ongoing support.

Julius Blackburn
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**



Letter of Support

Dear Community Stakeholder,

We need your support! Fairley High 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.

Please sign this community letter of support if you want Fairley High School to remain in Green Dot Public Schools Tennessee for an additional 10 years.

Name:

Pearlina Troy - UofM

Signature:

Date:

5-17-2023

Thank you for your ongoing support.

Julius Blackburn
Principal

Attachment F

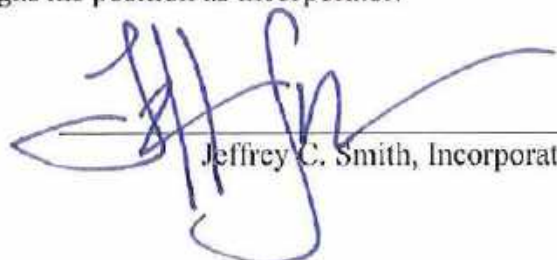
ORGANIZATIONAL CERTIFICATE OF THE INCORPORATOR OF GREEN DOT PUBLIC SCHOOLS TENNESSEE

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:

<u>Name of Director</u>	<u>Term Ending</u>
Jim Boyd	December 31, 2014
Tom Marino	December 31, 2014
Terence Patterson	December 31, 2014

20th The undersigned hereby executes this certificate at Memphis, Tennessee, on this 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 3:58 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 AVB, 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-4416)



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. §48-2-611, 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	
TAXON 1219757-14058287	
VALUE	0.00
MORTGAGE TAX	0.00
TRANSFER TAX	0.00
RECORDING FEE	5.00
BF 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	

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,



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.



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

3.4.1.1 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 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 public 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 is renewed or extended, and whenever the officer's compensation is modified. Separate review and approval shall not be required if a modification of compensation extends to substantially all employees.

The Board may review and approve the compensation, including benefits, of all officers of the corporation and other persons to ensure that no taxes are imposed under Section 4958 of the Internal Revenue Code of 1986, as amended.

ARTICLE 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: *America Allen*
America Allen (Jul 14, 2017)
Board Secretary

**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

<u>Document Type</u>	<u>Retention Period</u>
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
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Correspondence and internal memoranda important to the Organization or having lasting significance	Permanent (subject to review)
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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)
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E-mails in deleted folders not included in either of the above categories	12 months
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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
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PROPERTY – REAL, PERSONAL, AND INTELLECTUAL

See Finance & Accounting Policies

TAX

See Finance & Accounting Policies

<u>Policy:</u>	CODE OF ETHICS AND CONFLICTS OF INTEREST
<u>SBE Policy:</u>	<ul style="list-style-type: none"> • State Board LEA Policy 1106 • State Board Federal Programs Sub-recipient Monitoring Guidebook
<u>SBE Requirement/Audit Feedback:</u>	<ul style="list-style-type: none"> • Policy submitted covers only acceptance of gifts. The policy does not address any of the other requirements contained in SBE policy 1106.

PROPOSED LANGUAGE:

Standards of Conduct

In accordance with 2 C.F.R. § 200.18(c)(1), the Green Dot Public Schools Tennessee and its authorized charter schools should maintain the following standards of conduct covering conflicts of interest and governing the actions of employees engaged in the selection, awarding, and administration of contracts. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, and agents of the District and its authorized charter schools may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, unless the gift is an unsolicited item of nominal value.

Disclosure of Personal Interest in Voting Matters

An official or employee with the responsibility to vote on a measure shall disclose during the meeting at which the vote takes place, before the vote and to be included in the minutes, any personal interest that affects or that would lead a reasonable person to infer that it affects the official’s or employee’s vote on the measure. In addition, the official or employee may, to the extent allowed by law, recuse himself or herself from voting on the measure.

Disclosure of Personal Interest in Non-Voting Matters

An official or employee who must exercise discretion relative to any matter other than casting a vote and who has a personal interest in the matter that affects or that would lead a reasonable person to infer that it affects the exercise of the discretion shall disclose, before the exercise of the discretion when possible, the interest on the attached Disclosure Form and file the Disclosure Form with the Green Dot Public Schools Tennessee’s Board Secretary. In addition, the official or employee may, to the extent allowed by law, recuse himself or herself from the exercise of discretion in the matter.

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.

Amertice Allen - Board Secretary

Senior Director of 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.

Contact Information: Amertice.Allen@greendot.org

Chilton Simmons

Director of Operations – Finance, Monogram Food Solutions

Chilton Simmons serves as the Director of Operations - Finance for Monogram Food Solutions. He assists in the analysis, planning, and forecasting of capital projects, manufacturing expenses, and raw material futures. Before joining Monogram, Chilton worked at FedEx Express. Chilton serves on the Board of Visitors at the University of South Carolina and is a member of the Finance Committee at Grace Saint Luke's Episcopal Church. He is also a graduate of the New Memphis Institute Fellows program. Chilton received his bachelor's degree in English Language and Literature from the University of South Carolina and later received his International MBA in Finance and Accounting from the Darla Moore School of Business. Chilton is also a CFA charter holder.

Contact Information: Chilton.Simmons@greendot.org

Matt Thiry

Director of Operations, WelbeHealth

Matt Thiry served 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.

Contact Information: Matt.Thiry@greendot.org

Pamela Egwuekwe

Permanent: 5274 Autumn Forrest Dr. *Memphis, TN 3812 **Phone:** (901) 484-4199

* **Email:** peoakland@gmail.com

Profile

Seeking position as an elementary school teacher (K-6). Enthusiastic individual desiring to utilize my skills in a manner that will promote academic achievement, and personal growth of my students.

Education

Union University, Jackson, TN

Masters of Arts in Education, December 2015

North Carolina Central University, Durham, NC

Bachelor of Arts in Political Science, December 1997

Philosophy of Education

Students have the right to an education that allows them to become productive members of society. As a teacher I believe it is my job to challenge inspire students to reach their goals. Every student can learn. Every student should be able to have the opportunity to learn in a style that best suits them, and that makes them feel accomplished and capable.

Professional Experience

Program Manager, Code Crew, July 2018- Present

Organizing programs and activities in accordance with the mission and goals of the organization. Developing new programs to support the strategic direction of the organization

Second Grade Teacher, November 2017- May 2018

Frayser/Georgian Hills Achievement School

Responsible for implementing district designed curriculum and the daily running of a combined classroom

Kindergarten Teacher, July 2017- October 2017

Peabody Elementary School, Memphis TN

Responsible for implementing district designed curriculum and the daily running of the classroom.

Kindergarten Teacher, 2014 – 2017

Frayser Achievement Elementary School, Memphis TN

Responsible for implementing district designed curriculum and the daily running of the classroom.

Site Coordinator, Summer 2015

Children Defense Fund Freedom School, Frayser, TN

Duties included the managing a staff of fifteen teachers and overseeing the daily operations of a full day, eight week summer reading and

Pamela Egwuekwe

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* **Email:** peoakland@gmail.com

enrichment program. Responsible for review lesson plans, teacher coaching, providing feedback, and coordinating field trips.

Reading Interventionist, March 2014 – May 2014

Frayser Achievement Elementary School, Frayser, TN

Provided academic support to students K-2 endangered of failing in reading. Responsible for reviewing student data and implementing activities that would aid in bringing students out of possible retention status.

Pre-K Teacher Assistant, September 2006 – May 2012

Peabody Elementary School, Memphis TN

Assisted teacher with the daily operations of the classroom. Responsible for ten students during the reading and math rotations.

After School Program Director, January 2002 – May 2004

Red Robin's Academy of Learning, Memphis TN

Coordinating tutoring and homework assistance for multi-age students. Organizing games, activities and community service opportunities for after school students.

Pre-K Co-Teacher, September 1998- January 2001

Piedy Bear Child Care Center; Bright Horizons Corporate Family Solutions, Atlanta GA

Assisted teacher with the daily operations of the classroom. Responsible for ten students during the reading and math rotations.

Site Coordinator, September 1992- December 1995

Project Primer, Oakland CA

Organized and taught year around afterschool science and math classes for students grader 3-5 for economically disadvantage student. Managed a site staff of three teachers reviewed lesson plans, provided feedback Organized parent math and science lab in order for parents to provide support for students.

Affiliation/Organizations

Stand for Children, Sustaining member. Memphis Chapter President 2008 -2010

Delta Sigma Theta Sorority Incorporated, International public service organization

References

Bobby Edwards

Director of Community Inclusion and External Relations

Pamela Egwuekwe

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240-395-2452
bedwards@mcleansschool.org

Roz DeBerry

Assistant Human Resource Manager, Achievement School District
(901) 336-8024
rdeberry@tnasd.org

Racheal L. Whitaker, MD, FACOG Board Certified Ob/Gyn

St. Louis University School of Law
318-840-6070
Whitakerrl@slu.edu

Dr. Charles McKinney

Director of African American Studies/Associate Professor Rhodes College
901-843-3525
mckinneyc@rhodes.edu

Mary E. Mitchell

Program Director of New Leaders and Executive Director of Omni Prep Academy
(901) 412-7863

FREEMON T. MONGER, PMP

5151 Autumn Evening Lane, Memphis, TN, 38125 / Phone 901-417-3968 Cell
terrell.monger@yahoo.com

SUMMARY OF QUALIFICATIONS

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, 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 extreme complex situations. Over 10 years of Project Management experience using PMI methodology.

PROFESSIONAL EXPERIENCE

One Accord International

Sr. Pastor

April 2011 - Present

- Establish Vision and Direction
- Develop Leaders
- Exhort, Inspire and Teach
- Address all needs concerning Ministry

One Glory Athletic Association

Program Manager

November 2021 – Current

- Secure Funding for program initiatives
- Create and Manage Digital Platform, Branding and Marketing Material
- Manage Volunteer and Employee Efforts
- Develop and Manage Project Plans and Budgets

International Paper

Sr. Build Coordinator

February 2014 – Present

- Liaison between business teams and technical teams
- Responsible for development, training and maintenance of HR Vacation Tracking System
- Planning and Executing enhancements based on company accrual and attendance policies
- Provide/Select software solutions for users based on specifications
- Project Planning and resource allocation
- Establish detailed business requirements for projects and enhancements
- Point of contact for our international partners (Brazil, India, England, etc.)

Leadership Development (Self-Employed)

Sr. Advisor

March 2011 – February 2014

- Conducting Seminars / Leadership Training
- Strategic Leadership Planning
- Staff Supervision and Development
- Administration
- Evaluation and Compensation
- Marketing and Promotions
- Practical and Spiritual Counseling

ALSAC Contractor

IT Project Manager-Memphis, Tennessee

July 2011 – October 2012

- Create and execute project work plans and revise as appropriate to meet changing needs and requirements.
- Identify resources needed and assign individual responsibilities.
- Manage day-to-day operational aspects of a project and scope.
- Review deliverables prepared by team before passing to client.
- Effectively apply our methodology and enforce project standards.
- Prepare for engagement reviews and quality assurance procedures.
- Minimize our exposure and risk on project.
- Ensure project documents are complete, current, and stored appropriately

Sedgwick CMS

IT Project Manager-Memphis, Tennessee

April 2008-July 2011

- Identify required resources; research project data, procedures and history for a thorough understanding of project direction.
- Secure project resources and negotiate resource schedules with the IT Delivery Office and respective IT Management.
- Develop, prepare and manage project plan through completion.
- Communicate activity progress to involved parties.
- Track and coordinate resolution strategies for project issues that arise.
- Participate and lead project working sessions to define and develop the project's technical solution.
- Identify, determine and escalate, where appropriate, change in project scope and the resulting impact to the project.
- Transition program to management personnel
- Program Management of various multiplatform projects to accomplish enterprise goals

AFFILIATED COMPUTER SERVICES/GOVERNMENT SOLUTIONS (ACS)

Project Manager- Memphis, Tennessee

August 2005-April 2008

- Managing the massive rollout of the City of Memphis Enterprise GIS data migration (EGDM), City of Memphis ERP Solution, Citizens Relationship Management (CRM), System Automation (SAP), Treasury Phase II (TP2), Oracle Procurement (OP) initiative. The heavy spotlight rollouts constituted 13 divisions of the City of Memphis.
- Determined Project needs and business resources required to execute EGDM, CRM, SA, TP2 and OP projects.

- Worked with Client Executive Project Sponsors to clarify and define strategy & objectives, scope for EGDM, CRM, SA, TP2 and OP Contracts business requirements.
- Managed project scope, drove resolution and kept project on schedule.
- Developed and tracked all 6 projects action items and issues. Documented all necessary items as needed.
- Identified and communicated risks and responses to mitigate project risk.
- Responsible for the coordination and creation of project documentation and all project processes.
- Worked with EGDM, CRM, SA, TP2 and OP client teams to develop appropriate testing plans to ensure user acceptance, data quality, and system integrity.
- Coordinated the development of training materials, user manuals and other documents as needed to enable successful implementation and turnover of the process or system to the business owners and users.
- Creation of budget and Total Cost of Ownership for all projects. Budgets range from \$50,000 to \$15,000,000
- Create project plans including: defining project tasks, schedules (using Microsoft Project), risks, deliverables and resources.
- Developed communication plans, organized and managed project teams, and heavily tracked progress using Microsoft Sharepoint.
- Concurrently managed several Projects.
- Desktop Standardization Project. Standardization of hardware and software to all City of Memphis divisions. Project completed on time and within budget.
- While assessing feasibility, played an instrumental role in re-organizing the implementation of the City of Memphis Geographic Information System (GIS) application with primary responsibility for overall usability, state-wide navigation, and internal search functionality with emphasis on incident address validation

Cobb County Government

Program Analyst / Project Coordinator - Marietta, GA

February 2000 – August 2005

- Coordinated massive Motorola CAD Implementation for Cobb County Emergency Response Facility from initiation to closing. Coordinated Testing and training efforts and managed vendor procurement process and contract administration
- Coordinated all technical work in system analysis, system design, and programming in accordance with design, programming and documentation standards.
- Assisted users' organizations in performing their functions in the most efficient methods by the use of automation; maintained the accuracy and integrity of the computer data and gathered requirements to make recommendations for future progress.
- Operated as technical SME for project life cycle.
- Analyzed and evaluated existing or proposed systems and devised computer programs, systems and related procedures to process data.
- Maintain Ingres and CARS database while adhering to application change requests, developmental upgrades, production release and testing procedures.
- Responsible for the planning of day-to-day operations and maintenance of Cisco Routers and Network Infrastructures Coding, testing, design and development of on-line and batch computer programs and prepared detailed documentation for computer operators and user department. Programming responsibilities include C++, UNIX – HP-UX, SQL, Oracle, SUN Solaris.

Equifax

**Applications Programmer II - Alpharetta, GA
October 1998- February 2000**

- Evaluated, coded and implement modules to meet specified criteria.
- Tested program as necessary by creating examples of the data.
- Walked-thru, tested, and debugged application to insure procedure in coordination.
- Wrote documentation for the operation of the program by users and computer operators.

Ingram Micros

**Team Leader (Supervisor) - Memphis, TN
October 1996 -October 1998**

- Administered all daily work functions to associates.
- Coordinated inter-department functions to achieve daily business goals.
- Supervised a production line of 55 associates.
- Interacted with team; prioritized and directed work flow.
- Led and motivated associates through spontaneous recognition/reward.
- Assisted in defining resource requirements to accomplish specified goal.
- Network and Configuration Specialist.

OTHER RELEVANT EXPERIENCES

St. Joseph Hospital Computer Operator Memphis, TN 10/96-1/97

- Ran UNIX Operating System. Performed daily back-ups. Printed reports for all departments and operated mainframe.

US Navy Reserves Aviation Electrician Millington, TN 11/89-6/96

- Aircraft trouble shooting. Used system schematics and meter leads. Repaired small aircraft and navigation components. Maintained accurate reports to ensure quality standards.

EDUCATION and CONTINUING TRAINING

University of Phoenix Memphis, TN October 2008 – March 2011

Degree; Bachelors of Science- Business Administration

PMI Memphis, TN June 2006

Course of Study-PMP Prep Course

PMP Certification

New Horizon Memphis, TN November 2005

Course of Study-CompTIA Project + Course

CompTIA Project + Certification

State Technical Institute Memphis, TN November 1994-May 1997

Associate of Applied Science - Computer Science

Naval Air Technical Training Ctr. Millington, TN December 1989-June 1990

Course of Study - Electrical Engineering (Certification)

REFERNCES

Available upon request

BIOGRAPHICAL SKETCH

NAME: Velasquez Rodriguez, Pedro A.

POSITION TITLE: Executive Director of Lifedoc Health

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	Completion Date MM/YYYY	FIELD OF STUDY
Florida International University	BA	2013	International Business

A. Personal Statement

I am the Executive Director of Lifedoc Health. I lead data migration projects through a number of practice acquisitions. I 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, I have served as Operations Manager for DSC acquiring considerable experience in the implementation and integration of EMR systems, clinical workflows and administrative protocols to sustainably improve revenue cycle management and application of outcomes data. I have established numerous data sharing agreements with third-party payers to optimize patient care within the scope of standing payer agreements. I will be 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. I will ameliorate functional gaps and address logistical concerns regarding the interoperability between CHWs and the integral components of the clinical model. I will be able to direct the operational components of our model and align them with the CHW role as an integral part of the organization to collectively the endpoints of this project. Given my expertise and previous experiences, I will provide meaningful insight to guide the operability of CHWs as facilitators, develop workflows for continuous process improvement and inform models for reimbursement of CHW support.

Ongoing and recently completed projects that I would like to highlight include:

1. A school-based delivery system in partnership with the Mid-South Food Bank, State Universities, and other industry stakeholders to deliver health risk assessments, care coordination, health/nutrition education, and 50+ lbs of healthy food monthly to participating families in the Green Dot Charter School system
2. Implementation of a "Food is Medicine" initiative, a mobile food pantry wherein patients are distributed healthy amounts of fresh produce and other healthy food products to address food insecurity/food deserts.
3. Deployment of a virtual medicine/telemedicine platform and accompanying workflows to address social determinants of health within under-resourced, low-income communities.
4. Expansion of two new clinics to accommodate a patient population that has doubled to nearly 20,000 in the last two years
5. Served as a member of Heart Health Network Tennessee Population Health Subcommittee to promote the implementation and integration of CHWs in the healthcare system in collaboration with key stakeholders including UTHSC, MCOs, and TennCare.

B. Positions, Scientific Appointments, and Honors

Positions and Scientific Appointments

2022-Present	Tennessee Heart Health Network, Population Health Committee
2021-Present	Executive Director, Lifiedoc Health
2020-Present	Adjunct Faculty University of Tennessee Science Health Center, Memphis, TN
2013-Present	Founder & Operations Manager, DarSalud Management

Honors


2020	Hispanic Heritage Month Honoree
2020	2020 Health Care Heroes, Memphis Business Journal, Memphis, TN
2019	American Cancer Society Honoree

C. Contributions to Science

1. My early publications directly addressed implementation of a multidisciplinary approach for cardiometabolic risk and development of a lifestyle medicine model in diabetes care management. Publications contributed to SDOH efforts in Memphis and Shelby County.
 - a. Nieto-Martinez, R., Velasquez-Rodriguez, A., Neira, C., **Velasquez-Rodriguez, P.A.**, Mechanik, J.I., Mou X., Neira, A., Garcia, G., Levy, M., Velasquez-Mieyer, P.A. (2022). Impact of a Multidisciplinary Approach on Cardiometabolic Risk Reduction in a Multiracial Cohort of Adults: A 1-Year Pilot Study. *MDPI: Nutrients*
 - b. Nieto-Martinez, R., Neira, C., de Oliveira, D., Velasquez-Rodriguez, A., Neira, A., **Velasquez-Rodriguez, P.A.**, Garcia, G., Gonzalez-Rivas, J.P., Mechanik, J.I., Velasquez-Mieyer, P.A. (2022) Lifestyle Medicine in Diabetes Care: The Lifiedoc Health Model. *American Journal of Lifestyle Medicine*.
 - c. Velasquez Rodriguez, A.E., Velasquez-Mieyer, P., Watkins, S., Mou, X., Nieto-Martinez, R., Neira, C., Mechanick, J., Cherrington, A., Levy, M., Grant, C., Velasquez Rodriguez, P.A. (2022) Adiposity and Racial Disparities Burden in an Adolescent Cohort: A 3-Year Pragmatic Experience. *ObesityWeek – The Obesity Society* (2022).
 - d. Velasquez-Mieyer, P., Velasquez Rodriguez, A.E., Watkins, S., Mou, X., Nieto-Martinez, R., Neira, C., Mechanick, J., Cherrington, A., Levy, M., Grant, C., Velasquez Rodriguez, P.A. (2022) Impact of Race on Cardiometabolic Risk Profile within a Cohort of Black and Hispanic Adolescents with Different Adiposity Levels. *AAP Experience – American Academy of Pediatrics* (2022).

TAMIKA P. YOUNG

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901-643-0267

 tamikayoung@gmail.com
www.linkedin.com/in/tamikayoung

Professional Experience

Nike, Inc. – North America Distribution Centers September 2022 - Present

HRBP Sr. HR Manager, Nike North America & Converse Distribution Centers

Sr. HR Manager functioning as a senior HRBP to senior business leaders, strategically driving the people agenda while navigating our consumer and business transformation. Leading a team that provides HR support for five distribution centers. HRBP on numerous strategic HR related projects impacting the Nike North America & Converse Distribution Centers (more closely distribution centers in Memphis, TN, Byhalia, MS, Ontario, CA, Lowell, CA & Hofer, CA).

Nike, Inc. – North America Distribution Centers Aug 2021 – Sept 2022

HRBP HR Manager, Maintenance, Facilities, Engineering & Nike Logistics Teams for North America

HR Manager functioning as a senior HRBP to senior business leaders, strategically driving the people agenda while navigating our consumer and business transformation. Lead HRBP on numerous strategic HR related projects impacting the North America Distribution Centers (more closely distribution centers in Memphis, TN & Byhalia, MS).

Nike, Inc. – Distribution Center - Byhalia, MS Oct 2019 – Aug 2021

HRBP, People & Culture Coach (HR Manager)

People & Culture Coach (HR Manager) for the first green field DC for NIKE in North America. Onsite strategic HRBP as a part of the DC leadership Team and drives the people agenda navigating our consumer and business transformation. Responsible for Culture adaptation while creating a culture of belonging & trust, as well as coaching and developing leaders on how to have effective crucial conversations at every level of the organization.

Nike, Inc. – Distribution Centers - Memphis, TN Aug 2017 – Oct 2019

HRBP, Multi-Site Human Resources Specialist (Coverage for 4 of the 5 Memphis DCs)

- HRBP for DC Operation Managers, Area Managers and front-line HR support for employees
- Manages day-to day administration of the policies, procedures, and programs of the organization
- Completes and drive special projects
- Communicates changes and HR initiative updates to frontline supervisors and managers
- Consults and advises managers on: corrective action application, performance management & improvement, career & succession management, training & development, and candidate selection
- Provide employee relations counseling. Participates in and at times take the lead on investigations when employee complaints or concerns are brought forth.

Nike, Inc. – Distribution Centers - Memphis, TN Sept 2016 – July 2017

Multi-Site Human Resources Coordinator (Area Coverage for 5 Memphis DCs)

- Support the DTC HR WHQ and Field teams through process and data management that is used to inform the development and execution of strategic HR programs, initiatives, and processes. Consolidate data, perform analysis and reporting, deliver insights, and create executive-ready materials used to support larger HR initiatives and decision making. Point of contact for data compiled through various HR reports and will work closely with Global and Geo HR teams, Finance, Operations, and business leaders
- Be a proactive thought partner with HRBP, HR Managers, HR COE's, Finance, and Global HR partners. Always with an eye for detail and attending sessions to ensure real-time feedback, ideas, updates are agreements are captured. Provide project and process coordination for a variety of HR programs and activities. Generate adhoc reports and dashboard analytics on behalf of NA DTC. Develop, maintain, and continuously improve reporting processes for the HR Community ensuring sustainability and efficiency.

ServiceMaster Corporate Office – Memphis, TN

Sept 2014 – Sept 2016

Talent Acquisition Specialist II

- Responsible for oversight of different Talent projects and areas regarding training, quality, reporting and metrics. Also responsible for project documentation, enhancements to policies and processes, as well as administrative tasks as assigned. Serve as the first point of issue escalation related to technology, branding, vendors, and email boxes for Talent related processes with responsibility for process improvement, innovation, and sustainability for solutions.
- Process oversight as single point of contact for assigned area(s) of responsibility, responsible for documenting project plans, monitoring work efforts, identifying process gaps, determining training needs, performing quality reviews and by escalating functional, quality and timeline issues appropriately
- Serves as the primary Talent subject matter expert for process and project-related activities across HR, internal clients, and vendors (may vary depending upon area(s) of responsibility and reporting relationship within Talent)

Hilton Worldwide (Embassy Suites) – Memphis, TN

Sept 2007 – Sept 2014

Human Resources Manager (Generalist Role) / Regional HR Support for Memphis Region

- Managed and ensured the efficient administration of the Human Resources function to include talent acquisition, staffing (RIF selection), employment processing, compensation, health and welfare benefits, training and development, records management, safety and health, succession planning, employee relations and retention, AA/EEO compliance, and labor relations; completing personnel transactions within region. (5 business units) Develop strong relationships and partner with hiring managers and corporate business leaders.
- Track and report key metrics designed to measure and predict staffing activity within region. (5 business units)
- Hilton Certified Trainer for "Inappropriate Behavior in the Workplace, Manager's University (Setting Expectations, Coaching for Empowerment, and Giving Recognition), and ServSafe Certified Trainer
- Supervision of the Hotel finance office, pertaining to all computerized accounting systems, month-end closing reports and general ledger reconciliation.
- Completed 30% Reduction in Workforce across all departments in 2008 (selection process and trending analysis)
- Decreased 35% turnover to 5% within 4 years. Monitored worker's compensation benefits.

Hilton Worldwide (Memphis Corporate Office) – Memphis, Tennessee

Corporate HR Staffing Specialist / Employee Relations Specialist

Oct 2006 – Sept 2007

- Develop and implement strategic initiatives for recruiting diverse talent in a multi-brand organization. Recruiting for corporate roles across all brands within Hilton Worldwide. Partner with Corporate Leaders to forecast and develop plans for key staffing initiatives.
- Manage full cycle recruiting process to meet the various staffing goals across all levels within multiple business units. Create and implement Employment Marketing Strategies to attract passive job seekers.
- Functioned in the Employee Relations Specialist role by providing human resources services, including talent acquisition, staffing (RIF selection), employment processing, compensation, health and welfare benefits, training and development, records management, safety and health, succession planning, employee relations and retention, AA/EEO compliance, and labor relations; completing personnel transactions.
- Collaborate with HR Manager in developing human resource solutions by collecting and analyzing information; recommending courses of action. Improved manager and employee performance by identifying and clarifying problems; evaluating potential solutions; implementing selected solution; coaching and counseling managers and employees.
- Complied with federal, state, and local legal requirements by studying existing and new legislation; anticipating legislation; enforcing adherence to requirements; advising management on needed actions.

Solectron Global Services – Memphis, Tennessee

April 2006 – Oct 2006

HR Coordinator/Payroll Administrator

- Handled payroll in Kronos 4.3/5.1 Timekeeper, handling time off requests and monitoring attendance. Handled attendance discipline warnings and terminations. Assisted HR Generalist with employee relation activities. Responsible for job postings.

Education

Nov. 2018 – April 2021: **Graduated University of Phoenix**, Major: Bachelor of Science in Business with Certification in Human Resources Management

Jan 1997 - Jan 1998: University of Memphis, Memphis, TN Major: Music Education. Minor: Vocal choral music.

Aug 1996 - Dec 1996: Shelby State Community College, Memphis, TN. Major: Music Education. G.P.A. (3.1)

Aug 1993 – Mar 1996: Tennessee State University, Nashville, TN. Major: Music Education. Minor: Business Administration. G.P.A. (2.8)

Volunteer Service/Personal Achievements

2023 – 2024: **Board President**, Fairley High School Alumni Association

2021 – 2022: **Board President**, Fairley High School Alumni Association

2019 – 2020: **Board Director of Communications**, Fairley High School Alumni Association

2017 – 2018: **Communications Manager**, Fairley High School Alumni Association

2017: **Author**, Tips For a Successful Career Makeover

2017: **Author**, Social Media Tips for Churches

Computer Skills

Proficient in the following...

SAP, PeopleAnswers/Infor, Taleo, PeopleSoft, Greenware Payroll, ADP Timesaver NG, Kronos 4.3/5.1, ADP Payroll System, Microsoft Word, Power Point, Excel, Access, Publisher, Microsoft Outlook, Microsoft Visio, Legal Master, Adobe Photoshop, 6.0, Acrobat Reader 5.0, Symantec ACT, Shelby Systems, Startel

Training Certifications

Completion of SHRM Certification Continuing Education Course Dec. 2014 at Christian Brothers, Certified Instructor for ServSafe, Certified Trainer for "Inappropriate Behavior in the Workplace, Certified Trainer for Seyfarth Shaw at Work the Road to Harassment-Free Workplace, Certified Trainer for Manager's University (Setting Expectations, Coaching for Empowerment and Giving Recognition), We Welcome Service Animals Trainer, Outstanding Service for Guests with Disabilities Trainer



School Advisory Council

F. 1.0

Policy: Bylaws

ARTICLE I

Name

The name of this Committee shall be the Fairley High School Advisory Council. Hereafter it will be referred to as "SAC."

ARTICLE II

Purpose

The SAC shall review a school plan addressing the following focus areas before September 15th for the ensuing academic year. The SAC will subsequently monitor the plan and applicable data, and if necessary, recommend modifications to the plan to reflect changing needs and/or priorities throughout the year:

- A. Curricula, instructional strategies and materials responsive to the individual needs and learning styles of our students.
- B. Instructional and auxiliary services to meet the needs of non-English-speaking or limited-English-speaking students; students with special or exceptional needs; and advanced students.
- C. A professional development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs.
- D. Build the schools' and parents' capacity for strong parental involvement and develop and annually review a written parent involvement policy, pursuant to No Child Left behind. The policy shall:
 1. Provide the coordination, technical assistance, and other support necessary to assist the school in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
 2. Coordinate and integrate parental involvement strategies [under Title I] with parental involvement strategies under other programs as appropriate.
 3. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools . . ., including identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section.

4. Involve parents in the activities of the school.
- E. Determine the calendar for the following academic year and submit the calendar to the Green Dot Governing Board for ratification prior to May 15 of each year.
- F. Review the school budget to assure spending in accordance with the goals of the plan. The SAC will recommend the school budget for the ensuing fiscal year before the principal submits it for Green Dot Public Schools Board approval.
- G. Other activities and objectives as designated by the Green Dot Board of Directors.

ARTICLE III Membership

Section I: Composition

A. The SAC shall be comprised as follows:

1. The Principal
2. Four (4) classroom teachers elected by classroom teachers.
3. One (1) classified staff member elected by the classified staff.
4. Three (3) parents shall be elected by an election procedure open to all parents.
5. Three (3) students shall be elected by an election procedure open to all students. Students must maintain a 2.0 grade point average to be elected and serve on the SAC. Student representatives shall not be eligible enter into closed session.

B. A list of alternate parents, students, and classified stakeholders shall be established before the second SAC meeting. Alternates will vote only if a regular member is absent. The alternate parent list will consist of the remaining members of the parent corps. The alternate student list will consist of the remaining members of the student council. The alternate classified list will consist of the remaining full-time classified staff (office manager, school safety officer, and parent coordinator). The alternate teacher list will be established from the candidates not successful in the general election in the order of their finish in the voting. The principal may have the assistant principal represent him in absentia.

C. Elections

1. Elections for staff and students shall be held prior to July 1st.
2. Appointments or election for parent membership shall be made/ held prior to July 1st.

Section 2: Term of Office

All elected members of the SAC shall serve for a one-year term with no limit on number of consecutive terms.

Section 3: Voting Rights

The voting membership shall not exceed twelve (12). Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the Council. The elected alternate shall vote in the absence of the representative. Absentee ballots shall not be permitted.

Section 4: Termination of Membership

A member shall no longer hold membership should he or she no longer meet the membership requirements under which he or she was selected.

Any voting member who fails to attend two (2) consecutive meetings will be dropped automatically from the Council.

Positions opened as a result of the above action will be filled by appointment by the chairperson for the duration of the school year using the list of alternates in sequence as specified in Article III, Section 1B.

Section 5: Transfer of Membership

Elected membership in the SAC is not transferable or assignable.

Section 6: Resignation

Resignations will be accepted upon written notice to the Chairperson. Positions opened as a result of a member's resignation will be filled by appointment for the duration of the school year using the list of alternates in sequence as specified in Article III, Section 1B.

Section 7: Additional Vacancies

If an alternate is not available, each represented group will be responsible for selecting a new member for the duration of the school year using an election process.

Section 8: Non-Attendance of Meetings

All voting members of the SAC shall notify the Chairperson of an absence prior to the meeting. The non-attending member or other requested SAC member will take responsibility to notify and request from the active list of alternates, an alternate to attend in his/her place. Students may consult with the student council advisor to find an alternate member. Parents may consult with the parent coordinator or principal to find an alternate member.

Section 9: Alternates

An active list of SAC alternates will be available to all members. The alternate list shall be comprised of at least one teacher, three students, three parents, one classified staff member and one administrative staff member to be selected as required in accordance with these Bylaws. When an alternate is in attendance as replacement for a regular voting member, the alternate will indicate this at the beginning of the meeting.

**ARTICLE IV
Officers**

Section 1: Officers

The officers of the SAC shall be a Chairperson, Vice-Chairperson, Secretary, and such other officers as the SAC may deem desirable.

Section 2: Election of Officers

All officers shall be elected by Board members by ballot at an election meeting to be held at the first meeting following completion of all elections as prescribed in Article III, Section 1, not to be later than July 1st. New officers shall assume their duties at the close of the election meeting. Should an officer resign before new elections are held, the Chairperson shall appoint a member in good standing to assume the office until the next regular meeting when the vacancy could be filled.

Section 3: Removal

Any officer may be removed by a two-thirds vote of all members sitting on the SAC whenever, in the judgment of the SAC, the best interests of the SAC would be served.

Section 4: Vacancy

A vacancy in any office because of death, removal, disqualification, or otherwise shall, be filled by a special election at the next SAC meeting for the unexpired portion of the term.

Section 5: Chairperson

The Chairperson shall preside at all meetings of the SAC, approve the agenda prior to its posting, and may sign all letters, reports, and other communications of the SAC. In addition, the chairperson shall perform all duties incident to the office of Chairperson and such other duties as may be prescribed by the SAC from time to time.

Section 6: Vice-Chairperson

The duties of the Vice-Chairperson shall be to represent the chairperson in assigned duties and to substitute for the Chairperson during his or her absence, and the Vice-Chairperson shall perform such other duties as from time to time may be assigned by the chairperson or by the SAC.

Section 7: Secretary

The Secretary shall see to the keeping of the minutes of the meetings, both regular and special, and shall promptly transmit to each of the members, and to such other persons as the SAC may deem, true and correct copies of the minutes of such meetings; see that all notices are duly given in accordance with the provisions of these bylaws; be custodian of the SAC records; keep a register of the address and telephone number of each member of the SAC which shall be furnished to the Secretary by such member; and, in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the office by the chairperson or by the SAC.

**ARTICLE V
Committees**

Section 1: Standing and Special Committees

The SAC may from time to time establish and abolish such standing or special committees as it may desire. No standing or special committee may exercise the authority of the SAC.

Section 2: Membership

Unless otherwise determined by the SAC in its decision to establish a committee, the Chairperson of the SAC shall appoint members to the various committees.

Section 3: Term of Office

Each member of a committee shall continue as such for the term of his or her appointment and until his or her successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

Section 4: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the SAC or with policies of the governing board.

**ARTICLE VI
Meetings of the School Advisory Council**

Section 1: Regular Meetings

SAC shall meet regularly at least once per month while school is in session, unless the SAC by consensus that a monthly meeting is not necessary.

Section 2: Special Meetings

Special meetings may be called by the Chairperson or by majority vote of the SAC.

Section 3: Place of Meetings

The SAC shall hold its regular meetings and its special meetings in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.

Section 4: Note of Meetings

Appropriate public notice shall be given of regular meetings at least forty-eight hours in advance of the meeting. Any change in the established date, time, or locations must be given special notice. All special meetings shall be publicized. Any required notice shall be in writing; shall state the day, hour, and location of the meeting; and shall be delivered either personally, by email or mail to each member not less than forty-eight hours prior to the date of such meeting.

Section 5: Decision of the School Advisory Council

All decisions of the SAC shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance. Should a voting dead-lock occur, the SAC must reconsider the issue at hand, as all decisions of the SAC require an affirmative vote of the majority of its members in attendance.

SAC shall submit decisions to the Green Dot Governing Board, as appropriate, for ratification.

Section 6: Quorum

A majority of the authorized number of SAC members then in office constitutes a quorum for the transaction of business.

The Chairperson may cancel a meeting fifteen minutes after its designated start time, should a quorum not be established. In the absence of quorum, the assembled members may vote to hold an informational meeting, but may not conduct business.

Section 7: Conduct of Meetings

All regular and special meetings of the SAC shall be conducted in accordance with ROBERT'S RULES OF ORDER or in accordance with an appropriate adaptation thereof.

Section 8: Public Participation

All regular and special meetings of the SAC and of its standing or special committees shall be open to the public. There shall be time allotted in each agenda for public address of the council. Further, the chairperson may recognize public guests during the course of the meeting.

**ARTICLE VII
Amendments**

These Bylaws may be amended by a two-thirds majority vote of the SAC at any official meeting, and must be ratified annually.

Adopted and Revised: _____

Green Dot Public Schools Southeast Texas

ED Performance Appraisal – Cliff Claflin

Prepared by the GDPSN CGO and the GDPSTX Board of Directors

SECTION 1: ANNUAL PERFORMANCE GOALS:

Please indicate whether Megan met your expectations in pursuing or achieving each of these goals:	Failed to Meet Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Not Applicable
1.1 Student success – strong implementation of Green Dot’s academic model and instructional strategies translates into substantial progress on EOC tests and college-readiness rates	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
1.2 School Culture – Our school model is implemented with fidelity in all schools, with strong satisfaction from all stakeholders (students, parents, staff and community)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
1.3 Talent – the organization continues to hire and retain top talent in all schools and for all departments and competencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
1.4 Financial sustainability – Green Dot TN is making progress towards financial sustainability through growth and appropriate management of resources	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>

Comments describing the evaluation for each of the goals identified

SELF ASSESSMENT:

CGO ASSESSMENT:

SECTION 2: CORE COMPETENCIES

2.1 PLANNING

Planning for the future is one of the most critical leadership responsibilities of the Executive Director. Working with the board and the national organization, the Executive Director develops a shared vision for the future of the organization, build understanding around the mission, and develop appropriate goals and strategies to advance that mission.

Please indicate whether Megan met expectations in pursuing or achieving each of these goals:		Failed to Meet Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Not Applicable
2.1 a	In collaboration with the board, articulated a clear vision for the future of the organization	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
2.1 b	Used the mission of the organization as a guide in making decisions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
2.1 c	Engaged the board in meaningful strategic thinking about the organization	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
2.1 d	Developed appropriate goals and objectives to advance the mission	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
2.1 e	Effectively led staff in implementing strategic objectives and annual goals	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>

Comments on Planning...

SELF ASSESSMENT:

CGO ASSESSMENT:

2.2 ADMINISTRATION

The Executive Director has overall responsibility for the day-to-day operations of the regional organization. The ED works with staff to develop, maintain, and use the systems and resources that facilitate the effective operation of the organization.

The following indicate whether Megan met expectations in pursuing or achieving each of these goals:		Failed to Meet Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Not Applicable
2.2 a	Displayed a thorough knowledge of the organizations' mission area and programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
2.2 b	Managed the organization efficiently on a day-to-day basis	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
2.2 c	Managed the successful delivery of programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
2.2 d	Recruited, developed, and retained the staff needed to implement the annual work plan	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
2.2 e	Minimized risk by ensuring that appropriate and up-to-date organizational policies and procedures are in place	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
2.2 f	Ensured compliance with all legal and regulatory requirements	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>

Comments on Administration...

SELF ASSESSMENT:

CGO ASSESSMENT:

2.3 BOARD RELATIONS

Together, the ED and the board form the leadership team of the organization. Each arm of the team draws upon its own unique strengths and abilities. The ED and the board have joint responsibility for developing and maintaining a strong working relationship and a system for sharing information that enables the board to effectively carry out its governance role.

The following indicate the degrees which Megan met expectations in pursuing or achieving each of these goals:		Failed to Meet Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Not Applicable
2.3 a	Maintained an effective working relationship with the board, characterized by open communication, respect, and trust	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
2.3 b	Working with the board chair, focused board meetings on topics of highest priority that needed board attention and involvement	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
2.3 c	Provided board members with the appropriate information needed to support informed decision making and effective government	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
2.3 d	Engaged board members, collectively and individually, in understanding and making sense of the organization's environment, challenges, and potential	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>

Comments on Board Relations...

SELF ASSESSMENT:

CGO ASSESSMENT:

2.4 Financial Management

Ensuring the resources are managed wisely is especially important for a nonprofit organization operating in the public trust. The ED's role is to see that the organization's goals and strategic plan serve as the basis for sound financial management, that solid budgeting and accounting systems are in place, and that appropriate financial controls and risk management strategies protect the organization's assets.

The following indicate the degrees that Megan met expectations in pursuing or achieving each of these goals:		Failed to Meet Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Not Applicable
2.4 a	Made sound financial decisions and recommendations based on a thorough understanding of the organization's overall financial picture	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
2.4 b	Allocated financial and human resources appropriately to achieve the organization's goals and objectives	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
2.4 c	Presented the annual budget and financial statements in a timely and accurate manner for review and action by the board	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
2.4 d	Implemented appropriate internal controls to protect the organization from fraud and abuse	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>

Comments on financial management...

SELF ASSESSMENT:

CGO ASSESSMENT:

2.5 COMMUNICATIONS AND PUBLIC RELATIONS

The Executive Director serves as a primary spokesperson and “public face” for the organization. This role has three major components: effectively promoting the organization, advocating for the mission and work of the organization, and building relationships with the constituent or stakeholder groups critical to the success of the organization.

The following indicates the degree which Megan met expectations in pursuing or achieving each of these goals:		Failed to Meet Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Not Applicable
2.5 a	Served as an articulate and effective spokesperson for the organization	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
2.5 b	Served as a strong public advocate for the organization’s mission and message	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
2.5 c	Established and maintained positive relationships with individuals and groups that impact the success of the organization	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>

Comments on Communications and Public Relations...

SELF ASSESSMENT:

CGO ASSESSMENT:

2.6 FUNDRAISING

The ED, in partnership with the board and appropriate staff in the National organization, is responsible for developing and implementing fundraising systems and strategies that enable the region to meet its financial development goals and carry out its programs and operations.

The following indicate the degree which Megan met expectations in pursuing or achieving each of these goals:		Failed to Meet Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Not Applicable
2.6 a	Served as an effective fundraiser	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
2.6 b	Ensured that the organization developed appropriate fundraising strategies and policies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
2.6 c	Motivated prospective donors by making a compelling case about the importance of the organization’s work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
2.6 d	Effectively involved the board in implementing the organization’s fundraising program	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>

Comments on Fundraising...

SELF ASSESSMENT:

CGO ASSESSMENT:

SECTION 3: PERSONAL LEADERSHIP QUALITIES

3.1 LEADERSHIP SKILLS

Beyond the core functional responsibilities of an Executive Director, there are a number of additional leadership and interpersonal skills that are important to the ED's success.

The following indicate the degree which Megan met expectations in pursuing or achieving each of these goals:		Failed to Meet Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Not Applicable
3.1 a	A clear commitment to the organization's mission and values	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
3.1 b	An ability to motivate and engage others in advancing the mission of the organization	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
3.1 c	An ability to learn from the successes and failures of the past in planning for the future	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
3.1 d	A willingness to ask difficult questions and challenge organizational assumptions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
3.1 e	An awareness of trends and information in the external environment that may impact the organization	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
3.1 f	A sense of innovation and creativity	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>

Comments on Leadership Skills...

SELF ASSESSMENT:

CGO ASSESSMENT:

3.2 INTERPERSONAL SKILLS

The following indicate the degree which Megan met expectations in pursuing or achieving each of these goals:		Failed to Meet Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Not Applicable
3.2 a	Effective problem-solving skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
3.2 b	Good judgment in decision making	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
3.2 c	Effective communication skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
3.2 d	The ability to build trusting relationships	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
3.2 e	The ability to balance diverging and competing points of view	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
3.2 f	The ability to accept constructive criticism	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>

Comments on interpersonal skills...

SELF ASSESSMENT:

CGO ASSESSMENT:

Attachment G



Fairley High School Organizational Chart

2022-2023

Fairley High School Administration



GDPST Chief of Schools

Principal

**Assistant Principal
TBH SY27**

Assistant Principal

**School Operations
Manager**

- The GDPST Chief of Schools (CoS) coaches and evaluates the principal. Individual coaching occurs weekly. At least monthly, the COS provides coaching to principals and assistant principals in the form of a step back.
- With the support of members of the GDPST leadership team and GDPST growth team, the CoS provides a full day of monthly training for all GDPST principals and a full day for all GDPST assistant principals.
- The principal coaches and evaluates the assistant principals and school operations manager. Coaching takes place at least once weekly.

Fairley High School Academic Team



Assistant Principal
TBH SY27

Principal

Assistant Principal

**English and ELL
Teachers**
(6)

**Electives
Teachers**
(5)

**History
Teachers**
(2)

**Math
Teachers**
(5)

**Science
Teachers**
(3)

**Special
Education**
(3)

- School leaders are first instructional leaders. Principals and assistant principals each take a group of teachers to coach and supervise. Leaders work with the CoS to determine which campus leader will evaluate which teachers. Consideration will be given to skill set of leader and experience and skill of teachers. Evaluation assignments are determined in August each year.
- Leaders are expected to observe, provide real time coaching, and facilitate an in-person debrief once every two weeks. Coaching expectations may increase if a teacher has additional need.

Fairley High School Counseling Team



Principal

**Academic Counselor
(1)**

**Social Worker
Home Office
(1)**

**Instructional Aides
(2)**

- The principal coaches and evaluates the academic counselor weekly. The GDPST Director of Counseling and College provides content-specific coaching and professional development to the academic counselors within GDPST.
- A social worker is assigned to the campus; however, this role is evaluated by the Director of Counseling and College. GDPST provide a cadre of social workers assigned to campuses based on need. While the principal does not evaluate the social worker, the principal works closely with this person to ensure student needs are met.
- Instructional aides are evaluated by the administrator evaluating the functional skills teacher (principal or AP) with input from the teacher.

Fairley High School Operations Team



**School Operations
Manager**

**Office Coordinator
(1)**

**Student Support
Specialist
(1)**

**Campus Security Officer
(3)**

- The School Operations Manager (SOM) coaches and supervises the office coordinator and Campus Security Officers.
- The SOM also coaches the student support specialist. Given that this roll is focused on attendance and enrollment, the student support specialist also works closely with the counseling team.

Attachment H

Attachment H

Student Achievement data for Chief Academics Officer as a teacher under Green Dot.

TLN	Last Name	First Name	Subject	Year	Growth Measure	Standard Error	Index	Level
527022	AUSTIN	CHRISTINA	Algebra II	2015	43.7	4.3	10.26	Level 5

2022-2023



EMPLOYEE HANDBOOK OF
POLICIES AND PROCEDURES

Green Dot Public Schools Tennessee
7/1/2022 – 6/30/202

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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 all stakeholders.

Leading Green Principles

Green Dot's teachers and school leaders 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 supports 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 voice 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 supports 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 supports that make 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 of the 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 180 days. 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 180-day extension period upon request of the manager with the approval of the People Team department. After the 360-day period, 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 180 days. A temporary employee receives all legally mandated benefits (e.g., Social Security, workers' compensation insurance), and are eligible for some of the 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 180-day extension period upon request of the manager with the approval of the People Team department. After the 360-day period, 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 from time to time. 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 employed by Kelly Services for Green Dot 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 indicate 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.

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.

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 such a 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 first day of paid service. 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.

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

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.

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 need a reasonable accommodation to perform the essential functions of their job should contact Green Dot People Team department at tn.peopleteam@greendot.org.

Subsequently, Green Dot will inform the employee of its decision on the accommodation request and, if applicable, how to make 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 themselves 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 issues, 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

Statement of Commitment, Values, and Purpose

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 Chief Executive Officer/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 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 associate 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 characteristic protected by law.
- Failing to intervene when students curse or make inappropriate comments related to sex, sexual orientation, race, or other characteristic 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 CTO. (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.

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 Manager.

All Green Dot employees are subject to normal state and federal pay deductions (e.g. taxes, social security, Medicare) per applicable law. Please see Payroll and Benefit Parameters set by the United States Internal

Revenue Service (“IRS”) and your state of employment for the most recent calendar year for further details. 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 to cover the deduction, the deduction will accumulate. Such 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 accumulated balance 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 is 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, he or she 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 may be submitted earlier, for example, 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 he or she 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.

Stipends for Volunteers

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 work day or work week as necessary. Only actual hours worked in a given work day 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, he or she will be compensated for that time in accordance with applicable law. However, he or she 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 work day begins at 12:01 a.m. and ends at midnight twenty-four (24) hours later.

For employees subject to 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 meal time 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, 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 are 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/or 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 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 that occurs should be for the benefit of the school 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.

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:

- 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.

Employment Contracts

All employment contracts can only 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.

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 Green Dot's Development Department. Donors should be reminded that to protect the deductibility of their contributions, 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.

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 team prior to acceptance. These goods may create ongoing costs, therefore a thorough evaluation 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 good prior to acceptance

- All goods donated shall be accepted solely for benefit of 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 their 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. Grounds for declining goods may include, but is not limited to:

- 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 under the acceptable Green Dot policy should be geared towards the applicable Green Dot department head or the Green Dot Finance and Accounting 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, Donor's Choose, etc.) will need to be communicated to Green Dot'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 Green Dot's Development Department. Furthermore, schools planning fundraisers that involve raffles and/or auctions must contact Green Dot's Finance and Accounting Department to ensure compliance with applicable law. 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 Go Fund Me. Donations received through Go Fund Me are considered to be personal gifts which, in general, are not taxable income in the United States (however, employees should check with a tax expert if they are unsure). 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 applicable law.

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 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 a supervisor or 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 will result in non-reimbursement of the expense.

Employee requests for expense reimbursements will be approved by the employee's supervisor. 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 travelling 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 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 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 (except when the refill option is more economical).

Employee vehicles that are damaged or stolen on school site property will be reimbursed up to the amount of

the deductible or \$250, whichever is lesser. 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 complete the "Cash Advance Request" form 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 "Cash Advance Request" form 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 at 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).

Employees who have a spouse or domestic partner covered under a Green Dot insurance plan must provide Green Dot with proof of marriage or a notarized Affidavit of Domestic Partnership, available from Green Dot's Benefits Department.

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 or contact 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, EAP, or Health Care FSA plans 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. However, the maximum COBRA period for the Health Care FSA is the last day of the plan year in which the COBRA qualifying event occurred. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and Green Dot's previous contribution plus a possible 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 in writing within thirty (30) days of the event via email (tn.peopleteam@greendot.org), Postal Mail (Green Dot Public Schools, Attn: National People Team, 1149 S. Hill Street, Ste 600, Los Angeles, CA 90015) or phone (323-565-1600). 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 full-time 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.

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’s intranet, Connect.

Holiday	Date	Teachers & Counselors	10-month Employees	12-month Employees
Independence Day (Full-Year Employees Only)	Monday, July 4, 2022	N/A	N/A	1
Labor Day	Monday, September 5, 2022	1	1	1
Fall Break	Monday-Friday, October 10-14, 2022	5	5	5
Veteran's Day	Friday, November 11, 2022	1	1	1
Thanksgiving Break	Monday-Friday, November 21-26, 2022	5	5	5
Winter Break Week 1	Monday-Friday, December 19-23, 2022	5	5	5
Winter Break Week 2	Monday-Friday, December 26-30, 2022	5	5	5
Martin Luther King Day	Monday, January 16, 2023	1	1	1
Spring Break (Teachers & Counselors Only)	Monday-Friday, March 13-17, 2023	5	N/A	N/A
Good Friday	Friday, April 7, 2023	1	1	1
Memorial Day (Full-Year Employees Only)	Monday, May 29, 2023	1	1	1
Juneteenth Day (Full-Year Employees Only)	Monday, June 19, 2023	N/A	N/A	1
Total Number of Holidays		30	25	27

Please refer to the chart above for paid/unpaid holidays. Additionally, the last day for school-site 10-month classified staff is May 31, 2023, unless otherwise noted.

Bus Driver Paid Holidays:

Labor Day - Monday, September 5, 2022

Veteran’s Day - Friday, November 11, 2022

Thanksgiving - Thursday & Friday, November 25-26, 2022
Winter Break - December 22-23 and December 29-30, 2022
Martin Luther King Jr. Day - Monday, January 16, 2023
Good Friday - Friday, April 7, 2023
Memorial Day - Monday, May 29, 2023

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, 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 or 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. 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
- Pregnancy Disability Leave
- Military/Reserve Duty

Personal unpaid leaves may also be granted. Please contact the People Team for information on available leaves.

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 Benefits Department using the appropriate Request for Leave of Absence form available on Connect.

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. On the first of the month following exhaustion of previously stated applicable leave of absence, 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.

COVID-19 Pandemic

In order to assist employees affected by the COVID-19 outbreak with job-protected leave and pay, where applicable, Green Dot complies with all Federal and State mandates. Integration and coordination with other Green Dot leaves may apply. **For the most updated COVID-19 leave information applicable to you, please consult the People Team for more information.**

Green Dot will continue to adhere to and monitor the regulations of this leave and update this policy in accordance with Federal, State and local laws.

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. Each time an employee takes FMLA leave, the remaining leave entitlement would be the balance of the twelve (12) weeks which has not been used during the immediately preceding twelve (12) months.

Employee Eligibility Criteria

To be eligible for FMLA leave, the employee must have been employed by Green Dot for at least twelve (12) months and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave.

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.

Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by completing a Request for Leave Form and submitting it to their Supervisor. An employee asking for a Request for Leave Form will be given a copy of Green Dot's current Leave of Absence Request Packet.
2. If the need for the leave is foreseeable (i.e., for planned, non-emergency medical treatment), the employee must give a minimum of thirty (30) days advance notice to Green Dot. If an employee fails to provide the requisite thirty (30) days advance notice for foreseeable events without any reasonable excuse for the delay, Green Dot reserves the right to delay the taking of the leave until at least thirty (30) days after the date the employee provides notice of the need for leave, up to denial of the leave request except if the need for FMLA was an emergency and was unforeseeable. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt Green Dot's operations.
3. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
4. If an employee needs intermittent leave or a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, that leave/schedule is subject to the approval of the employee's health care provider. The employee must also work with their supervisor to schedule the leave so as not to unduly disrupt the organization's or school's operations. The employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave

than the employee's regular position.

5. Green Dot will respond and provide a notice of eligibility to a FMLA leave request within five business days of acquiring knowledge that the leave is being requested for an FMLA-qualifying reason. If a FMLA leave request is granted, Green Dot will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Medical Certifications

1. An employee requesting FMLA leave because of their own or a family member's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by Green Dot. (The term "family member" shall be as defined in the FMLA.) Failure to provide the required certification within fifteen (15) days of the leave request may result in denial of the leave request until such certification is provided.
2. If Green Dot has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, Green Dot may request a second opinion by a health care provider of its choice (paid for by Green Dot). If the second opinion differs from the first one, Green Dot will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
3. Re-certifications are required if leave is sought after expiration of the time estimated by the health care provider. Re-certifications may also be required every 30 days upon the request of Green Dot. Failure to submit required re-certifications can result in termination of the leave.

Should the employee not complete and return the Leave of Absence paperwork and/or submit the appropriate medical certifications in alignment with this policy and the guidelines set forth in the Leave of Absence packet their leave request may be viewed as an unauthorized absence that could result in disciplinary action up to termination of employment.

Return to Work

1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee, as defined in the FMLA, whose reinstatement would cause serious and grievous injury to Green Dot's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
2. Before an employee will be permitted to return from FMLA leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that they are able to resume work.
3. If an employee can return to work with limitations, Green Dot will evaluate those limitations and, if reasonable, will accommodate the employee as required by law.

Limitations on Reinstatement from FMLA Leave

1. Green Dot may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to Green Dot's operations. A "key" employee is an exempt salaried employee who is among the highest paid ten percent (10%) of Green Dot's employees within seventy-five (75) miles of the employee's worksite.
2. A "key" employee will be advised, in writing, at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he or she qualifies as a "key" employee and the potential

consequences with respect to reinstatement and maintenance of health benefits if Green Dot determines that substantial and grievous injury to Green Dot's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, Green Dot will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause Green Dot to suffer substantial and grievous injury. If Green Dot realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

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 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.

Health Benefits

The provisions of Green Dot's various employee benefit plans govern continued eligibility during TMPL and these provisions may change from time to time. When a request for TMPL is granted, Green Dot will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period. Employees who waive medical benefits during this period will continue to receive a waiver benefit reimbursement to be paid upon return from leave of absence. It is the employee's responsibility to make this

request for reimbursement.

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.

Requesting and Scheduling TMPL

An employee must request TMPL by completing a Request for Leave form and submitting it to the employee's supervisor. When foreseeable, at least three (3) months advance notice must be given to the employer in anticipation of TMPL.

1. Employees who give at least three (3) months advance notice to their employer of their anticipated date of departure for such leave, their length of leave, and their intention to return to full-time employment after leave, shall be restored to their previous or similar positions with the same status, pay, length of service credit and seniority, wherever applicable, as of the date of their leave.
2. Employees who are prevented from giving three months advance notice because of a medical emergency which necessitates that leave begins earlier than originally anticipated shall not forfeit their rights and benefits under this policy solely because of their failure to give three months advance notice.
3. Employees who are prevented from giving three months advance notice because the notice of adoption was received less than three months in advance shall not forfeit their rights and benefits under this policy solely because of their failure to give three months advance notice.
4. In most cases, Green Dot will respond to a TMPL request within two days of acquiring knowledge that the leave meets the above criteria and, in any event, within ten days of receiving the request. If a TMPL request is granted, Green Dot will notify the employee, in writing, and leave will be counted against the employee's TMPL entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

An eligible employee complying with the notice requirements is entitled to reinstatement to their previous position or a similar position with the same status, pay, length of service credit and seniority, wherever applicable, as of the date of their leave

1. If an employee's job position is so unique that the employer cannot, after reasonable efforts, fill that position temporarily, then the employer shall not be liable for failure to reinstate the employee at the end of the TMPL period.
2. Whenever Green Dot shall determine that the employee will not be reinstated at the end of such leave because the employee's position cannot be filled temporarily or because the employee has used such leave to pursue employment opportunities or to work for another employer, Green Dot shall so notify the employee.

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 Re-Employment 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 Leave of Absence request form to the Benefits Department, 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

Any employee requesting for a personal leave of absence without pay must submit a Request for Leave Form to their immediate supervisor and Green Dot's People Team Department 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.

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. 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 three (3) hours combined. Under these circumstances, an employee will be allowed a maximum of three (3) 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.

VII.J. 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. If the employee is called to jury duty, they must give their manager reasonable notice so that accommodations can be made to manage the workload. If an employee seeks to be excused from jury duty, it is their responsibility to request to be excused in accordance with those exemptions provided for in applicable law. 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.

VII.K. 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, grandparent, father-in-law, mother-in-law, son-in-law, daughter-in-law, sibling, or stepsibling) without deduction from other leave benefits. This leave may be extended to five (5) days if travel of more than two hundred (200) miles (roundtrip) is required. Subject to manager approval, an employee desiring additional time off to attend services may use accrued PTO or sick time.

VII.L. School Appearance and Activities Leave

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.

VII.M. Short Term and Long Term Disability Plans

Full-time regular employees may be 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 1st day, 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 Benefits Department 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 Benefits Department 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 he/she 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 work site 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 work site 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.

As in the case with COVID-19, check with your manager and/or the People Team for specific guidance.

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.

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 use of the cell phone 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.

Passwords

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 zzyxxww.
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 e-mail accounts may not be used for political or personal gain.
- Green Dot’s e-mail accounts may not be used for attempting or successfully sending anonymous messages.
- Green Dot staff members may not delete, copy, 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 platform's 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 Director of Communications 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. Example 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 as 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 so 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 review and make copies of their personnel file at any time during business hours so long as they schedule an appointment, in advance, with Green Dot’s People Team Department.

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 Benefits.

EMPLOYEE ACKNOWLEDGMENT OF RECEIPT AND UNDERSTANDING

I have received my copy of Green Dot Public Schools Tennessee's 2022-2023 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.



CERTIFICATE OF LIABILITY INSURANCE

Attachment J

DATE (MM/DD/YYYY)

7/21/2022

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

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

PRODUCER Bolton Insurance Services LLC 3475 E. Foothill Blvd., Suite 100 Pasadena, CA 91107 www.boltonco.com 6004772	CONTACT NAME: PHONE (A/C. No. Ext): (626) 799-7000 FAX (A/C. No.): (626) 583-2117 E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE NAIC #	
INSURED Green Dot Public Schools Tennessee 4950 Fairley Rd Memphis TN 38109	INSURER A: Philadelphia Indemnity Insurance Company 18058	
	INSURER B: Redwood Fire and Casualty Insurance Co 11673	
	INSURER C:	
	INSURER D:	
	INSURER E:	
INSURER F:		

COVERAGES

CERTIFICATE NUMBER: 69394620

REVISION NUMBER:

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC <input checked="" type="checkbox"/> OTHER: Sexual Abuse & Molestation			PHPK2436767	7/1/2022	7/1/2023	EACH OCCURRENCE \$1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$300,000 MED EXP (Any one person) \$15,000 PERSONAL & ADV INJURY \$1,000,000 GENERAL AGGREGATE \$3,000,000 PRODUCTS - COMP/OP AGG \$3,000,000 SAM Limit: \$1,000,000
A	<input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			PHPK2436767	7/1/2022	7/1/2023	COMBINED SINGLE LIMIT (Ea accident) \$1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTION \$10,000			PHUB823238	7/1/2022	7/1/2023	EACH OCCURRENCE \$10,000,000 AGGREGATE \$10,000,000 \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N	N/A	GRWC323538	7/1/2022	7/1/2023	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$1,000,000 E.L. DISEASE - EA EMPLOYEE \$1,000,000 E.L. DISEASE - POLICY LIMIT \$1,000,000

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

Proof of Insurance

CERTIFICATE HOLDER**CANCELLATION**

Proof of Insurance

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

AUTHORIZED REPRESENTATIVE

Ron Wanglin

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ACORD 25 (2016/03)

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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
12/14/2022

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

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


PRODUCER License # 1298 Hub International Mid-South 3011 Armory Drive Suite 250 Nashville, TN 37204	CONTACT NAME: PHONE (A/C, No, Ext): (615) 383-9761 FAX (A/C, No): (615) 383-4628 E-MAIL ADDRESS: INSURER(S) AFFORDING COVERAGE INSURER A: Travelers Property Casualty Company of America 25674 INSURER B: Farmington Casualty Company 41483 INSURER C: INSURER D: INSURER E: INSURER F:
INSURED Network Communications Systems, LLC 1703 Country Haven Court Mount Juliet, TN 37122	NAIC #

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

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC OTHER:			ZLP-51M72364-22-I5-G	12/17/2022	12/17/2023	EACH OCCURRENCE	\$ 1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 300,000
							MED EXP (Any one person)	\$ 10,000
							PERSONAL & ADV INJURY	\$ 1,000,000
							GENERAL AGGREGATE	\$ 2,000,000
							PRODUCTS - COMP/OP AGG	\$ 2,000,000
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			BA-1L22112A-22-I5-G	12/17/2022	12/17/2023	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000
							BODILY INJURY (Per person)	\$
							BODILY INJURY (Per accident)	\$
							PROPERTY DAMAGE (Per accident)	\$
								\$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			CUP-2L87160A-22-I5	12/17/2022	12/17/2023	EACH OCCURRENCE	\$ 5,000,000
							AGGREGATE	\$ 5,000,000
								\$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N	N/A	UB-9H238877-22-I5-G	12/17/2022	12/17/2023	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER	\$
							E.L. EACH ACCIDENT	\$ 1,000,000
							E.L. DISEASE - EA EMPLOYEE	\$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	\$ 1,000,000
A	Leased & Rented			ZLP-51M72364-22-I5-G	12/17/2022	12/17/2023	LIMIT	160,000
A	Equipment			ZLP-51M72364-22-I5-G	12/17/2022	12/17/2023	DEDUCTIBLE	1,000

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

CERTIFICATE HOLDER Green Dot Public Schools TN 4950 Fairley Rd Memphis, TN 38109	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 

COMMENTS/REMARKS

Any person or organization that you agree in a written contract requiring insurance to include as an additional insured on your policy to the extent provided with the policy forms referenced below.

GENERAL LIABILITY -

Technology Xtend Endorsement CGD417 02/19

F. Blanket Additional Insured - Persons or Organizations For Your Ongoing Operations As Required By Written Contract Or Agreement

G. Blanket Additional Insured - Broad Form Vendorse

H. Blanket Additional Insured - Controlling Interest

I. Blanket Additional Insured - Mortgagees, Assignees, Successors Or Receivers

M. Blanket Waiver of Subrogation

Blanket Additional Insured (Contractors) - CGD246 04/19

Other Insurance - Additional Insureds - Primary and Non-Contributory with respect to certain other insurance - CGD425 07/08

AUTOMOBILE LIABILITY -

Business Auto Extension Endorsement - CAT353 02/15

B. Blanket Additional Insured

M. Blanket Waiver of Subrogation

WORKERS COMPENSATION -

Waiver Of Our Right To Recover From Others (Blanket per written contract) - WC000313(00)-01

UMBRELLA LIABILITY -

Waiver Of Our Right To Recover From Others Endorsement

The Umbrella policy provides excess limits over the underlying primary General Liability, Automobile Liability, and Employers Liability coverages referenced herein.

Subject to all of the terms, conditions, exclusions and definitions of the above-referenced policies, as issued by the carrier(s).

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.**XTEND ENDORSEMENT FOR TECHNOLOGY**

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

GENERAL DESCRIPTION OF COVERAGE – This endorsement broadens coverage. However, coverage for any injury, damage or medical expenses described in any of the provisions of this endorsement may be excluded or limited by another endorsement to this Coverage Part, and these coverage broadening provisions do not apply to the extent that coverage is excluded or limited by such an endorsement. The following listing is a general coverage description only. Read all the provisions of this endorsement and the rest of your policy carefully to determine rights, duties, and what is and is not covered.

- | | |
|---|--|
| <ul style="list-style-type: none"> A. Non-Owned Watercraft – 75 Feet Long Or Less B. Who Is An Insured – Unnamed Subsidiaries C. Who Is An Insured – Employees – Supervisory Positions D. Who Is An Insured – Newly Acquired Or Formed Limited Liability Companies E. Who Is An Insured – Liability For Conduct Of Unnamed Partnerships Or Joint Ventures F. Blanket Additional Insured – Persons Or Organizations For Your Ongoing Operations As Required By Written Contract Or Agreement G. Blanket Additional Insured – Broad Form Vendors H. Blanket Additional Insured – Controlling Interest | <ul style="list-style-type: none"> I. Blanket Additional Insured – Mortgagees, Assignees, Successors Or Receivers J. Blanket Additional Insured – Governmental Entities – Permits Or Authorizations Relating To Premises K. Blanket Additional Insured – Governmental Entities – Permits Or Authorizations Relating To Operations L. Medical Payments – Increased Limit M. Blanket Waiver Of Subrogation N. Contractual Liability – Railroads O. Damage To Premises Rented To You |
|---|--|

PROVISIONS**A. NON-OWNED WATERCRAFT – 75 FEET LONG OR LESS**

1. The following replaces Paragraph (2) of Exclusion g., Aircraft, Auto Or Watercraft, in Paragraph 2. of SECTION I – COVERAGES – COVERAGE A – BODILY INJURY AND PROPERTY DAMAGE LIABILITY:

(2) A watercraft you do not own that is:

- (a) 75 feet long or less; and
- (b) Not being used to carry any person or property for a charge;

2. The following replaces Paragraph 2.e. of SECTION II – WHO IS AN INSURED:

e. Any person or organization that, with your express or implied consent, either uses or

is responsible for the use of a watercraft that you do not own that is:

- (1) 75 feet long or less; and
- (2) Not being used to carry any person or property for a charge.

B. WHO IS AN INSURED – UNNAMED SUBSIDIARIES

The following is added to SECTION II – WHO IS AN INSURED:

Any of your subsidiaries, other than a partnership or joint venture, that is not shown as a Named Insured in the Declarations is a Named Insured if:

- a. You are the sole owner of, or maintain an ownership interest of more than 50% in, such subsidiary on the first day of the policy period; and
- b. Such subsidiary is not an insured under similar other insurance.

COMMERCIAL GENERAL LIABILITY

No such subsidiary is an insured for "bodily injury" or "property damage" that occurred, or "personal and advertising injury" caused by an offense committed:

- a. Before you maintained an ownership interest of more than 50% in such subsidiary; or
- b. After the date, if any, during the policy period that you no longer maintain an ownership interest of more than 50% in such subsidiary.

For purposes of Paragraph 1. of Section II – Who Is An Insured, each such subsidiary will be deemed to be designated in the Declarations as:

- a. A limited liability company;
- b. An organization other than a partnership, joint venture or limited liability company; or
- c. A trust;

as indicated in its name or the documents that govern its structure.

C. WHO IS AN INSURED – EMPLOYEES – SUPERVISORY POSITIONS

The following is added to Paragraph 2.a.(1) of SECTION II – WHO IS AN INSURED:

Paragraphs (1)(a), (b) and (c) above do not apply to "bodily injury" to a co-"employee" while in the course of the co-"employee's" employment by you arising out of work by any of your "employees" who hold a supervisory position.

D. WHO IS AN INSURED – NEWLY ACQUIRED OR FORMED LIMITED LIABILITY COMPANIES

The following replaces Paragraph 3. of SECTION II – WHO IS AN INSURED:

3. Any organization you newly acquire or form, other than a partnership or joint venture, and of which you are the sole owner or in which you maintain an ownership interest of more than 50%, will qualify as a Named Insured if there is no other similar insurance available to that organization. However:

- a. Coverage under this provision is afforded only:
 - (1) Until the 180th day after you acquire or form the organization or the end of the policy period, whichever is earlier, if you do not report such organization in writing to us within 180 days after you acquire or form it; or
 - (2) Until the end of the policy period, when that date is later than 180 days after you acquire or form such organization, if you report such

organization in writing to us within 180 days after you acquire or form it;

- b. Coverage A does not apply to "bodily injury" or "property damage" that occurred before you acquired or formed the organization; and
- c. Coverage B does not apply to "personal and advertising injury" arising out of an offense committed before you acquired or formed the organization.

For the purposes of Paragraph 1. of Section II – Who Is An Insured, each such organization will be deemed to be designated in the Declarations as:

- a. A limited liability company;
- b. An organization, other than a partnership, joint venture or limited liability company; or
- c. A trust;

as indicated in its name or the documents that govern its structure.

E. WHO IS AN INSURED – LIABILITY FOR CONDUCT OF UNNAMED PARTNERSHIPS OR JOINT VENTURES

The following replaces the last paragraph of SECTION II – WHO IS AN INSURED:

No person or organization is an insured with respect to the conduct of any current or past partnership or joint venture that is not shown as a Named Insured in the Declarations. This paragraph does not apply to any such partnership or joint venture that otherwise qualifies as an insured under Section II – Who Is An Insured.

F. BLANKET ADDITIONAL INSURED – PERSONS OR ORGANIZATIONS FOR YOUR ONGOING OPERATIONS AS REQUIRED BY WRITTEN CONTRACT OR AGREEMENT

The following is added to SECTION II – WHO IS AN INSURED:

Any person or organization that is not otherwise an insured under this Coverage Part and that you have agreed in a written contract or agreement to include as an additional insured on this Coverage Part is an insured, but only with respect to liability for "bodily injury" or "property damage" that:

- a. Occurs subsequent to the signing of that contract or agreement; and
- b. Is caused, in whole or in part, by your acts or omissions in the performance of your ongoing operations to which that contract or

agreement applies or the acts or omissions of any person or organization performing such operations on your behalf.

The limits of insurance provided to such insured will be the minimum limits that you agreed to provide in the written contract or agreement, or the limits shown in the Declarations, whichever are less.

G. BLANKET ADDITIONAL INSURED – BROAD FORM VENDORS

The following is added to **SECTION II – WHO IS AN INSURED:**

Any person or organization that is a vendor and that you have agreed in a written contract or agreement to include as an additional insured on this Coverage Part is an insured, but only with respect to liability for "bodily injury" or "property damage" that:

- a. Occurs subsequent to the signing of that contract or agreement; and
- b. Arises out of "your products" that are distributed or sold in the regular course of such vendor's business.

The insurance provided to such vendor is subject to the following provisions:

- a. The limits of insurance provided to such vendor will be the minimum limits that you agreed to provide in the written contract or agreement, or the limits shown in the Declarations, whichever are less.
- b. The insurance provided to such vendor does not apply to:
 - (1) Any express warranty not authorized by you or any distribution or sale for a purpose not authorized by you;
 - (2) Any change in "your products" made by such vendor;
 - (3) Repackaging, unless unpacked solely for the purpose of inspection, demonstration, testing, or the substitution of parts under instructions from the manufacturer, and then repackaged in the original container;
 - (4) Any failure to make such inspections, adjustments, tests or servicing as vendors agree to perform or normally undertake to perform in the regular course of business, in connection with the distribution or sale of "your products";
 - (5) Demonstration, installation, servicing or repair operations, except such operations

performed at such vendor's premises in connection with the sale of "your products"; or

- (6) "Your products" that, after distribution or sale by you, have been labeled or relabeled or used as a container, part or ingredient of any other thing or substance by or on behalf of such vendor.

Coverage under this provision does not apply to:

- a. Any person or organization from whom you have acquired "your products", or any ingredient, part or container entering into, accompanying or containing such products; or
- b. Any vendor for which coverage as an additional insured specifically is scheduled by endorsement.

H. BLANKET ADDITIONAL INSURED – CONTROLLING INTEREST

1. The following is added to **SECTION II – WHO IS AN INSURED:**

Any person or organization that has financial control of you is an Insured with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" that arises out of:

- a. Such financial control; or
- b. Such person's or organization's ownership, maintenance or use of premises leased to or occupied by you.

The insurance provided to such person or organization does not apply to structural alterations, new construction or demolition operations performed by or on behalf of such person or organization.

2. The following is added to Paragraph 4. of **SECTION II – WHO IS AN INSURED:**

This paragraph does not apply to any premises owner, manager or lessor that has financial control of you.

I. BLANKET ADDITIONAL INSURED – MORTGAGEES, ASSIGNEES, SUCCESSORS OR RECEIVERS

The following is added to **SECTION II – WHO IS AN INSURED:**

Any person or organization that is a mortgagee, assignee, successor or receiver and that you have agreed in a written contract or agreement to include as an additional insured on this Coverage Part is an insured, but only with respect to its

COMMERCIAL GENERAL LIABILITY

liability as mortgagee, assignee, successor or receiver for "bodily injury", "property damage" or "personal and advertising injury" that:

- a. Is "bodily injury" or "property damage" that occurs, or is "personal and advertising injury" caused by an offense that is committed, subsequent to the signing of that contract or agreement; and
- b. Arises out of the ownership, maintenance or use of the premises for which that mortgagee, assignee, successor or receiver is required under that contract or agreement to be included as an additional insured on this Coverage Part.

The insurance provided to such mortgagee, assignee, successor or receiver is subject to the following provisions:

- a. The limits of insurance provided to such mortgagee, assignee, successor or receiver will be the minimum limits that you agreed to provide in the written contract or agreement, or the limits shown in the Declarations, whichever are less.
- b. The insurance provided to such person or organization does not apply to:
 - (1) Any "bodily injury" or "property damage" that occurs, or any "personal and advertising injury" caused by an offense that is committed, after such contract or agreement is no longer in effect; or
 - (2) Any "bodily injury", "property damage" or "personal and advertising injury" arising out of any structural alterations, new construction or demolition operations performed by or on behalf of such mortgagee, assignee, successor or receiver.

J. BLANKET ADDITIONAL INSURED – GOVERNMENTAL ENTITIES – PERMITS OR AUTHORIZATIONS RELATING TO PREMISES

The following is added to **SECTION II – WHO IS AN INSURED**:

Any governmental entity that has issued a permit or authorization with respect to premises owned or occupied by, or rented or loaned to, you and that you are required by any ordinance, law, building code or written contract or agreement to include as an additional insured on this Coverage Part is an insured, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" arising out of the existence, ownership, use, maintenance, repair,

construction, erection or removal of any of the following for which that governmental entity has issued such permit or authorization: advertising signs, awnings, canopies, cellar entrances, coal holes, driveways, manholes, marquees, hoist away openings, sidewalk vaults, elevators, street banners or decorations.

K. BLANKET ADDITIONAL INSURED – GOVERNMENTAL ENTITIES – PERMITS OR AUTHORIZATIONS RELATING TO OPERATIONS

The following is added to **SECTION II – WHO IS AN INSURED**:

Any governmental entity that has issued a permit or authorization with respect to operations performed by you or on your behalf and that you are required by any ordinance, law, building code or written contract or agreement to include as an additional insured on this Coverage Part is an insured, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" arising out of such operations.

The insurance provided to such governmental entity does not apply to:

- a. Any "bodily injury", "property damage" or "personal and advertising injury" arising out of operations performed for the governmental entity; or
- b. Any "bodily injury" or "property damage" included in the "products-completed operations hazard".

L. MEDICAL PAYMENTS – INCREASED LIMIT

The following replaces Paragraph 7. of **SECTION III – LIMITS OF INSURANCE**:

7. Subject to Paragraph 5. above, the Medical Expense Limit is the most we will pay under Coverage C for all medical expenses because of "bodily injury" sustained by any one person, and will be the higher of:

- a. \$10,000; or
- b. The amount shown in the Declarations of this Coverage Part for Medical Expense Limit.

M. BLANKET WAIVER OF SUBROGATION

The following is added to Paragraph 8., **Transfer Of Rights Of Recovery Against Others To Us, of SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS**:

If the insured has agreed in a contract or agreement to waive that insured's right of recovery against any person or organization, we

waive our right of recovery against such person or organization, but only for payments we make because of:

- a. "Bodily injury" or "property damage" that occurs; or
- b. "Personal and advertising injury" caused by an offense that is committed;

subsequent to the execution of the contract or agreement.

N. CONTRACTUAL LIABILITY – RAILROADS

1. The following replaces Paragraph c. of the definition of "insured contract" in the **DEFINITIONS** Section:

- c. Any easement or license agreement;

2. Paragraph f.(1) of the definition of "insured contract" in the **DEFINITIONS** Section is deleted.

O. DAMAGE TO PREMISES RENTED TO YOU

The following replaces the definition of "premises damage" in the **DEFINITIONS** Section:

"Premises damage" means "property damage" to:

- a. Any premises while rented to you or temporarily occupied by you with permission of the owner; or
- b. The contents of any premises while such premises is rented to you, if you rent such premises for a period of seven or fewer consecutive days.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

BLANKET ADDITIONAL INSURED
(Includes Products-Completed Operations If Required By Contract)

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

PROVISIONS

The following is added to **SECTION II – WHO IS AN INSURED**:

Any person or organization that you agree in a written contract or agreement to include as an additional insured on this Coverage Part is an insured, but only:

- a. With respect to liability for "bodily injury" or "property damage" that occurs, or for "personal injury" caused by an offense that is committed, subsequent to the signing of that contract or agreement and while that part of the contract or agreement is in effect; and
- b. If, and only to the extent that, such injury or damage is caused by acts or omissions of you or your subcontractor in the performance of "your work" to which the written contract or agreement applies. Such person or organization does not qualify as an additional insured with respect to the independent acts or omissions of such person or organization.

The insurance provided to such additional insured is subject to the following provisions:

- a. If the Limits of Insurance of this Coverage Part shown in the Declarations exceed the minimum limits required by the written contract or agreement, the insurance provided to the additional insured will be limited to such minimum required limits. For the purposes of determining whether this limitation applies, the minimum limits required by the written contract or agreement will be considered to include the minimum limits of any Umbrella or Excess liability coverage required for the additional insured by that written contract or agreement. This provision will not increase the limits of insurance described in Section III – Limits Of Insurance.
- b. The insurance provided to such additional insured does not apply to:

(1) Any "bodily injury", "property damage" or "personal injury" arising out of the providing, or failure to provide, any professional architectural, engineering or surveying services, including:

- (a) The preparing, approving, or failing to prepare or approve, maps, shop drawings, opinions, reports, surveys, field orders or change orders, or the preparing, approving, or failing to prepare or approve, drawings and specifications; and
- (b) Supervisory, inspection, architectural or engineering activities.

(2) Any "bodily injury" or "property damage" caused by "your work" and included in the "products-completed operations hazard" unless the written contract or agreement specifically requires you to provide such coverage for that additional insured during the policy period.

c. The additional insured must comply with the following duties:

(1) Give us written notice as soon as practicable of an "occurrence" or an offense which may result in a claim. To the extent possible, such notice should include:

- (a) How, when and where the "occurrence" or offense took place;
- (b) The names and addresses of any injured persons and witnesses; and
- (c) The nature and location of any injury or damage arising out of the "occurrence" or offense.

(2) If a claim is made or "suit" is brought against the additional insured:

COMMERCIAL GENERAL LIABILITY

- (a) Immediately record the specifics of the claim or "suit" and the date received; and
 - (b) Notify us as soon as practicable and see to it that we receive written notice of the claim or "suit" as soon as practicable.
- (3) Immediately send us copies of all legal papers received in connection with the claim or "suit", cooperate with us in the investigation or settlement of the claim or defense against the "suit", and otherwise comply with all policy conditions.
- (4) Tender the defense and indemnity of any claim or "suit" to any provider of other insurance which would cover such additional insured for a loss we cover. However, this condition does not affect whether the insurance provided to such additional insured is primary to other insurance available to such additional insured which covers that person or organization as a named insured as described in Paragraph 4., Other Insurance, of Section IV – Commercial General Liability Conditions.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

**OTHER INSURANCE – ADDITIONAL INSURED –
PRIMARY AND NON-CONTRIBUTORY WITH RESPECT TO
CERTAIN OTHER INSURANCE**

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

The following is added to Paragraph 4. a., **Primary Insurance**, of SECTION IV – **COMMERCIAL GENERAL LIABILITY CONDITIONS**:

However, if you specifically agree in a written contract or agreement that the insurance afforded to an additional insured under this Coverage Part must apply on a primary basis, or a primary and non-contributory basis, this insurance is primary to other insurance that is available to such additional insured which covers such additional insured as a named insured, and we will not share with that other insurance, provided that:

(1) The "bodily injury" or "property damage" for which coverage is sought is caused by an "occurrence" that takes place; and

(2) The "personal injury" or "advertising injury" for which coverage is sought arises out of an offense that is committed;

subsequent to the signing and execution of that contract or agreement by you.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

BUSINESS AUTO EXTENSION ENDORSEMENT

This endorsement modifies insurance provided under the following:

BUSINESS AUTO COVERAGE FORM

GENERAL DESCRIPTION OF COVERAGE – This endorsement broadens coverage. However, coverage for any injury, damage or medical expenses described in any of the provisions of this endorsement may be excluded or limited by another endorsement to the Coverage Part, and these coverage broadening provisions do not apply to the extent that coverage is excluded or limited by such an endorsement. The following listing is a general coverage description only. Limitations and exclusions may apply to these coverages. Read all the provisions of this endorsement and the rest of your policy carefully to determine rights, duties, and what is and is not covered.

- | | |
|---|---|
| A. BROAD FORM NAMED INSURED | H. HIRED AUTO PHYSICAL DAMAGE – LOSS OF USE – INCREASED LIMIT |
| B. BLANKET ADDITIONAL INSURED | I. PHYSICAL DAMAGE – TRANSPORTATION EXPENSES – INCREASED LIMIT |
| C. EMPLOYEE HIRED AUTO | J. PERSONAL PROPERTY |
| D. EMPLOYEES AS INSURED | K. AIRBAGS |
| E. SUPPLEMENTARY PAYMENTS – INCREASED LIMITS | L. NOTICE AND KNOWLEDGE OF ACCIDENT OR LOSS |
| F. HIRED AUTO – LIMITED WORLDWIDE COVERAGE – INDEMNITY BASIS | M. BLANKET WAIVER OF SUBROGATION |
| G. WAIVER OF DEDUCTIBLE – GLASS | N. UNINTENTIONAL ERRORS OR OMISSIONS |

PROVISIONS

A. BROAD FORM NAMED INSURED

The following is added to Paragraph **A.1., Who Is An Insured**, of **SECTION II – COVERED AUTOS LIABILITY COVERAGE**:

Any organization you newly acquire or form during the policy period over which you maintain 50% or more ownership interest and that is not separately insured for Business Auto Coverage. Coverage under this provision is afforded only until the 180th day after you acquire or form the organization or the end of the policy period, whichever is earlier.

B. BLANKET ADDITIONAL INSURED

The following is added to Paragraph **c.** in **A.1., Who Is An Insured**, of **SECTION II – COVERED AUTOS LIABILITY COVERAGE**:

Any person or organization who is required under a written contract or agreement between you and that person or organization, that is signed and executed by you before the "bodily injury" or "property damage" occurs and that is in effect during the policy period, to be named as an additional insured is an "insured" for Covered Autos Liability Coverage, but only for damages to which

this insurance applies and only to the extent that person or organization qualifies as an "insured" under the Who Is An Insured provision contained in Section II.

C. EMPLOYEE HIRED AUTO

1. The following is added to Paragraph **A.1., Who Is An Insured**, of **SECTION II – COVERED AUTOS LIABILITY COVERAGE**:

An "employee" of yours is an "insured" while operating an "auto" hired or rented under a contract or agreement in an "employee's" name, with your permission, while performing duties related to the conduct of your business.

2. The following replaces Paragraph **b.** in **B.5., Other Insurance**, of **SECTION IV – BUSINESS AUTO CONDITIONS**:

b. For Hired Auto Physical Damage Coverage, the following are deemed to be covered "autos" you own:

- (1)** Any covered "auto" you lease, hire, rent or borrow; and
- (2)** Any covered "auto" hired or rented by your "employee" under a contract in an "employee's" name, with your

COMMERCIAL AUTO

permission, while performing duties related to the conduct of your business.

However, any "auto" that is leased, hired, rented or borrowed with a driver is not a covered "auto".

D. EMPLOYEES AS INSURED

The following is added to Paragraph **A.1., Who Is An Insured**, of **SECTION II – COVERED AUTOS LIABILITY COVERAGE**:

Any "employee" of yours is an "insured" while using a covered "auto" you don't own, hire or borrow in your business or your personal affairs.

E. SUPPLEMENTARY PAYMENTS – INCREASED LIMITS

1. The following replaces Paragraph **A.2.a.(2)**, of **SECTION II – COVERED AUTOS LIABILITY COVERAGE**:

(2) Up to \$3,000 for cost of bail bonds (including bonds for related traffic law violations) required because of an "accident" we cover. We do not have to furnish these bonds.

2. The following replaces Paragraph **A.2.a.(4)**, of **SECTION II – COVERED AUTOS LIABILITY COVERAGE**:

(4) All reasonable expenses incurred by the "insured" at our request, including actual loss of earnings up to \$500 a day because of time off from work.

F. HIRED AUTO – LIMITED WORLDWIDE COVERAGE – INDEMNITY BASIS

The following replaces Subparagraph (5) in Paragraph **B.7., Policy Period, Coverage Territory**, of **SECTION IV – BUSINESS AUTO CONDITIONS**:

(5) Anywhere in the world, except any country or jurisdiction while any trade sanction, embargo, or similar regulation imposed by the United States of America applies to and prohibits the transaction of business with or within such country or jurisdiction, for Covered Autos Liability Coverage for any covered "auto" that you lease, hire, rent or borrow without a driver for a period of 30 days or less and that is not an "auto" you lease, hire, rent or borrow from any of your "employees", partners (if you are a partnership), members (if you are a limited liability company) or members of their households.

(a) With respect to any claim made or "suit" brought outside the United States of America, the territories and possessions of the United States of America, Puerto Rico and Canada:

(i) You must arrange to defend the "insured" against, and investigate or settle any such claim or "suit" and keep us advised of all proceedings and actions.

(ii) Neither you nor any other involved "insured" will make any settlement without our consent.

(iii) We may, at our discretion, participate in defending the "insured" against, or in the settlement of, any claim or "suit".

(iv) We will reimburse the "insured" for sums that the "insured" legally must pay as damages because of "bodily injury" or "property damage" to which this insurance applies, that the "insured" pays with our consent, but only up to the limit described in Paragraph **C., Limits Of Insurance**, of **SECTION II – COVERED AUTOS LIABILITY COVERAGE**.

(v) We will reimburse the "insured" for the reasonable expenses incurred with our consent for your investigation of such claims and your defense of the "insured" against any such "suit", but only up to and included within the limit described in Paragraph **C., Limits Of Insurance**, of **SECTION II – COVERED AUTOS LIABILITY COVERAGE**, and not in addition to such limit. Our duty to make such payments ends when we have used up the applicable limit of insurance in payments for damages, settlements or defense expenses.

(b) This insurance is excess over any valid and collectible other insurance available to the "insured" whether primary, excess, contingent or on any other basis.

(c) This insurance is not a substitute for required or compulsory insurance in any country outside the United States, its territories and possessions, Puerto Rico and Canada.

You agree to maintain all required or compulsory insurance in any such country up to the minimum limits required by local law. Your failure to comply with compulsory insurance requirements will not invalidate the coverage afforded by this policy, but we will only be liable to the same extent we would have been liable had you complied with the compulsory insurance requirements.

- (d) It is understood that we are not an admitted or authorized insurer outside the United States of America, its territories and possessions, Puerto Rico and Canada. We assume no responsibility for the furnishing of certificates of insurance, or for compliance in any way with the laws of other countries relating to insurance.

G. WAIVER OF DEDUCTIBLE – GLASS

The following is added to Paragraph **D.**, **Deductible**, of **SECTION III – PHYSICAL DAMAGE COVERAGE**:

No deductible for a covered "auto" will apply to glass damage if the glass is repaired rather than replaced.

H. HIRED AUTO PHYSICAL DAMAGE – LOSS OF USE – INCREASED LIMIT

The following replaces the last sentence of Paragraph **A.4.b.**, **Loss Of Use Expenses**, of **SECTION III – PHYSICAL DAMAGE COVERAGE**:

However, the most we will pay for any expenses for loss of use is \$65 per day, to a maximum of \$750 for any one "accident".

I. PHYSICAL DAMAGE – TRANSPORTATION EXPENSES – INCREASED LIMIT

The following replaces the first sentence in Paragraph **A.4.a.**, **Transportation Expenses**, of **SECTION III – PHYSICAL DAMAGE COVERAGE**:

We will pay up to \$50 per day to a maximum of \$1,500 for temporary transportation expense incurred by you because of the total theft of a covered "auto" of the private passenger type.

J. PERSONAL PROPERTY

The following is added to Paragraph **A.4.**, **Coverage Extensions**, of **SECTION III – PHYSICAL DAMAGE COVERAGE**:

Personal Property

We will pay up to \$400 for "loss" to wearing apparel and other personal property which is:

- (1) Owned by an "insured"; and

- (2) In or on your covered "auto".

This coverage applies only in the event of a total theft of your covered "auto".

No deductibles apply to this Personal Property coverage.

K. AIRBAGS

The following is added to Paragraph **B.3.**, **Exclusions**, of **SECTION III – PHYSICAL DAMAGE COVERAGE**:

Exclusion **3.a.** does not apply to "loss" to one or more airbags in a covered "auto" you own that inflate due to a cause other than a cause of "loss" set forth in Paragraphs **A.1.b.** and **A.1.c.**, but only:

- a. If that "auto" is a covered "auto" for Comprehensive Coverage under this policy;
- b. The airbags are not covered under any warranty; and
- c. The airbags were not intentionally inflated.

We will pay up to a maximum of \$1,000 for any one "loss".

L. NOTICE AND KNOWLEDGE OF ACCIDENT OR LOSS

The following is added to Paragraph **A.2.a.**, of **SECTION IV – BUSINESS AUTO CONDITIONS**:

Your duty to give us or our authorized representative prompt notice of the "accident" or "loss" applies only when the "accident" or "loss" is known to:

- (a) You (if you are an individual);
- (b) A partner (if you are a partnership);
- (c) A member (if you are a limited liability company);
- (d) An executive officer, director or insurance manager (if you are a corporation or other organization); or
- (e) Any "employee" authorized by you to give notice of the "accident" or "loss".

M. BLANKET WAIVER OF SUBROGATION

The following replaces Paragraph **A.5.**, **Transfer Of Rights Of Recovery Against Others To Us**, of **SECTION IV – BUSINESS AUTO CONDITIONS**:

5. Transfer Of Rights Of Recovery Against Others To Us

We waive any right of recovery we may have against any person or organization to the extent required of you by a written contract signed and executed prior to any "accident" or "loss", provided that the "accident" or "loss" arises out of operations contemplated by

COMMERCIAL AUTO

such contract. The waiver applies only to the person or organization designated in such contract.

N. UNINTENTIONAL ERRORS OR OMISSIONS

The following is added to Paragraph **B.2., Concealment, Misrepresentation, Or Fraud**, of **SECTION IV – BUSINESS AUTO CONDITIONS**:

The unintentional omission of, or unintentional error in, any information given by you shall not prejudice your rights under this insurance. However this provision does not affect our right to collect additional premium or exercise our right of cancellation or non-renewal.



**WORKERS COMPENSATION
AND
EMPLOYERS LIABILITY POLICY**

ENDORSEMENT WC 00 03 13 (00)-01

POLICY NUMBER: UB-9H238877-22-15-G

WAIVER OF OUR RIGHT TO RECOVER FROM OTHERS ENDORSEMENT

We have the right to recover our payments from anyone liable for an injury covered by this policy. We will not enforce our right against the person or organization named in the Schedule. (This agreement applies only to the extent that you perform work under a written contract that requires you to obtain this agreement from us.)

This agreement shall not operate directly or indirectly to benefit any one not named in the Schedule.

SCHEDULE

DESIGNATED PERSON:

DESIGNATED ORGANIZATION:

ANY PERSON OR ORGANIZATION FOR WHICH THE NAMED INSURED HAS
AGREED IN A WRITTEN CONTRACT EXECUTED PRIOR TO LOSS TO
PROVIDE THIS WAIVER



DATE OF ISSUE:

ST ASSIGN:

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 GDPSN 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 HRIS 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 16.1 and 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.

GDPNS:

Dated: _____, 2022

By: _____

Name: Marlene Canter

Title: Board Chair

GDPST:

Dated: _____, 2022

By: _____

Name: Pam Ekwuekwe

Title: Board Chair



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.

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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

<i>RPT001 Income Statement - Internal (by Organization)</i>				
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**

4950 Fairley Rd.

Memphis, TN 38109

Phone: (901) 730-8160

Fax: (901) 708-8878

Website: <https://tn.greendot.org/fairley/>

Email: tn.info@greendot.org

Principal: Julius Blackburn

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 7:45 a.m.)
Year Opened	2014-2015	Next Renewal Year	2024 - 2025
Current Enrollment	390	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.

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 2021-22 school year, the school served 9th -12th graders with 0.9% classified as English Language Learners, 0.00% Transitional English Learners in 1-2 and 0.00% Transitional English Learners in 3-4. In addition, the school served 7.69% 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 75% demonstrated a minor change in comparison to the previous year rate of 75.5%, 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 (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, 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 2021-21 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:

Christina Austin transitioned out of their role of 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 351 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.

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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.

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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

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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.

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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 \$1,460,449.00 on facilities, including repairs, maintenance, lease agreements, and other related expenditures. This amounted to 27.8% 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: Fairley High School Unaudited Statement of Activities

<i>RPT001 Income Statement - Internal (by Organization)</i>				
Cost Center: 320 TN - Fairley HS				
For the Period FY 2022 - 12 June				
	Year-to-Date			
	Actual	Budget	Var B/(W)	Var %
REVENUE				
State Apportionment	\$3,515,474	\$3,460,102	\$55,372	(2%)
Federal revenue	1,817,385	2,285,218	(467,833)	26%
Other state revenue	0	0	0	0%
Contributions and grants	0	0	0	0%
Local revenue	49,821	40,400	9,421	(19%)
Rental income	0	0	0	0%
Interest income	0	0	0	0%
Net assets released from restrictions	0	0	0	0%
Total Revenue	5,382,680	5,785,720	(403,040)	7%
EXPENSE				
Salaries and benefits	2,851,893	3,040,771	188,879	7%
Student services	1,233,569	1,301,778	68,209	6%
Materials and supplies	212,188	180,385	(31,803)	(15%)
Student nutrition	0	0	0	0%
Other expenses	74,524	44,622	(29,902)	(40%)
Depreciation amortization	20,704	20,389	(315)	(2%)
Occupancy	866,990	1,058,653	191,663	22%
Proposition construction expense	0	0	0	0%
Interest	0	0	0	0%
Operating expenses	0	0	0	0%
Total Expenses	5,259,868	5,646,599	386,730	7%
Change in Net Assets	\$122,811	\$139,121	(\$16,310)	13%

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
Julius Blackburn	Principal	julius.blackburn@greendot.org	July 2015
Jessica Hubbard	Assistant Principal	jessica.hubbard@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	14
Transportation	0
Concerned with academic expectations	0
Concerned with discipline practices	0
Expelled	0
Withdrawn due to breach of behavior management (but not expelled)	1
Unknown	6
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	0
Transfer to diploma recovery program	20
Transfer to Job Corp	2
Transfer to alternative school	1
Transfer to virtual school	4
Transfer to private school	0
Transfer to home school	3
Incarcerated	2
Dropout	1
Dropped to due 10+ consecutive absences	7
Concerns about covid safety	0
Enrolled but never attended	9

Total # of Students Withdrawn	98
Student Attrition Rate (%)	23.2%



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.

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 74.8% 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, 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 Johnson transitioned 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

<i>RPT001 Income Statement - Internal (by Organization)</i>				
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

6670 E Raines Rd

Memphis, TN 38115

Phone: (901) 730-8169

Fax: (901) 708-8878

Website: <https://tn.greendot.org/kirby/>

Email: tn.info@greendot.org

Principal: Marian Williams

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	386	Max Enrollment per Charter Agreement	N/A
Current Grade Span Served	6/8/2022	Grade Span Approved in Charter	6/8/2022
# 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.		

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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 2021-22 school year, the school served 6th - 8th graders with 6.5% classified as English Language Learners, 0.70% Transitional English Learners in 1-2 and 4.70% Transitional English Learners in 3-4. In addition, the school served 5.58% Students with Disabilities.

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High Priority Action Steps

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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, 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.

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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:

Meesha Munnings 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 448 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 \$701,279.00 on facilities, including repairs, maintenance, lease agreements, and other related expenditures. This amounted to 12.6% 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

<i>RPT001 Income Statement - Internal (by Organization)</i>				
Cost Center: 323 TN - Kirby MS				
For the Period FY 2022 - 12 June				
	Year-to-Date			
	Actual	Budget	Var B/(W)	Var %
REVENUE				
State Apportionment	\$4,915,511	\$4,573,352	\$342,160	(7%)
Federal revenue	2,059,182	1,922,509	136,673	(7%)
Other state revenue	36,146	0	36,146	(100%)
Contributions and grants	9,400	0	9,400	(100%)
Local revenue	46,150	16,660	29,490	(64%)
Rental income	0	0	0	0%
Interest income	0	0	0	0%
Net assets released from restrictions	0	0	0	0%
Total Revenue	7,066,390	6,512,521	553,869	(8%)
EXPENSE				
Salaries and benefits	3,019,563	3,325,302	305,739	10%
Student services	1,540,632	1,320,450	(220,182)	(14%)
Materials and supplies	284,971	147,849	(137,122)	(48%)
Student nutrition	0	0	0	0%
Other expenses	244,612	34,622	(209,990)	(86%)
Depreciation amortization	50,007	50,310	303	1%
Occupancy	414,370	567,057	152,687	37%
Proposition construction expense	0	0	0	0%
Interest	3,029	3,028	(0)	(0%)
Operating expenses	0	0	0	0%
Total Expenses	5,557,184	5,448,619	(108,564)	(2%)
Change in Net Assets	\$1,509,206	\$1,063,902	\$445,305	(30%)

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
Marian Williams	Principal	marian.williams@greendot.org	October 2015
Samantha Buford	Assistant Principal	samantha.buford@greendot.org	July 2018
Meesha Munnings	Assistant Principal	meesha.munnings@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	18
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	33
Other (please specify)	
Transfer to MSCS school due to relocation	0
Transfer to MSCS school; no reason recorded	2
Transfer to other Green Dot school; no reason recorded	0
Transfer to diploma recovery program	0
Transfer to Job Corp	0
Transfer to alternative school	0
Transfer to virtual school	1
Transfer to private school	0
Transfer to home school	0
Incarcerated	0
Dropout	0
Dropped to due 10+ consecutive absences	0
Concerns about covid safety	0
Enrolled but never attended	0

Total # of Students Withdrawn	54
Student Attrition Rate (%)	10.2%



Green Dot Public **schools**

3467 Castleman Street,
Memphis, TN 38118

Phone: (901) 730-4086

Fax: (901) 708-8878

Website: <https://tn.greendot.org/wooddale/>

Email: tn.info@greendot.org

Principal: Marysa Utley

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	497	Max Enrollment per Charter Agreement	N/A
Current Grade Span Served	6/8/2022	Grade Span Approved in Charter	6/8/2022
# 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.

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 2021-22 school year, the school served 6th - 8th graders with 19.2% 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 3.45% 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 85.5% 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 (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.

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, 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 2021-21 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: There were no changes to School Leadership in the 2020-21 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 522 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.

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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.

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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.

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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 \$2,115,814.00 on facilities, including repairs, maintenance, lease agreements, and other related expenditures. This amounted to 29.2% 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: Wooddale Middle School Unaudited Statement of Activities

<i>RPT001 Income Statement - Internal (by Organization)</i>				
Cost Center: 321 TN - Wooddale MS				
For the Period FY 2022 - 12 June				
	Year-to-Date			
	Actual	Budget	Var B/(W)	Var %
REVENUE				
State Apportionment	\$5,695,930	\$5,425,840	\$270,090	(5%)
Federal revenue	2,491,483	2,435,352	56,131	(2%)
Other state revenue	486,434	0	486,434	(100%)
Contributions and grants	0	0	0	0%
Local revenue	27,000	17,290	9,710	(36%)
Rental income	0	0	0	0%
Interest income	0	0	0	0%
Net assets released from restrictions	0	0	0	0%
Total Revenue	8,700,847	7,878,482	822,365	(9%)
EXPENSE				
Salaries and benefits	3,769,844	3,944,796	174,951	5%
Student services	1,748,160	1,471,723	(276,437)	(16%)
Materials and supplies	288,583	168,076	(120,507)	(42%)
Student nutrition	0	0	0	0%
Other expenses	193,240	33,622	(159,618)	(83%)
Depreciation amortization	58,340	57,972	(368)	(1%)
Occupancy	1,185,066	1,080,250	(104,817)	(9%)
Proposition construction expense	0	0	0	0%
Interest	5,850	5,850	0	0%
Operating expenses	0	0	0	0%
Total Expenses	7,249,085	6,762,289	(486,795)	(7%)
Change in Net Assets	\$1,451,763	\$1,116,193	\$335,569	(23%)

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
Marysa Utley	Principal	marysa.utley@greendot.org	July 2015
Denai Greene	Assistant Principal	denai.greene@greendot.org	July 2015
Angela Bates	Assistant Principal	angela.bates@greendot.org	July 2017

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	27
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	6
Other (please specify)	
Transfer to MSCS school due to relocation	4
Transfer to MSCS school; no reason recorded	16
Transfer to other Green Dot school; no reason recorded	1
Transfer to diploma recovery program	0
Transfer to Job Corp	0
Transfer to alternative school	0
Transfer to virtual school	5
Transfer to private school	0
Transfer to home school	1
Incarcerated	0
Dropout	0
Dropped to due 10+ consecutive absences	15
Concerns about covid safety	1
Enrolled but never attended	0

Total # of Students Withdrawn	76
Student Attrition Rate (%)	12.2%



GDPST Organizational Chart



GDPST Board of Directors



Board Chair
Amertrice Allen

Board Vice Chair
Amertrice Allen

Board Secretary
Chilton Simmons

Member
Terrell Monger

Member
Pedro Velasquez
Rodrigues

Member
Matt Thiry

Member
Tamika Young

- GDPST consists of a 7 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.

GDPST Senior Leadership Team



Executive Director

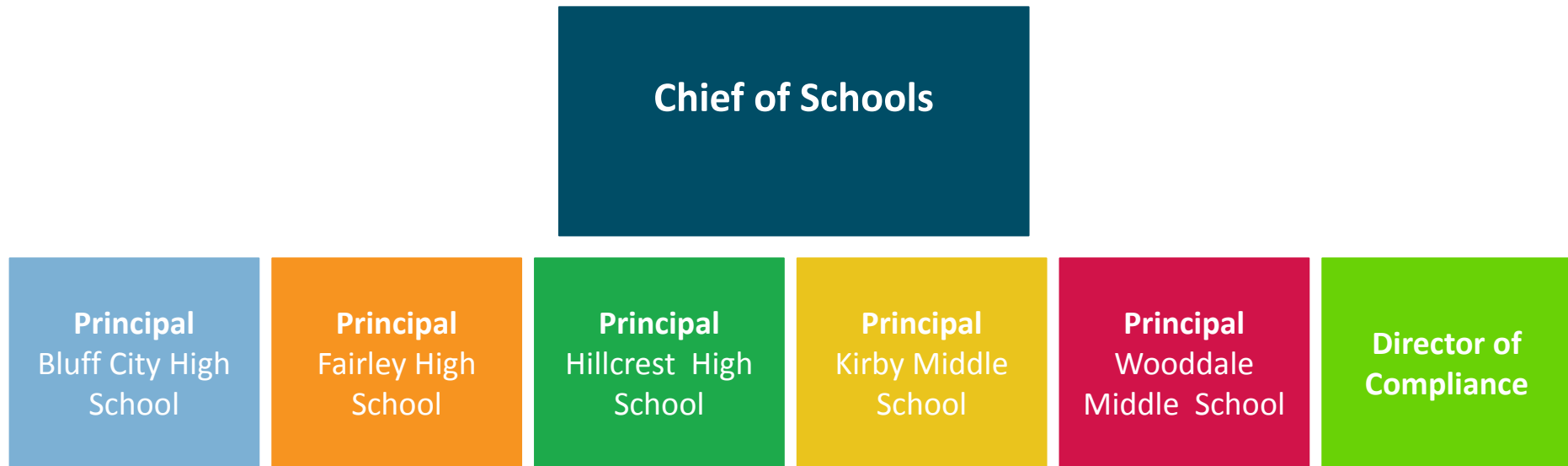
Chief Academic Officer

Chief of Schools

Chief Talent Officer

- The Executive Director coaches and evaluates senior leadership team members.
- Team members also receive job-specific coaching from members of the GDPS National team.
- The senior leadership team works the board to set organizational direction by creating and monitoring 5 year strategic plans.

GDPST Organizational Chart



- The Chief of Schools coaches and evaluates GDPST principals.
- The Chief of Schools coaches and evaluates the Director of Compliance.
- Coaching involves weekly one-on-one or school leadership team coaching.
- Principals meet monthly for a full day of professional development (Principal Collaboration)
- Assistant principals also meet monthly for a full day of professional development (AP Collaboration)
- School leaders also participate in quarterly step backs and summer retreats and workshops.

GDPST Academic Team



Chief Academic Officer

Director of Academics
TBH in Year 3

Director of College & Counseling

Director of Special Populations

English Curriculum Specialist
(2)

History Curriculum Specialist
(1)

Social Workers
(3)

Student Support Specialist
(3)

Behavior Specialist
(1)

ELL Program Coordinator
(1)

Math Curriculum Specialist
(2)

Science Curriculum Specialist
(1)

- In Year 1, the CAO will manage the Curriculum team, Director of Counseling and Director of Special Populations. A Director of Academics will be added in year 3.
- Other team members will be added based on need (e.g., increased ELL population)

Special Ed Program Admin
(2)

GDPST Operations Team



Executive Director
Jocuell Rodgers

**Director of Community
Engagement**

Director of Finance

Director of Operations

**After
School
Coordinator**
(5)

**Special
Projects
Manager**
(1)

Analyst
(1)

Bus Driver
(9)

IT Manager
(1)

**Facilities
Associate**
(1)

IT Analyst
(2)

- GDPS National (GDPSN) provides significant support with finance, grant management, forecasting and audit. The Director of Finance works closely with the national team to execute financial duties.
- Currently, compliance duties are supported by GDPSN. A regional compliance position will be added with rollout of CTE programs.

GDPST Human Capital Team



Chief Talent Officer

**Human Resources
Associate**

Talent Coordinator

- GDPST works with the region to execute benefits, leaves, and significant human resources functions so the regional team can focus on hiring, retention and performance management.

**Fairley High School
New Charter School Application Budget Template
Proposed School Information**



Proposed School Name	Fairley High 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)	9, 10, 11, 12
Proposed Final Grade Level(s)	9, 10, 11, 12
Proposed First Year of Operations	2024-25

Anticipated Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
	450	470	490	515	539

Note: These cells auto-populate after completing Tab 2.

**Fairley High School
New Charter School Application Budget Template
Student Assumptions**

Enrollment Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
	2024-25	2025-26	2026-27	2027-28	2028-29
9th Grade	139	146	143	151	152
10th Grade	118	122	134	135	145
11th Grade	101	110	112	124	125
12th Grade	92	92	101	105	117

Total Enrollment (excluding Pre-Kindergarten)	450	470	490	515	539
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Change in Net Enrollment	450	20	20	25	24
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of Classes By Grade

	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	0	0	0	0	0
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	0	0	0	0	0
6th Grade	0	0	0	0	0

**Fairley High School
New Charter School Application Budget Template
Student Assumptions**

7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	41	42	41	50	50
10th Grade	34	34	41	42	42
11th Grade	30	30	30	34	34
12th Grade	30	30	30	30	34
Total # of Classes	135	136	142	156	160
Change in Net # of Classes	135	1	6	14	4

**Other Key Assumptions
Enter Estimated Percentages**

SPED %	15.6%	15.6%	15.6%	15.6%	15.6%
SPED Count	70	73	76	80	84
ELL %	0.2%	0.4%	0.8%	1.6%	3.2%
ELL Count	1	2	4	8	17
Anticipated Paid %	0%	0%	0%	0%	0%
Anticipated Reduced %	0%	0%	0%	0%	0%
Anticipated Free %	100%	100%	100%	100%	100%
Anticipated Paid Count	0	0	0	0	0
Anticipated Reduced Count	0	0	0	0	0
Anticipated Free Count	450	470	490	515	539
Total Free and Reduced Count	450	470	490	515	539

Fairley High School
New Charter School Application Budget Template
Student Assumptions

School Days
Attendance Rate

180	180	180	180	180
92%	92%	92%	92%	92%

**Fairley High School
New Charter School Application Budget
Pre-Opening Budget**

	Year 0
	2023-24
Annual Revenue Increase	0.00%
Cumulative Increase	100.00%

State Revenues	Rate/Assumption	Amount
Basic Education Program	\$10,366	\$4,436,648
BEP Transportation Component	\$0	\$0
BEP Capital Outlay	\$0	\$0
Other	\$0	\$0

Federal Revenues	Rate/Assumption	Amount
Title I	\$1,200	\$513,607
Title II	\$70	\$30,007
Title III	\$0	\$0
NSLP	\$0	\$0
E-Rate	\$0	\$38,124
CSP Startup Grant	\$0	\$0
IDEA	\$177	\$75,709
ESSER 3.0	\$0	\$244,571
Turnaround Action Grant	\$0	\$177,348

School Activity Revenues	Rate/Assumption	Amount
School Site Fundraising and Sales	\$0	\$37,500
Other	\$0	\$0
Other	\$0	\$0
Other	\$0	\$0
Other	\$0	\$0

Fundraising & Philanthropy	Rate/Assumption	Amount
Other	\$0	\$0
Other	\$0	\$0
Other	\$0	\$0
Other	\$0	\$0
Other	\$0	\$0

Total Revenues	5,553,514
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As 2023 - 2024 will consist of the last year of operation under the ASD.

Year 0
2023-24
-

Administrative Staff	FTE Count	Amount
Principal/School Leader	1.00	\$105,255
Assistant Principal	1.00	\$91,401
Special Education Coordinator	0.20	\$16,655
Deans, Directors	0.40	\$36,137
Other (Specify in Assumptions)	1.07	\$77,258
Total Administrative Compensation	3.67	\$326,706

Instructional Staff	FTE Count	Amount
Teachers	17.00	\$1,180,998
Special Education Teachers	3.00	\$262,444
Educational Assistants/Aides	2.00	\$60,564
Elective Teachers	2.00	\$131,222
Other (Specify in Assumptions)	0.00	\$0
Total Instructional Compensation	24.00	\$1,635,228

Non-Instructional Staff	FTE Count	Amount
Clerical Staff	1.00	\$39,568
Custodial Staff	0.00	\$0
Operations	1.00	\$55,012
Social Workers/Counseling	1.00	\$74,897
Other (Specify in Assumptions)	2.00	\$60,564
Total Non-Instructional Compensation	5.00	\$230,042

Bonus	18,000
Other Non FTE Compensation	30,000
Other Non FTE Compensation	-
Other Non FTE Compensation	-

Total FTE Count	32.67
Total Compensation	2,239,976

Year 0
2023-24
-

	Base Assumption	Amount
Social Security	6.20%	\$138,879
Medicare	1.45%	\$32,480
State Unemployment	\$400 per employee	\$13,066
Disability/Life Insurance	0.00309%	\$69
Workers Compensation Insurance	0.90%	\$20,160
Other Fringe Benefits	0.00%	\$0
Medical Insurance	\$10,745	\$350,996
Dental Insurance	\$165	\$5,390
Vision Insurance	\$45	\$1,470

**Fairley High School
New Charter School Application Budget
Pre-Opening Budget**

Other Retirement	9.00%	\$112,196
Total Employer Benefits & Taxes		674,706

Year 0
2023-24

Contracted Services

Professional Development	\$0	\$10,000
Financial Services	\$0	\$0
Audit Services	\$0	\$5,145
Legal Fees	\$0	\$0
Copier Lease and Usage	\$0	\$12,331
Internet and Phone Service	\$0	\$42,360
Cell Phone Service	\$0	\$4,200
Payroll Services	\$0	\$0
Health Services	\$23	\$10,350
Transportation	\$0	\$0
IT Services	\$0	\$0
Contracted SPED Services	\$149	\$67,190
Insurance	\$0	\$48,923
Postal Charges	\$10	\$4,500
Security Services	\$0	\$75,000
Substitute Services	\$0	\$68,000
Bank Charges	\$0	\$0

Supplies & Materials

Textbooks and Instructional Supplies	\$79	\$35,325
Education Software	\$53	\$23,738
Student Supplies	\$150	\$67,500
Faculty Supplies	\$100	\$45,000
Library Books	\$0	\$0
Testing & Evaluation	\$14	\$6,075
Student Laptops	\$320	\$28,800
Faculty Laptops	\$1,900	\$12,793
Office Supplies	\$40	\$18,000
Printing Paper	\$15	\$6,750
Marketing Materials	\$0	\$0
Student Uniforms	\$10	\$4,500
Non-Educational Software	\$0	\$48,000
Gifts & Awards - Teachers and Staff	\$0	\$2,500
Health Supplies	\$0	\$0

Facility Related Expenses

Rent	\$0	\$0
Utilities	\$0	\$264,000
Custodial	\$0	\$182,052
Waste	\$0	\$9,000
Faculty Furniture	\$0	\$0
Student Furniture	\$0	\$0
Internet/Network Equipment	\$0	\$0
Other Equipment	\$0	\$10,000
Building Decorum	\$0	\$0
Tenant Improvements	\$0	\$0
Other	\$0	\$102,000
Other	\$0	\$0
Other	\$0	\$0
Other	\$0	\$0
Other	\$0	\$0

Other Charges

Staff Recruitment	\$0	\$2,000
Student Recruitment & Community Engagement	\$0	\$5,000
Parent & Staff Meetings	\$17	\$7,650
Authorizer Fee	\$0	\$133,099
Shared Service Fee	\$0	\$707,836

Debt Service

Other	\$0	\$0
Other	\$0	\$0
Other	\$0	\$0
Other	\$0	\$0
Other	\$0	\$0

Total Operating Expenses **2,069,616**

Total Expenses **4,984,299**

Fairley High School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Insurance	48,923	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	48,923	-	Insurance
Postal Charges	4,500	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	4,500	-	Postal Charges
Bank Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Bank Charges
Supplies & Materials																	
Textbooks and Instructional Supplies	35,325	\$2,944	\$2,944	\$2,944	\$2,944	\$2,944	\$2,944	\$2,944	\$2,944	\$2,944	\$2,944	\$2,944	\$2,944	\$2,944	35,325	-	Textbooks and Instructional Supplies
Education Software	23,738	\$1,978	\$1,978	\$1,978	\$1,978	\$1,978	\$1,978	\$1,978	\$1,978	\$1,978	\$1,978	\$1,978	\$1,978	\$1,978	23,738	-	Education Software
Student Supplies	67,500	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	67,500	-	Student Supplies
Faculty Supplies	45,000	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	45,000	-	Faculty Supplies
Library Books	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Library Books
Testing & Evaluation	6,075	\$506	\$506	\$506	\$506	\$506	\$506	\$506	\$506	\$506	\$506	\$506	\$506	\$506	6,075	-	Testing & Evaluation
Student Laptops	28,800	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	28,800	-	Student Laptops
Faculty Laptops	12,753	\$1,066	\$1,066	\$1,066	\$1,066	\$1,066	\$1,066	\$1,066	\$1,066	\$1,066	\$1,066	\$1,066	\$1,066	\$1,066	12,753	-	Faculty Laptops
Office Supplies	18,000	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	18,000	-	Office Supplies
Printing Paper	6,750	\$563	\$563	\$563	\$563	\$563	\$563	\$563	\$563	\$563	\$563	\$563	\$563	\$563	6,750	-	Printing Paper
Marketing Materials	4,500	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	4,500	-	Marketing Materials
Student Uniforms	48,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	48,000	-	Student Uniforms
Non-Educational Software	2,500	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	2,500	-	Non-Educational Software
Gifts & Awards - Teachers and Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Gifts & Awards - Teachers and Staff
Health Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Health Supplies
Facility Related Expenses																	
Rent	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Rent
Utilities	264,000	\$22,000	\$22,000	\$22,000	\$22,000	\$22,000	\$22,000	\$22,000	\$22,000	\$22,000	\$22,000	\$22,000	\$22,000	\$22,000	264,000	-	Utilities
Custodial	182,052	\$15,171	\$15,171	\$15,171	\$15,171	\$15,171	\$15,171	\$15,171	\$15,171	\$15,171	\$15,171	\$15,171	\$15,171	\$15,171	182,052	-	Custodial
Waste	9,000	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	9,000	-	Waste
Faculty Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Faculty Furniture
Student Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Furniture
Internet/Network Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Internet/Network Equipment
Other Equipment	10,000	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	10,000	-	Other Equipment
Building Decorum	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Building Decorum
Facient Improvements	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Facient Improvements
Other	102,000	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	102,000	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other Charges																	
Staff Recruitment	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	-	Staff Recruitment
Student Recruitment & Community Engagement	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	7,650	\$638	\$638	\$638	\$638	\$638	\$638	\$638	\$638	\$638	\$638	\$638	\$638	\$638	7,650	-	Parent Meetings
Authorizer Fee	133,099	\$11,092	\$11,092	\$11,092	\$11,092	\$11,092	\$11,092	\$11,092	\$11,092	\$11,092	\$11,092	\$11,092	\$11,092	\$11,092	133,099	-	Staff Meetings
Shared Service Fee	707,836	\$58,986	\$58,986	\$58,986	\$58,986	\$58,986	\$58,986	\$58,986	\$58,986	\$58,986	\$58,986	\$58,986	\$58,986	\$58,986	707,836	-	Other
Debt Service																	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Total Operating Expenses	1,926,616	160,551	160,551	160,551	160,551	160,551	160,551	160,551	160,551	160,551	160,551	160,551	160,551	160,551	1,926,616	-	
Total Expenses	4,841,299	406,848	406,848	406,848	406,848	406,848	406,848	422,612	422,612	422,612	422,612	422,612	422,612	422,612	4,976,760	(135,461)	

**Fairley High School
New Charter School Application Budget Template
Year 1-5 Staff Assumptions**

FTE Assumptions

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
Fiscal Year					
Enrollment	450	470	490	515	539
# of Classes	135	136	142	156	160
Administrative Staff					
Principal/School Leader	1.00	1.00	1.00	1.00	1.00
Assistant Principal	1.00	1.00	2.00	2.00	2.00
Special Education Coordinator	0.20	0.20	0.20	0.20	0.20
Deans, Directors	0.40	0.40	0.40	0.40	0.40
Other (Specify in Assumptions)	1.07	1.07	1.07	1.07	1.07
Total Administrative FTE	3.67	3.67	4.67	4.67	4.67
Instructional Staff					
Teachers	18.00	19.00	20.00	21.00	22.00
Special Education Teachers	3.00	4.00	4.00	4.00	4.00
Educational Assistants/Aides	2.00	2.00	3.00	3.00	3.00
Elective Teachers	2.00	2.00	3.00	3.00	3.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Instructional FTE	25.00	27.00	30.00	31.00	32.00
Non-Instructional Staff					
Clerical Staff	1.00	1.00	1.00	2.00	2.00
Custodial Staff	0.00	0.00	0.00	0.00	0.00
Operations	1.00	1.00	1.00	1.00	1.00
Social Workers/Counseling	1.00	1.00	1.00	2.00	2.00
Other (Specify in Assumptions)	2.00	2.00	3.00	3.00	3.00
Total Non-Instructional FTE	5.00	5.00	6.00	8.00	8.00
Total FTE	33.67	35.67	40.67	43.67	44.67

Compensation Assumptions

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
Annual Increase	3.00%	3.00%	3.00%	3.00%	3.00%
Cumulative Increase	103.00%	106.09%	109.27%	112.55%	115.93%
Administrative Staff					
Base Assumption					
Principal/School Leader	\$104,275	107,403	110,625	113,944	117,362
Assistant Principal	\$90,550	93,267	96,064	97,893	203,830
Special Education Coordinator	\$82,500	16,995	17,505	18,030	18,571
Deans, Directors	\$89,500	36,874	37,980	39,120	40,293
Other (Specify in Assumptions)	\$71,800	78,835	81,200	83,636	86,145
Total Administrative Compensation	333,374	343,375	452,623	466,201	480,187
Instructional Staff					
Teachers	\$65,000	1,205,100	1,310,212	1,420,545	1,536,320
Special Education Teachers	\$65,000	200,850	275,834	284,109	292,632
Educational Assistants/Aides	\$30,000	61,800	63,654	98,345	101,296
Elective Teachers	\$65,000	133,900	137,917	213,082	219,474
Other (Specify in Assumptions)	\$0	-	-	-	-
Total Instructional Compensation	1,601,650	1,787,617	2,016,081	2,149,722	2,289,566
Non-Instructional Staff					
Clerical Staff	\$39,200	40,376	41,587	42,835	88,240
Custodial Staff	\$0	-	-	-	90,887
Operations	\$54,500	56,135	57,819	59,554	61,340
Social Workers/Counseling	\$74,200	76,426	78,719	81,080	167,026
Other (Specify in Assumptions)	\$30,000	61,800	63,654	98,345	101,296
Total Non-Instructional Compensation	234,737	241,779	281,814	417,901	430,438
Stipends for Academic Leadership	18,000	18,000	18,000	18,000	18,000
Stipends for Athletic Leadership	30,000	30,000	30,000	30,000	30,000
Other Compensation	N/A	N/A	N/A	N/A	N/A
Other Compensation	N/A	N/A	N/A	N/A	N/A
Total Compensation	2,217,761	2,420,771	2,798,518	3,081,825	3,248,192

Assumption Notes	
.2 Special Education Program Administrator (split with other Green Dot campuses)	
.2 Director of Counseling and College, .2 Director of Special Populations (split with other Green Dot campuses)	
.33 ELA Curriculum Specialist, .33 Math Curriculum Specialist, .2 History Curriculum Specialist, .2 Science Curriculum Specialist (split with other Green Dot campuses)	
Contracted Service	
Campus Safety Officers	
Includes, Teacher Lead and Subject Area Lead stipends	
Includes, Coach and Athletic Director stipends	

Employer Benefits & Tax Assumptions

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
Base Assumption					
Social Security	6.20%	\$137,501	\$150,088	\$173,508	\$191,073
Medicare	1.45%	\$32,158	\$35,101	\$40,579	\$44,686
State Unemployment	\$400 per employee	\$13,466	\$14,266	\$16,266	\$17,466
Disability/Life Insurance	0.00309%	\$69	\$75	\$86	\$95
Workers Compensation Insurance	0.90%	\$19,960	\$21,787	\$25,187	\$27,736
Other Fringe Benefits	0.00%	\$0	\$0	\$0	\$0
Health Insurance					
Annual Increase	2.00%	2.00%	2.00%	2.00%	2.00%
Cumulative Increase	102.00%	104.04%	106.12%	108.24%	110.41%
Medical Insurance	\$10,745	\$368,976	\$398,714	\$463,701	\$507,868
Dental Insurance	\$165	\$5,666	\$6,123	\$7,121	\$7,799
Vision Insurance	\$45	\$1,545	\$1,670	\$1,942	\$2,127
TCRS Certified Legacy	8.69%	\$84,077	\$92,592	\$107,265	\$113,662
TCRS Certified Hybrid	9.00%	\$87,076	\$95,895	\$111,092	\$117,717
TCRS Classified Legacy	8.69%	\$10,199	\$10,505	\$12,245	\$18,158
TCRS Classified Hybrid	9.00%	\$10,563	\$10,880	\$12,682	\$18,806
Other Classified Retirement	0.00%	\$0	\$0	\$0	\$0
Other Retirement	0.00%	\$0	\$0	\$0	\$0

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.	
Utilizing current average expense with a yearly escalation.	
Utilizing current average expense with a yearly escalation.	
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.	
Current do not have Classified staff in TCRS but are assuming we will enroll classified staff as part of MSCS schools. Assuming half of classified FTEs have TCRS Legacy and the other half the Hybrid plan.	
Current do not have Classified staff in TCRS but are assuming we will enroll classified staff as part of MSCS schools. Assuming half of classified FTEs have TCRS Legacy and the other half the Hybrid plan.	
N/A	
N/A	

**Fairley High School
New Charter School Application Budget Template
Year 1 Budget**

Revenue Assumptions

	Year 1
	2024-25
Annual Revenue Increase	2.00%
Cumulative Increase	102.00%

State Revenues	Rate/Assumption		Assumption Notes
TISA Base Rate	\$6,860	\$3,148,740	Base Rate
TISA Weights	\$1,715	\$551,030	Economically Disadvantaged Rate of 70%
TISA Weights	\$343	\$157,437	Concentrated Poverty
TISA Weights	\$4,402	\$269,402	ULN Average Based on FY23 Student Population
TISA Direct	\$274	\$125,950	Charter
TISA Direct	\$185	\$18,905	ACT
TISA Local	\$2,311	\$1,060,712	Local Per Pupil revenue based on April 2023 TDOE TISA Prelim
CTE	\$5,000	\$127,500	One cohort of 25 students in Year 1 of CTE programming
Other	\$0	\$0	N/A
Federal Revenues			
Title I	\$1,225	\$551,250	Consistent with rate received in the ASD
Title III	\$0	\$0	Not a likely funding source.
NSLP	\$0	\$0	Not a likely funding source as ongoing contract for MSCS Food Services for NSLP services.
E-Rate	\$0	\$38,124	Internet services refunded at 90% of Internet and Phone Services.
CSP Startup Grant	\$0	\$0	Not a likely funding source as not a new school startup.
Other	\$0	\$0	N/A
School Activity Revenues			
School Site Fundraising and Sales	\$0	\$40,000	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			
Other	\$0	\$0	
Other	\$0	\$0	N/A
Other	\$0	\$0	N/A
Other	\$0	\$0	N/A
Other	\$0	\$0	N/A
Total Revenues		6,089,049	

Compensation

	Year 1
	2024-25

Administrative Staff	FTE Count		Assumption Notes
Principal/School Leader	1.00	107,403	
Assistant Principal	1.00	93,267	
Special Education Coordinator	0.20	16,995	.2 Special Education Program Administrator (split with other Green Dot campuses)
Deans, Directors	0.40	36,874	.2 Director of Counseling and College, .2 Director of Special Populations (split with other Green Dot campuses)
Other (Specify in Assumptions)	1.07	78,835	.33 ELA Curriculum Specialist, .33 Math Curriculum Specialist, .2 History Curriculum Specialist, .2 Science Curriculum Specialist (split with other Green Dot campuses)
Total Administrative Compensation	3.67	333,374	
Instructional Staff			
Teachers	18.00	1,205,100	
Special Education Teachers	3.00	200,850	
Educational Assistants/Aides	2.00	61,800	

**Fairley High School
New Charter School Application Budget Template
Year 1 Budget**

Elective Teachers	2.00	133,900	
Other (Specify in Assumptions)	0.00	-	
Total Instructional Compensation	25.00	1,601,650	
Non-Instructional Staff			
Clerical Staff	1.00	40,376	
Custodial Staff	0.00	-	Contracted Service
Operations	1.00	56,135	
Social Workers/Counseling	1.00	76,426	
Other (Specify in Assumptions)	2.00	61,800	Campus Safety Officers
Total Non-Instructional Compensation	5.00	234,737	
Other Compensation		18,000	Includes, Teacher Lead and Subject Area Lead stipends
Other Compensation		30,000	Includes, Coach and Athletic Director stipends
Other Compensation		N/A	
Other Compensation		N/A	
Total Compensation		2,217,761	

Employer Benefits & Taxes

**Year 1
2024-25**

Assumption Notes

Social Security	137,501	Standard Social Security rate utilized
Medicare	32,158	Standard Medicare rate utilized
State Unemployment	13,466	Standard State Unemployment rate utilized
Disability/Life Insurance	69	Standard Disability/Life Insurance rate utilized
Workers Compensation Insurance	19,960	Utilizing the effective rate in current financials
Other Fringe Benefits	-	N/A
Medical Insurance	368,976	Utilizing current average expense.
Dental Insurance	5,666	Utilizing current average expense.
Vision Insurance	1,545	Utilizing current average expense.
TCRS Certified Legacy	84,077	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	87,076	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	10,199	Current do not have Classified staff in TCRS but are assuming we will enroll classified staff as part of MSCS schools. Assuming half of classified FTEs have TCRS Legacy and the other half the Hybrid plan.
TCRS Classified Hybrid	10,563	Current do not have Classified staff in TCRS but are assuming we will enroll classified staff as part of MSCS schools. Assuming half of classified FTEs have TCRS Legacy and the other half the Hybrid plan.
Other Classified Retirement	-	N/A
Other Retirement	-	N/A
Total Employer Benefits & Taxes	771,256	

Operating Expenses

**Year 1
2024-25**

Rate/Student

Assumption Notes

Contracted Services			
Professional Development	\$0	\$10,000	Variable annual fee
Financial Services	\$0	\$0	Financial Services provided as a centralized service of the GDPST Regional and National Office as part of Shared Service Fee
Audit Services	\$0	\$5,145	Variable annual fee
Legal Fees	\$0	\$0	Legal Services provided as a centralized service of the GDPST Regional and National Office as part of Shared Service Fee
Copier Lease and Usage	\$0	\$12,331	Flat annual fee
Internet and Phone Service	\$0	\$42,360	Flat annual fee
Cell Phone Service	\$0	\$4,200	Variable annual fee based on usage
Payroll Services	\$0	\$0	Payroll Services provided as a centralized service of the GDPST Regional and National Office as part of Shared Service Fee
Health Services	\$23	\$10,350	Contracted Health Services, including but not limited to, Nursing Services
Transportation	\$0	\$0	Busing provided as a centralized service of the GDPST Regional Office as part of Shared Service Fee

**Fairley High School
New Charter School Application Budget Template
Year 1 Budget**

IT Services	\$0	\$0	IT Services provided as a centralized service of the GDPST Regional and National Office as part of Shared Service Fee
Contracted SPED Services	\$149	\$67,190	Contracted Special Education services, including but not limited to, OT, PT, Speech, Physiological, IEP, Hearing, and Behavioral Services
Insurance	\$0	\$48,923	Variable annual fee
Postal Charges	\$10	\$4,500	Postal and Mailings costs
Security Services	\$0	\$75,000	Contracted campus security guards
Substitute Services	\$0	\$68,000	Contracted teacher substitutes for teachers on leave or absent.
Bank Charges	\$0	\$0	Bank Charges included as a centralized cost of the GDPST Regional and National Office as part of Shared Service Fee
Supplies & Materials			
Textbooks and Instructional Supplies	\$79	\$35,325	Curricular materials including, but not limited to, texts, curriculum, and testing supplies
Education Software	\$53	\$23,738	Student utilized education software (e.g. iReady)
Student Supplies	\$150	\$67,500	Student utilized supplies including, but not limited to, activity supplies, fees and equipment, event supplies, and school supplies
Faculty Supplies	\$100	\$45,000	Staff utilized supplies including, but not limited to, classroom supplies
Library Books	\$0	\$0	N/A
Testing & Evaluation	\$14	\$6,075	Testing and Evaluations Supplies
Student Laptops	\$320	\$28,800	Student Chromebook replacements
Faculty Laptops	\$1,900	\$12,793	Staff Laptop replacements
Office Supplies	\$40	\$18,000	Office Supplies
Printing Paper	\$15	\$6,750	Printing Paper
Marketing Materials	\$0	\$0	N/A
Student Uniforms	\$10	\$4,500	Student Uniforms
Non-Educational Software	\$0	\$48,000	Variable annual fee. Includes, but is not limited to, staff, student, and system software and licenses.
Dues and Fees	\$0	\$2,500	Includes, but is not limited to, school level athletic and authorizer fees and dues.
Health Supplies	\$0	\$0	N/A
Facility Related Expenses			
Rent	\$0	\$450,000	Place holder for rental for current Fairley campus at approx. \$3 per sq. ft. or debt servicing on a \$3M loan for an acquisition.
Utilities	\$0	\$214,000	Variable annual fee. Expected future increase with capital repairs to roof and HVAC systems.
Custodial	\$0	\$182,052	Flat annual fee
Waste	\$0	\$9,000	Variable annual fee
Faculty Furniture	\$0	\$0	N/A
Student Furniture	\$0	\$0	N/A
Internet/Network Equipment	\$0	\$0	N/A
Other Equipment	\$0	\$10,000	Variable annual fee
Building Decorum	\$0	\$0	N/A
Tenant Improvements	\$0	\$0	N/A
Maintenance and Repairs	\$0	\$102,000	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	\$2,000	Variable annual fee
Student Recruitment & Community Engagement	\$0	\$2,000	Variable annual fee
Parent & Staff Meetings	\$17	\$7,650	Supplies for parents and staff meetings.
Authorizer Fee	\$0	\$35,000	Pursuant to T.C.A. § 49-13-128
Shared Service Fee	\$0	\$841,530	14% percent of recurring revenue; funds Regional and National Green Dot Services
Debt Service			
Other	\$0	\$0	N/A
Other	\$0	\$0	N/A
Other	\$0	\$0	N/A
Other	\$0	\$0	N/A
Other	\$0	\$0	N/A
Total Operating Expenses		\$2,502,211	
Total Expenses		5,491,227	

Fairley High School
New Charter School Application Budget Template
Year 1 Cash Flow

Cash Flow Summary

	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Beginning Cash	576,754	576,754	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!			
Revenues															
State Revenues	3,846,174	320,515	320,515	320,515	320,515	320,515	320,515	320,515	320,515	320,515	320,515	320,515	3,846,174		
Federal Revenues	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
School Activity Revenues	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000		
Fundraising & Philanthropy															
Total Revenues	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
Expenses															
Staffing	2,217,761	184,813	184,813	184,813	184,813	184,813	184,813	184,813	184,813	184,813	184,813	184,813	2,217,761		
Employer Benefits & Taxes	771,256	64,271	64,271	64,271	64,271	64,271	64,271	64,271	64,271	64,271	64,271	64,271	771,256		
Contracted Services	204,999	17,083	17,083	17,083	17,083	17,083	17,083	17,083	17,083	17,083	17,083	17,083	204,999		
Supplies & Materials	298,981	24,915	24,915	24,915	24,915	24,915	24,915	24,915	24,915	24,915	24,915	24,915	298,981		
Facility-Related Expenses	967,052	80,588	80,588	80,588	80,588	80,588	80,588	80,588	80,588	80,588	80,588	80,588	967,052		
Other Charges	888,180	74,015	74,015	74,015	74,015	74,015	74,015	74,015	74,015	74,015	74,015	74,015	888,180		
Debt Service															
Total Expenses	5,348,227	445,686	445,686	445,686	445,686	445,686	445,686	445,686	445,686	445,686	445,686	445,686	5,348,227		
Operating Income (Loss)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
Changes in Accounts Receivable															
Changes in Accounts Payable															
Line of Credit Proceeds															
Line of Credit Repayments															
Other Balance Sheet Activity															
Ending Cash	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	

Details of Cash Flow

	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Revenues															
State Revenues															
TISA Base Rate	3,148,740	\$262,395	\$262,395	\$262,395	\$262,395	\$262,395	\$262,395	\$262,395	\$262,395	\$262,395	\$262,395	\$262,395	3,148,740		
TISA Weights	551,030	\$45,919	\$45,919	\$45,919	\$45,919	\$45,919	\$45,919	\$45,919	\$45,919	\$45,919	\$45,919	\$45,919	551,030		
TISA Direct	18,905	\$1,575	\$1,575	\$1,575	\$1,575	\$1,575	\$1,575	\$1,575	\$1,575	\$1,575	\$1,575	\$1,575	18,905		
CTE	127,500	\$10,625	\$10,625	\$10,625	\$10,625	\$10,625	\$10,625	\$10,625	\$10,625	\$10,625	\$10,625	\$10,625	127,500		
Other		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
Federal Revenues															
Title I	551,250	\$45,938	\$45,938	\$45,938	\$45,938	\$45,938	\$45,938	\$45,938	\$45,938	\$45,938	\$45,938	\$45,938	551,250		
Title III		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
NSLP		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
E-Rate	38,124	\$3,177	\$3,177	\$3,177	\$3,177	\$3,177	\$3,177	\$3,177	\$3,177	\$3,177	\$3,177	\$3,177	38,124		
CSP Startup Grant		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
Other		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
School Activity Revenues															
School Site Fundraising and Sales	40,000	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	40,000		
Other		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
Other		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
Other		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
Fundraising & Philanthropy															
Other		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
Other		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
Other		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
Other		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
Other		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
Total Revenues	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	

Compensation

	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25
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Fairley High School
New Charter School Application Budget Template
Year 1 Cash Flow

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

															Assumption Notes	
Compensation																
Principal/School Leader	107,403	\$8,950	\$8,950	\$8,950	\$8,950	\$8,950	\$8,950	\$8,950	\$8,950	\$8,950	\$8,950	\$8,950	\$8,950	\$8,950	107,403	-
Assistant Principal	93,267	\$7,772	\$7,772	\$7,772	\$7,772	\$7,772	\$7,772	\$7,772	\$7,772	\$7,772	\$7,772	\$7,772	\$7,772	\$7,772	93,267	-
Special Education Coordinator	16,995	\$1,416	\$1,416	\$1,416	\$1,416	\$1,416	\$1,416	\$1,416	\$1,416	\$1,416	\$1,416	\$1,416	\$1,416	\$1,416	16,995	-
Deans, Directors	36,874	\$3,073	\$3,073	\$3,073	\$3,073	\$3,073	\$3,073	\$3,073	\$3,073	\$3,073	\$3,073	\$3,073	\$3,073	\$3,073	36,874	-
Other (Specify in Assumptions)	78,835	\$6,570	\$6,570	\$6,570	\$6,570	\$6,570	\$6,570	\$6,570	\$6,570	\$6,570	\$6,570	\$6,570	\$6,570	\$6,570	78,835	-
Total Administrative Compensation	333,374	27,781	27,781	27,781	27,781	27,781	27,781	27,781	27,781	27,781	27,781	27,781	27,781	27,781	333,374	-

Instructional Staff																
Teachers	1,205,100	\$100,425	\$100,425	\$100,425	\$100,425	\$100,425	\$100,425	\$100,425	\$100,425	\$100,425	\$100,425	\$100,425	\$100,425	\$100,425	1,205,100	-
Special Education Teachers	200,850	\$16,738	\$16,738	\$16,738	\$16,738	\$16,738	\$16,738	\$16,738	\$16,738	\$16,738	\$16,738	\$16,738	\$16,738	\$16,738	200,850	-
Educational Assistants/Aides	61,800	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	61,800	-
Elective Teachers	133,900	\$11,158	\$11,158	\$11,158	\$11,158	\$11,158	\$11,158	\$11,158	\$11,158	\$11,158	\$11,158	\$11,158	\$11,158	\$11,158	133,900	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Instructional Compensation	1,601,650	133,471	133,471	133,471	133,471	133,471	133,471	133,471	133,471	133,471	133,471	133,471	133,471	133,471	1,601,650	-

Non-Instructional Staff																
Clerical Staff	40,376	\$3,365	\$3,365	\$3,365	\$3,365	\$3,365	\$3,365	\$3,365	\$3,365	\$3,365	\$3,365	\$3,365	\$3,365	\$3,365	40,376	-
Custodial Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Operations	56,135	\$4,678	\$4,678	\$4,678	\$4,678	\$4,678	\$4,678	\$4,678	\$4,678	\$4,678	\$4,678	\$4,678	\$4,678	\$4,678	56,135	-
Social Workers/Counseling	76,426	\$6,369	\$6,369	\$6,369	\$6,369	\$6,369	\$6,369	\$6,369	\$6,369	\$6,369	\$6,369	\$6,369	\$6,369	\$6,369	76,426	-
Other (Specify in Assumptions)	61,800	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	61,800	-
Total Non-Instructional Compensation	234,737	19,561	19,561	19,561	19,561	19,561	19,561	19,561	19,561	19,561	19,561	19,561	19,561	19,561	234,737	-

Other Compensation	18,000	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	18,000	-
Other Compensation	30,000	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	30,000	-
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Compensation	2,217,761	184,813	184,813	184,813	184,813	184,813	184,813	184,813	184,813	184,813	184,813	184,813	184,813	184,813	2,217,761	-

Employer Benefits & Taxes

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

Social Security	137,501	\$11,458	\$11,458	\$11,458	\$11,458	\$11,458	\$11,458	\$11,458	\$11,458	\$11,458	\$11,458	\$11,458	\$11,458	\$11,458	137,501	-
Medicare	32,158	\$2,680	\$2,680	\$2,680	\$2,680	\$2,680	\$2,680	\$2,680	\$2,680	\$2,680	\$2,680	\$2,680	\$2,680	\$2,680	32,158	-
State Unemployment	13,466	\$1,122	\$1,122	\$1,122	\$1,122	\$1,122	\$1,122	\$1,122	\$1,122	\$1,122	\$1,122	\$1,122	\$1,122	\$1,122	13,466	-
Disability/Life Insurance	69	\$6	\$6	\$6	\$6	\$6	\$6	\$6	\$6	\$6	\$6	\$6	\$6	\$6	69	-
Workers Compensation Insurance	19,960	\$1,663	\$1,663	\$1,663	\$1,663	\$1,663	\$1,663	\$1,663	\$1,663	\$1,663	\$1,663	\$1,663	\$1,663	\$1,663	19,960	-
Other Fringe Benefits	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Medical Insurance	368,976	\$30,748	\$30,748	\$30,748	\$30,748	\$30,748	\$30,748	\$30,748	\$30,748	\$30,748	\$30,748	\$30,748	\$30,748	\$30,748	368,976	-
Dental Insurance	5,666	\$472	\$472	\$472	\$472	\$472	\$472	\$472	\$472	\$472	\$472	\$472	\$472	\$472	5,666	-
Vision Insurance	1,545	\$129	\$129	\$129	\$129	\$129	\$129	\$129	\$129	\$129	\$129	\$129	\$129	\$129	1,545	-
TCRS Certified Legacy	84,077	\$7,006	\$7,006	\$7,006	\$7,006	\$7,006	\$7,006	\$7,006	\$7,006	\$7,006	\$7,006	\$7,006	\$7,006	\$7,006	84,077	-
TCRS Certified Hybrid	87,076	\$7,256	\$7,256	\$7,256	\$7,256	\$7,256	\$7,256	\$7,256	\$7,256	\$7,256	\$7,256	\$7,256	\$7,256	\$7,256	87,076	-
TCRS Classified Legacy	10,199	\$850	\$850	\$850	\$850	\$850	\$850	\$850	\$850	\$850	\$850	\$850	\$850	\$850	10,199	-
TCRS Classified Hybrid	10,563	\$880	\$880	\$880	\$880	\$880	\$880	\$880	\$880	\$880	\$880	\$880	\$880	\$880	10,563	-
Other Classified Retirement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Retirement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Employer Benefits & Taxes	771,256	64,271	64,271	64,271	64,271	64,271	64,271	64,271	64,271	64,271	64,271	64,271	64,271	64,271	771,256	-

Operating Expenses

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

Contracted Services																
Professional Development	10,000	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	10,000	-
Financial Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Audit Services	5,145	\$429	\$429	\$429	\$429	\$429	\$429	\$429	\$429	\$429	\$429	\$429	\$429	\$429	5,145	-
Legal Fees	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Copier Lease and Usage	12,331	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	12,331	-
Internet and Phone Service	42,360	\$3,530	\$3,530	\$3,530	\$3,530	\$3,530	\$3,530	\$3,530	\$3,530	\$3,530	\$3,530	\$3,530	\$3,530	\$3,530	42,360	-
Call Phone Service	4,200	\$350	\$350	\$350	\$350	\$350	\$350	\$350	\$350	\$350	\$350	\$350	\$350	\$350	4,200	-
Payroll Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Health Services	10,350	\$863	\$863	\$863	\$863	\$863	\$863	\$863	\$863	\$863	\$863	\$863	\$863	\$863	10,350	-
Transportation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
IT Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Contracted SPED Services	67,190	\$5,599	\$5,599	\$5,599	\$5,599	\$5,599	\$5,599	\$5,599	\$5,599	\$5,599	\$5,599	\$5,599	\$5,599	\$5,599	67,190	-

Fairley High School
New Charter School Application Budget Template
Year 1 Cash Flow

Insurance	48,923	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	48,923	Insurance
Postal Charges	4,500	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	4,500	Postal Charges
Bank Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Bank Charges
Supplies & Materials															
Textbooks and Instructional Supplies	35,325	\$2,944	\$2,944	\$2,944	\$2,944	\$2,944	\$2,944	\$2,944	\$2,944	\$2,944	\$2,944	\$2,944	\$2,944	35,325	Textbooks and Instructional Supplies
Education Software	23,738	\$1,978	\$1,978	\$1,978	\$1,978	\$1,978	\$1,978	\$1,978	\$1,978	\$1,978	\$1,978	\$1,978	\$1,978	23,738	Education Software
Student Supplies	67,500	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	67,500	Student Supplies
Faculty Supplies	45,000	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	45,000	Faculty Supplies
Library Books	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Library Books
Testing & Evaluation	6,075	\$506	\$506	\$506	\$506	\$506	\$506	\$506	\$506	\$506	\$506	\$506	\$506	6,075	Testing & Evaluation
Student Laptops	28,800	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	28,800	Student Laptops
Faculty Laptops	12,793	\$1,066	\$1,066	\$1,066	\$1,066	\$1,066	\$1,066	\$1,066	\$1,066	\$1,066	\$1,066	\$1,066	\$1,066	12,793	Faculty Laptops
Office Supplies	18,000	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	18,000	Office Supplies
Printing Paper	6,750	\$563	\$563	\$563	\$563	\$563	\$563	\$563	\$563	\$563	\$563	\$563	\$563	6,750	Printing Paper
Marketing Materials	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Marketing Materials
Student Uniforms	4,500	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	4,500	Student Uniforms
Non-Educational Software	48,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	48,000	Gifts & Awards- Students
Dues and Fees	2,500	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	2,500	Gifts & Awards- Teachers and Staff
Health Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Health Supplies
Facility Related Expenses															
Rent	450,000	\$37,500	\$37,500	\$37,500	\$37,500	\$37,500	\$37,500	\$37,500	\$37,500	\$37,500	\$37,500	\$37,500	\$37,500	450,000	Rent
Utilities	214,000	\$17,833	\$17,833	\$17,833	\$17,833	\$17,833	\$17,833	\$17,833	\$17,833	\$17,833	\$17,833	\$17,833	\$17,833	214,000	Utilities
Custodial	182,052	\$15,171	\$15,171	\$15,171	\$15,171	\$15,171	\$15,171	\$15,171	\$15,171	\$15,171	\$15,171	\$15,171	\$15,171	182,052	Custodial
Waste	9,000	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	9,000	Waste
Faculty Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Faculty Furniture
Student Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Student Furniture
Internet/Network Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Internet/Network Equipment
Other Equipment	10,000	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	10,000	Other Equipment
Building Decorum	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Building Decorum
Tenant Improvements	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Tenant Improvements
Maintenance and Repairs	102,000	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	102,000	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Other
Other Charges															
Staff Recruitment	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	Staff Recruitment
Student Recruitment & Community Enga	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	Student Recruitment & Community Engagement
Parent & Staff Meetings	7,650	\$638	\$638	\$638	\$638	\$638	\$638	\$638	\$638	\$638	\$638	\$638	\$638	7,650	Parent Meetings
Authorizer Fee	35,000	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	35,000	Staff Meetings
Shared Service Fee	841,530	\$70,127	\$70,127	\$70,127	\$70,127	\$70,127	\$70,127	\$70,127	\$70,127	\$70,127	\$70,127	\$70,127	\$70,127	841,530	Other
Debt Service															
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Other
Total Operating Expenses	2,359,211	196,601	196,601	196,601	196,601	196,601	196,601	196,601	196,601	196,601	196,601	196,601	196,601	2,359,211	
Total Expenses	5,348,227	445,686	445,686	445,686	445,686	445,686	445,686	445,686	445,686	445,686	445,686	445,686	445,686	5,348,227	

Attachment O: Budget Narrative

How the proposed budget is adequate to ensure the proposed school model can be implemented fully and how it supports your theory of action concerning student achievement;

The proposed budget is designed and vetted through over 8 years of operation of Fairley High School and charter schools in Memphis by GDPST. It is designed to allow for full deployment of all academic, student and school cultural programs at Fairley High School that will have the most dramatic impact on the success of Fairley students. Fairley’s budget was designed with the principle of keeping as much money as possible as close to the classrooms and students as possible. This allows GDPST to effectively invest in high quality educators and efficient supports and resources leading to a high level of student achievement and community impacting outcomes.

- (a) an explanation of student enrollment and TISA projections;

As a transition ASD school, Fairley High School will continue to serve students in grades nine through twelve. The current student enrollment in the 2022 – 2023 school year is approximately 415 students. Given recent student enrollment trends at Fairley High School, it is expected to grow in enrollment to enrollment to approximately 428 students in school year 2023 – 2024, the last year in the ASD. Fairley High School expects to have an approximate enrollment of 450 students in its first year in the new LEA, and it will grow enrollment by 20 to 25 students a year over the next 5 years (see below).

Enrollment Assumptions					
	Year 1	Year 2	Year 3	Year 4	Year 5
	2024-25	2025-26	2026-27	2027-28	2028-29
9th Grade	139	146	143	151	152
10th Grade	118	122	134	135	145
11th Grade	101	110	112	124	125
12th Grade	92	92	101	105	117
Total Enrollment (excluding Pre-Kindergarten)	450	470	490	515	539
Change in Net Enrollment	450	20	20	25	24

At full enrollment, Green Dot Charter HS will serve approximately 550 students. TISA revenue projections used are based on TISA funding calculator, rates and weights published by the TN Department of Education. All Weight qualifications are based upon category guidance provided by the TN Department of Education and calculated through Fairley High School actual allocations through S1 FY23.

- (b) an explanation of all anticipated funding sources, including grants, state, federal, and local per pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;

In addition to the TISA funding (outlined in (b) above), Fairley High School anticipates receiving Title I, Title II and IDEA federal funding at a rate approximately equivalent to the funding received while in operation under the ASD. As these funding sources make up less than 13% of total revenue, even moderate variance in rates will not have demonstrable impact on overall revenue. Two additional

revenue sources for Green Dot Charter HS include school site fundraising and e-Rate. School site fundraising including student fees will be collected, as they are currently at Fairley High School to help off-set the costs of activities such as athletics and band participation. The rates in the budget worksheet are based on current Fairley school site revenue rates. Fairley and GDPST has already been approved for e-Rate discounts at the highest rate and will continue to apply those discounts to Fairley High School. The budget workbook assumes no Fundraising and Philanthropy or other revenue sources. As Fairley is a currently operating school, GDPST aims to operate Fairley High School on common state and federal revenue.

In addition, Green Dot has secured a line of credit from Wells Fargo. This line of credit would help us access temporary capital in the event revenue temporarily falls short of targets and would provide us time to come up with a more robust plan to pursue alternate funding sources or changes to school programming.

c.) an explanation of all anticipated expenditures including those identified in Section 3.1(d);

Personnel Expense Assumptions

Personnel expenses are the largest anticipated expense comprising of approximately 60 to 65% of the school's expenses on an annual basis. The specific positions and number of FTEs for each position are listed in the budget workbook. Staffing is based on current and historical Fairley High School staffing with adjustments made for student populations enrollment and demographic shifts. Personnel are key in implementing Green Dot's theory of action – additional ELA and math teachers allow for smaller class sizes in intervention courses; counselors ensure students are receiving the appropriate attention to apply for colleges, financial aid, and scholarships; administrators allow for focused instructional leadership at the school. However, we recognize each school may have different needs and the staffing model may be adjusted based on the future needs of our student population. The budget workbook uses an average teacher salary for Year 1 in operation under the new LEA of \$65,000, which is based on GDPST's current average teacher salary, plus inflation. All other personnel are budgeted at the current average of the position in a GDPST school, plus inflation. Additionally, all personnel have been budgeted to participate in TCRS and Green Dot anticipates covering approximately 80% of an employee's health insurance based on its current employer/employee contribution split. Lastly, Green Dot has set aside a performance stipend allocation to incentive leadership in academics and athletics.

Operating Expense Assumptions

All non-personal expense assumptions not explicitly detailed below were determined based on current Fairley High School spending levels, plus inflation, and were informed by current GDPST contracts and best practices.

Contracted Services: Contracted services for Fairley HS will consist of those provided by third party providers (professional development, audit, copier lease and usage, internet and phone service, cell phone service, health services, contracted SPES services, insurance, postal charges, security services, and substitute services) or centralized service of the GDPST Regional and National Offices (financial services, legal services, payroll services, transportation, IT services, and bank charges). The rates for services provided by third party providers are determined based on current GDPST contracts and historical Fairley High School spending.

The rates for centralized service of the GDPST Regional and National Offices are the equivalent of a Shared Service Fee of 14% (represented in the Other Charges section of the budget workbook). The Green Dot Shared Service Fee is in line with the fees collected by other CMOs across the nation, which range from 10-20%. Our philosophy is to provide heavy operational and management support, allowing the school staff to focus on educational and cultural outcomes. For all contracted services, Green Dot is able to keep the cost low and quality high by leveraging its economies of scale across the organization and maintains lower costs than if the school were to contract each of these services independently.

Food Program: GDPST currently utilizes Memphis Shelby County Schools Nutrition Services to provide daily food to Fairley High School students at no direct cost to GDPST or Fairley High School. GDPST will continue this successful partnership to ensure quality and consistent meal service to Fairley High School students.

Transportation: GDPST provides transportation to general education students who live further from than one mile from the school or may benefit from transportation due to persistent safety concerns. GDPST also provides transportation to special education students as required in their IEP. All busing services are provided through the Busing Department of the GDPST Regional Office, which directly operates buses for all GDPST schools. Fairley HS currently operates 1 general education bus and 1 special education bus.

Facilities: Please see section 2.3 for more information on determination of facilities costs.

Authorizer Fee: The authorized fee found in the budget workbook has been determined by utilizing the local LEA maximum of \$35,000 based on T.C.A. § 49-13-128.

- (c) the systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls;

Green Dot uses Workday as its Finance & Accounting system to ensure that annual records are kept accurately, completely and in accordance with financial policies. This includes utilizing Workday to manage purchasing, human resources, payroll and employee benefits.

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

Following the answer to part (k), please find attached Green Dot's Finance and Accounting policies.

- (d) how the proposed school will provide an independent annual audit of school-level operations and comply with other federal or state accounting and/or reporting requirements;

Green Dot currently engages Eide Bailly, LLP as its independent auditor. The firm began operations in 1917 and has a national footprint conducting audits of K-12 Local Education Agencies and charter school clients. As a result of this past experience, Eide Bailly, LLP are experts in the rules and regulations with

respect to generally accepted auditing standards and generally accepted accounting principles. Green Dot's fiscal year ends June 30th. The audit starts in March of each year with the four phases of the audit. During the school-site audit in March, Auditors test controls procedures related to cash deposit and attendance. In June, auditors test all state funding for reasonableness. In August, auditors test all federal funding in order to issue an audit opinion. Finally, in October, auditors test the financials for reasonableness. An audit opinion is issued for state funding, federal funding as well as the financials as a whole. Green Dot schedules the audit timeline based on submission deadlines to all charter authorizers and state entities and plans accordingly for review with the Audit Committee and the GDPST Board of Directors well ahead of the deadlines. The Green Dot Audit Committee is composed of the Green Dot Management team and representatives from all four Green Dot boards. Members will review any audit exceptions or deficiencies and report recommendations to the applicable Green Dot Board of Directors as to how these have been, or will be, resolved. If a school were to have a finding, material weakness or audit exceptions, it would be addressed and corrected immediately. Audit exceptions would be addressed in collaboration with the GDPSN Finance and Accounting Department and the Audit Committee as soon as they were discovered. They would also be covered with the GDPST Board of Directors at the December Board meeting where the Audit is reviewed. If a change in procedures were required, it would be brought up to Green Dot management, the Budget Committee of the Board and if required, the Board of Directors for approval. Annual audits will be completed within five and one-half months of the close of each fiscal year. Thereafter, a copy of the auditor's findings will be forwarded to applicable local and state agencies as required by law. Green Dot has submitted an on time audit each year in its more than 20 year history.

- (e) the different roles and responsibilities of the proposed school's administration and governing board for school finances;

The GDPSN Chief Financial Officer, Director of Finance, and the Controller provide overall guidance in executing all financial and accounting controls and processes. Additionally, a GDPSN Senior Financial Analyst is assigned to the GDPST schools and GDPST Regional Office and acts as a liaison between the GDPSN F&A department and the Director of Finance and Operations at GDPST. On a weekly basis, the GDPSN Senior Financial Analyst and the GDPST Director of Finance and Operations meet to discuss budget planning, budget to actuals, compliance and reporting deadlines, and any other relevant F&A topics. On a monthly basis, the GDPST Director of Finance and Operations meets with the GDPSN Senior Financial Analyst to do a deep dive into the prior month's close. The GDPST Director of Finance and Operations then meets with the school principal and the GDPST Executive Director to review budget to actuals and prepare for School Advisory Council meetings to share relevant financial information with key school stakeholders. Further, the School Operations Manager (SOM) acts as the school site financial primary contact ensuring all policies and procedures are followed and all purchasing is efficient. The Principal works directly with the SOM to ensure the day-to-day financial health of the school. The GDPST Board of Directors has oversight of all financial operations through board meetings, regular interactions with the Executive Director, the Audit Committee, and the Budget Committee.

- (f) if there is a plan to outsource any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose and oversee the contractors;

All financial management will occur between the staff of Fairley High School, GDPST Regional Office, GDPSN F&A department, and the GDPST Board of Directors. No areas will be outsourced.

- (g) the level of financial expertise of the proposed school's internal and external team members;

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

- Compliance with state and federal regulations for anticipated funding: Private funding, BEP, Safe Schools, Special Education, Title I, Title II, 21st Century, Replication & Expansion, and the School Improvement Grant
- Preparation of the annual budget in alignment with the educational objectives
- Set-up and implementation of fiscal control policies and procedures across the organization including commonly accepted accounting practices, checking account, adequate payroll procedures, organizational chart, procedures for the creation and review of monthly financial reports, internal control procedures for cash receipts, cash disbursements and purchases, maintenance of capital asset registers and financial procedures
- Set-up and assistance for administration of human resources including payroll process
- Interfacing w/ district, county & state in matters relating to fiscal affairs, reporting, audits & accountability
- Attendance accounting and reporting controls
- All accounting services including establishing a chart of accounts
- Preparation for the annual audit
- Compliance with applicable record keeping requirements
- Compliance with asset inventory policies

Further, the GDPST, GDPSN and Fairley High School staff have successfully managed all of Fairley High School's financial needs for over 8 years with no audit findings or material weaknesses.

- (h) the proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;

Green Dot recognizes the need to implement contingency plans due to factors such as lower than expected enrollment, deferred or delayed cash payments, or unexpected expenses, such as enrollment of one or more high needs students with disabilities. All Green Dot schools have in place a contingency budget process so that schools can adjust their budget once enrollment numbers are finalized. Fairley High 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, Green Dot will use best practices developed through experiences in its more than 20 year history to determine contingency budgets for each school, including, but not limited to:

- Reducing the amount allocated to classroom materials and supplies
- Reducing the amount allocated to office materials and supplies
- Deferring technology upgrades or replacement
- Seeking additional philanthropy or local, state or federal funding sources for high needs students

Additionally, GDPST 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, Green Dot has a seasoned development team that raises between \$7 - \$10MM annually, 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, Green

Dot's development team would ensure that essential academic programs and key operations would be fundraised for and maintained.

- (i) the Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening; and (c) how one or more high-needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated

Any disruption to cash flow in year one will be mitigated by the contingency budget process and cash reserves discussed (j) above. The financial strength of the GDPST network with its 5 currently operating charter schools, including Fairley High School, helps to buoy the ongoing financial success of Fairley. Further, any high-needs students with disabilities enrolled at Fairley High School will receive the robustness of supports and programs developed in the more than 8 years of GDPST's experience serving the needs of such students. Financial resources from the new TISA funding format will be utilized to fund these needs. Any remaining cost will be offset in the contingency budgeting process.

FY23BC P&L
Green Day Public Schools Tennessee Consolidated

	Budget									
	302	309	Total	320	321	322	323	324	Total	Total
	Programatic	Management	Home Office	Fairley	Wooddale	Hillcrest	Kirby	Bluff City	Schools	Consolidated
ADM	0	0	0	300	498	420	392	499	2,199	2,199
REVENUE										
State Apportionment and Property Taxes	-	\$0	\$0	\$4,042,908	\$5,162,482	\$4,353,901	\$4,063,641	\$5,172,849	\$22,795,780	\$22,795,780
Other Per-Pupil Driver	-	-	-	-	-	-	-	-	-	-
Special Education	\$0	\$0	\$0	\$67,342	\$70,549	\$117,047	\$96,582	\$87,389	\$428,909	\$428,909
Federal	\$0	\$0	\$0	\$1,615,334	\$1,891,376	\$1,746,336	\$1,776,678	\$1,583,607	\$8,515,229	\$8,515,229
Other State	\$0	\$0	\$0	\$547,959	\$72,970	\$491,002	\$558,417	\$68,710	\$1,739,056	\$1,739,056
Grants and Contributions	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Facility Reimbursement	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$40,400	\$17,290	\$41,800	\$16,660	\$42,980	\$158,930	\$158,930
Shared Service Revenue	\$0	\$3,773,025	\$3,773,025	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Food Nutrition	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	-	3,773,025	3,773,025	6,213,943	7,214,666	6,751,896	6,501,876	6,955,535	33,637,905	33,637,905
EXPENSES										
Certificated Salaries	215,000	275,000	490,000	1,992,873	2,640,297	2,294,333	2,150,561	2,545,172	11,634,236	12,024,236
Certificated Overtime, Bonuses, and Stipends	7,000	-	7,000	94,908	151,331	152,470	152,808	107,570	669,067	678,067
Substitute Services	-	-	-	69,150	81,460	111,490	40,560	86,160	388,840	388,940
Classified Salaries	-	1,009,673	1,009,673	310,659	360,311	339,222	295,693	331,722	1,637,608	2,647,260
Classified Overtime, Bonuses, and Stipends	-	-	-	-	-	-	-	-	-	-
Summer School & Summer Bridge	-	-	-	-	-	-	-	-	-	-
Certificated and Classified Benefits	55,316	305,813	361,130	747,486	1,013,758	907,454	737,187	874,135	4,280,020	4,641,160
Total Personnel Expenses	277,316	1,590,486	1,867,802	3,125,087	4,257,177	3,804,959	3,376,809	3,845,759	18,509,791	20,377,593
Classroom and Academic Supplies	1,000	-	1,000	39,518	28,794	41,001	39,443	39,385	188,141	189,141
Office Supplies	4,000	25,120	29,120	74,756	83,030	84,380	52,350	79,348	353,863	382,983
Employee Related	7,500	38,030	45,530	8,755	8,475	8,075	7,995	8,235	41,535	87,065
Student Related	-	455,457	455,457	8,500	6,200	8,600	6,600	7,400	37,300	492,757
Non Capitalized Equipment	\$0	\$0	\$0	\$13,620	\$13,620	\$13,620	\$13,620	\$13,620	\$68,100	\$68,100
Non Capitalized Equipment >1500	\$3,634	\$3,634	\$7,268	\$19,050	\$9,550	\$18,550	\$8,550	\$15,550	\$73,750	\$81,018
Equipment Rental/Lease Expense	\$0	\$1,700	\$1,700	\$14,071	\$14,071	\$16,068	\$18,068	\$18,998	\$78,872	\$80,372
Non Educational Computer Software	\$1,959	\$12,168	\$14,127	\$67,339	\$62,475	\$63,497	\$56,400	\$72,269	\$311,969	\$326,096
Communications	\$10,437	\$16,630	\$27,068	\$50,831	\$52,962	\$50,773	\$52,275	\$53,171	\$260,011	\$287,079
Telecommunications - ERATE Credits	\$0	\$0	\$0	(\$38,124)	(\$38,124)	(\$38,124)	(\$38,124)	(\$38,124)	(\$190,620)	(\$190,620)
IT & Other Noncap Equipment	16,030	34,132	50,162	117,267	114,554	125,372	108,795	134,874	601,862	652,044
Facility Repair/Upkeep - Materials and Supplies	\$0	\$0	\$0	\$10,800	\$13,200	\$12,000	\$12,000	\$13,200	\$61,200	\$61,200
Operations/Housekeeping Services & Supplies	\$0	\$0	\$0	\$172,752	\$183,504	\$172,800	\$151,380	\$119,256	\$799,692	\$799,692
Utilities	\$0	\$0	\$0	\$273,000	\$226,800	\$190,200	\$140,160	\$141,600	\$971,760	\$971,760
School Site Space Rental (Recurring/Contracts)	\$0	\$45,000	\$45,000	\$1,500	\$0	\$1,500	\$0	\$229,761	\$232,761	\$277,761
Building Maintenance - Services and other	\$0	\$0	\$0	\$554,000	\$54,000	\$485,500	\$550,716	\$54,000	\$1,698,216	\$1,698,216
Building Maintenance - Service Contracts	\$0	\$0	\$0	\$48,573	\$40,871	\$44,013	\$49,837	\$21,632	\$204,927	\$204,927
Facilities	-	45,000	45,000	1,060,625	518,375	906,013	904,093	579,449	3,968,556	4,013,556
Subsegments for Services	\$0	\$0	\$0	\$183,701	\$83,844	\$229,911	\$87,844	\$81,122	\$666,222	\$666,222
Security Services	\$0	\$0	\$0	\$72,380	\$72,380	\$47,000	\$38,540	\$38,164	\$268,464	\$268,464
Professional/Consulting Services and Operating	\$6,800	\$298,175	\$214,075	\$146,864	\$158,424	\$153,365	\$167,712	\$166,169	\$802,333	\$1,017,308
Legal Services	\$0	\$60,000	\$60,000	\$0	\$0	\$0	\$0	\$0	\$0	\$60,000
Stipends for Extracurricular Activities	\$0	\$0	\$0	\$30,020	\$15,000	\$30,000	\$15,000	\$30,000	\$120,000	\$120,000
Services	6,800	288,175	274,975	432,745	329,648	470,276	308,896	315,485	1,857,019	2,131,994
Insurance	\$0	\$39,811	\$39,811	\$48,023	\$39,694	\$32,179	\$34,895	\$98,969	\$253,760	\$293,571
Local Special Education Unit Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
District Oversight Fee	\$0	\$0	\$0	\$101,073	\$129,062	\$108,848	\$101,591	\$155,185	\$695,759	\$695,759
Debt Service - Interest	\$0	\$0	\$0	\$0	\$5,850	\$2,417	\$2,302	\$356,452	\$367,020	\$367,020
Buildings	\$0	\$0	\$0	\$0	\$0	\$34,199	\$0	\$0	\$34,199	\$34,199
Leasehold Improvements	\$0	\$0	\$0	\$23,256	\$57,024	\$0	\$50,310	\$229,034	\$359,623	\$359,623
Equipment: Furniture, Fixtures and Equipment	\$0	\$110,587	\$110,587	\$0	\$0	\$0	\$0	\$0	\$0	\$110,587
Equipment: IT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$18,732	\$18,732	\$18,732
Non-Discretionary	-	150,398	150,398	172,351	231,630	177,632	189,097	859,372	1,629,053	1,779,461
Related Party Fees	-	1,945,105	1,945,105	666,232	872,896	723,900	698,896	811,051	3,773,025	1,945,105
Total Operating Expenses	35,330	2,981,417	2,996,747	2,580,868	2,173,592	2,545,309	2,317,065	2,833,569	12,450,403	11,874,128
Total Expenses	312,646	4,551,903	4,864,550	5,705,955	6,430,769	6,350,268	5,693,875	6,779,328	30,960,194	32,051,719
CHANGE IN NET ASSETS	(312,646)	(778,878)	(1,091,525)	607,998	783,897	401,618	808,001	176,207	2,677,711	1,586,186

Back Office Budget: Green Dot’s back office budget consists of the GDPST Regional Home Office and the GDPS National services. The GDPST Regional Home Office consists of approximately \$1.9M in personnel expenses and \$970K in operating expenses. Additionally, the GDPST Regional Home Office receives 7% of the 14% shared service fee paid by each school. The GDPS National receives 7% of the 14% shared services fee paid by each school. These amounts are trued-up based on actual revenue. (For more information on the shared service fee and Green Dot Regional and National services see Attachment O.)

Network Schools Enrollment and Revenue Assumptions: The network budget attached to this application includes all 5 GPDST schools in FY23: Fairley High School, Wooddale Middle School, Hillcrest High School, Kirby Middle School, and Bluff City High School. All schools except Bluff City High School are a part of the Achievement School District (“ASD”) and currently use BEP and other state and federal revenue sources provided by the ASD. Bluff City High School is part of the Tennessee Public Charter School Commission (“TPSCS”) and currently uses BEP and other state and federal revenue sources provided by the TPSCS. Additional secured revenue at each school is also included in the revenue assumptions. This includes a 21st Century CCLC grant funding, Turnaround Action Grant funding, Best for All funding, ESSER funding, eRate funding, and school site fundraising (including student fees), where applicable. All assumptions of annual increase are based upon historical averages.

Below is a table of the FY23 enrollment projections for each school:

School	Budgeted Enrollment
Fairley High School	390
Wooddale Middle School	498
Hillcrest High School	420
Kirby Middle School	392
Bluff City High School	499

Network Schools Personnel Assumptions: Personnel assumptions for each of the 4 other GDPST schools are based on current staffing or anticipated needs. Green Dot schools are staffed based on Green Dot’s standard school models developed from over 20 years of experience, incorporating Green Dot’s theory of action which typically includes additional ELA and math teachers allow for smaller class sizes in intervention courses; counselors ensure students are receiving the appropriate attention to apply for colleges, financial aid, and scholarships; administrators allow for focused instructional leadership at the school.

Network Schools Operating Expense Assumptions: Operating assumptions for each of the 4 other Green Dot schools are based on current operating expenses or anticipated needs. Classroom and Academic Supplies, Office Expenditures, Employee Related Expenses, Student Related Expenditures, IT & Other Noncap Equipment, Facilities Expenses, Services, and Non-Discretionary Expenses are all delineated by school in the attached P&L statement. Green Dot’s ASD schools do not pay rent; however, those schools do have higher maintenance and building expenses due to the age of their school buildings and systems. Bluff City High School occurs both lease and debt servicing expenses as represented in the P&L statement above.

Capital and insurance reserve funds: GDPST and GDPSN F&A meet annually to discuss any capital expenditures needed. Each proposal is ranked on a rubric that takes into consideration student and staff safety, alignment with Green Dot’s standard school model, and affordability. From this rubric a prioritized set of projects emerges. Based on available funds each year, GDPST and GDPSN F&A will jointly decide which projects will be completed. Please refer to Fairley High School budget narrative for reserve requirements.

Contingency Budgeting:

Green Dot recognizes the need to implement contingency plans due to factors such as lower than expected enrollment, deferred or delayed cash payments, or unexpected expenses, such as enrollment of one or more high needs students with disabilities.

School budgeting is a collaborative effort between the school and GDPST finance and accounting team members. For Fairley High School, an annual operating budget of revenues and expenses, five-year projections, cash flow projections, and capital expenditure and deferred maintenance budgets are prepared regularly. These budgets and projections are reviewed and approved by GDPST's Board of Directors on an annual basis in May and modified in October to adjust for actual student enrollment (known as the "Contingency Budget").

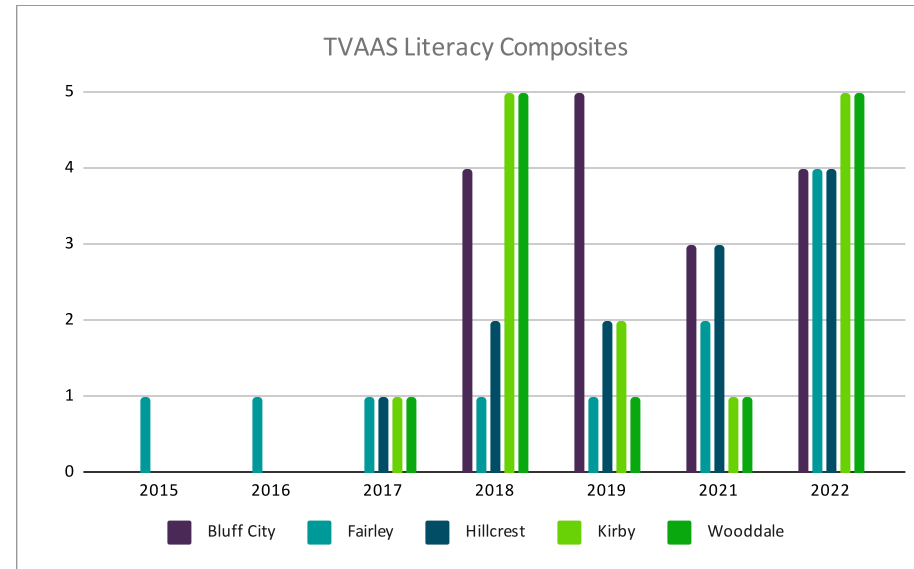
Fairley High School has in place a Contingency Budget process so that schools can adjust their budget once full year enrollment expectations are finalized. If Fairley High School does not by the 20th day of the school year have a confirmed enrollment of within 10 students of the originally budgeted enrollment and/or the expected revenues material change from the original budget, the school will be required to create a Contingency Budget that returns the net income for that fiscal year to the same level or better than the original budget's net income. To realign the net income, the Fairley and GDPST team may make adjustments that include, but are not limited to:

- right sizing or reducing the amount allocated to student and classroom materials and supplies,
- right sizing or reducing the amount allocated to office materials and supplies,
- right sizing or reducing vendor obligations,
- deferring capital repairs,
- deferring technology upgrades or replacement,
- right sizing staffing needs, and/or
- seeking additional philanthropy or local, state or federal funding sources for high needs students.

Once a Contingency Budget is created that returns the school to a net income that meets or exceeds the original budget's net income, GDPST's Board of Directors will vote to adopt and utilize the Contingency Budget for the remainder of the school year.

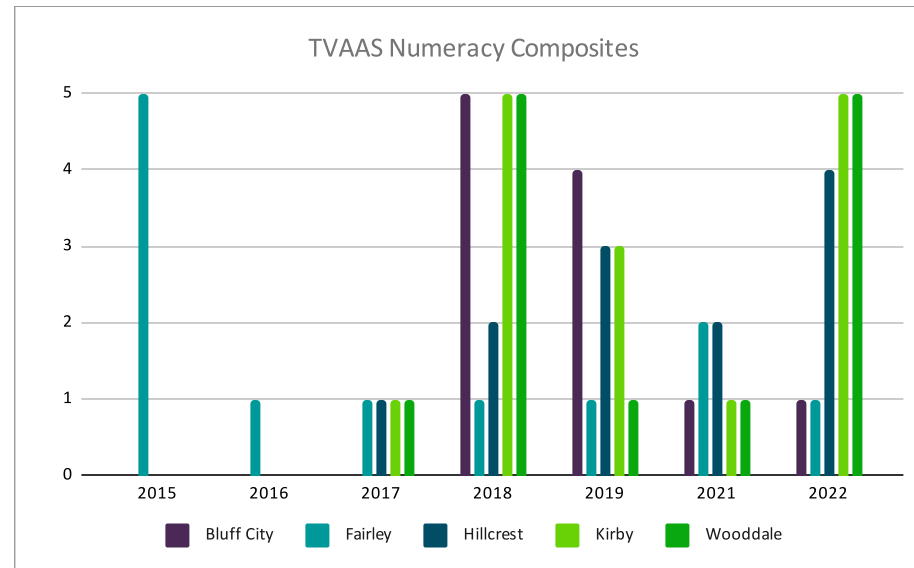
TVAAS Literacy Composites

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



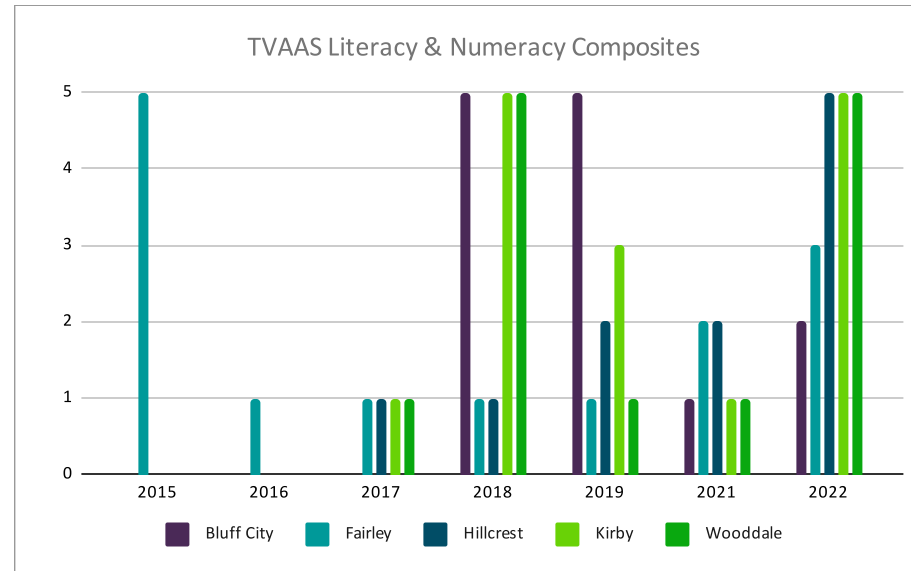
TVAAS Numeracy Composites

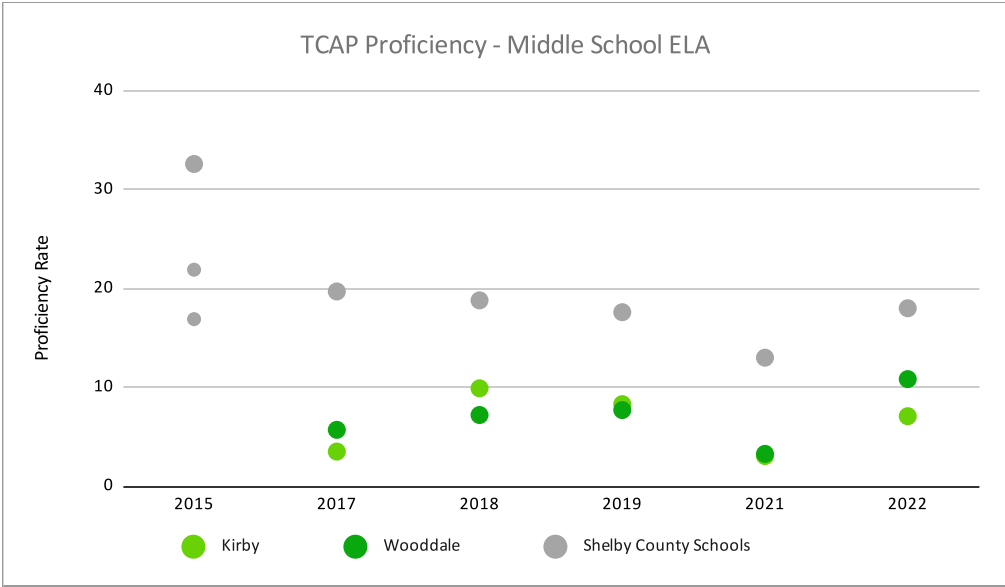
Year	Bluff City	Fairley	Hillcrest	Kirby	Wooddale
2015		5			
2016		1			
2017		1	1	1	1
2018	5	1	2	5	5
2019	4	1	3	3	1
2021	1	2	2	1	1
2022	1	1	4	5	5



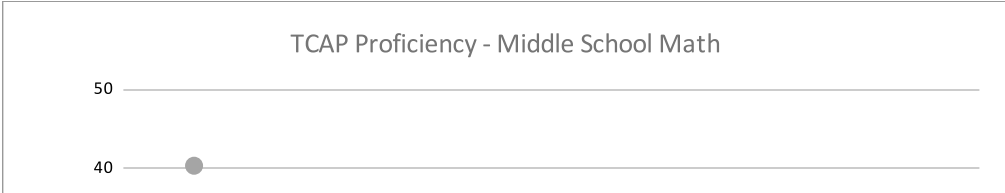
TVAAS Literacy & Numeracy Composites

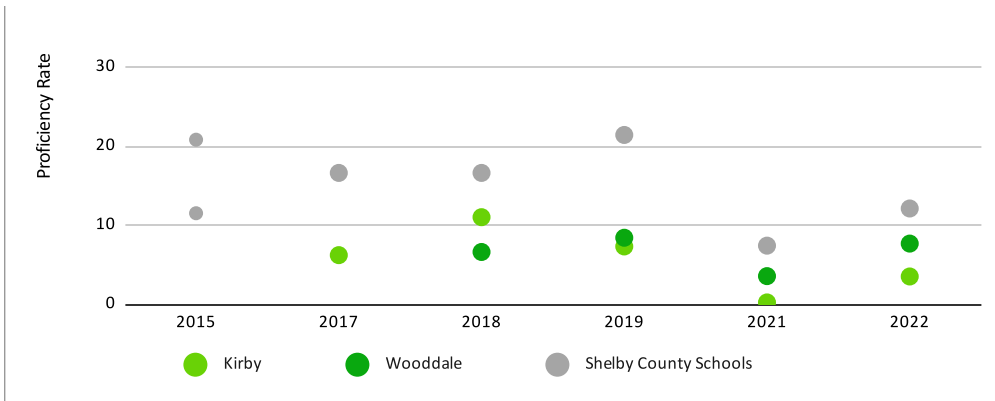
Year	Bluff City	Fairley	Hillcrest	Kirby	Wooddale
2015		5			
2016		1			
2017		1	1	1	1
2018	5	1	1	5	5
2019	5	1	2	3	1
2021	1	2	2	1	1
2022	2	3	5	5	5





Year	Kirby Middle	Wooddale Middle	Shelby County Schools (6th - 8th)
2015	21.9	16.9	32.6
2017	3.5	5.7	19.7
2018	9.9	7.2	18.8
2019	8.3	7.7	17.6
2021	3.1	3.3	13.0
2022	7.1	10.8	18.0





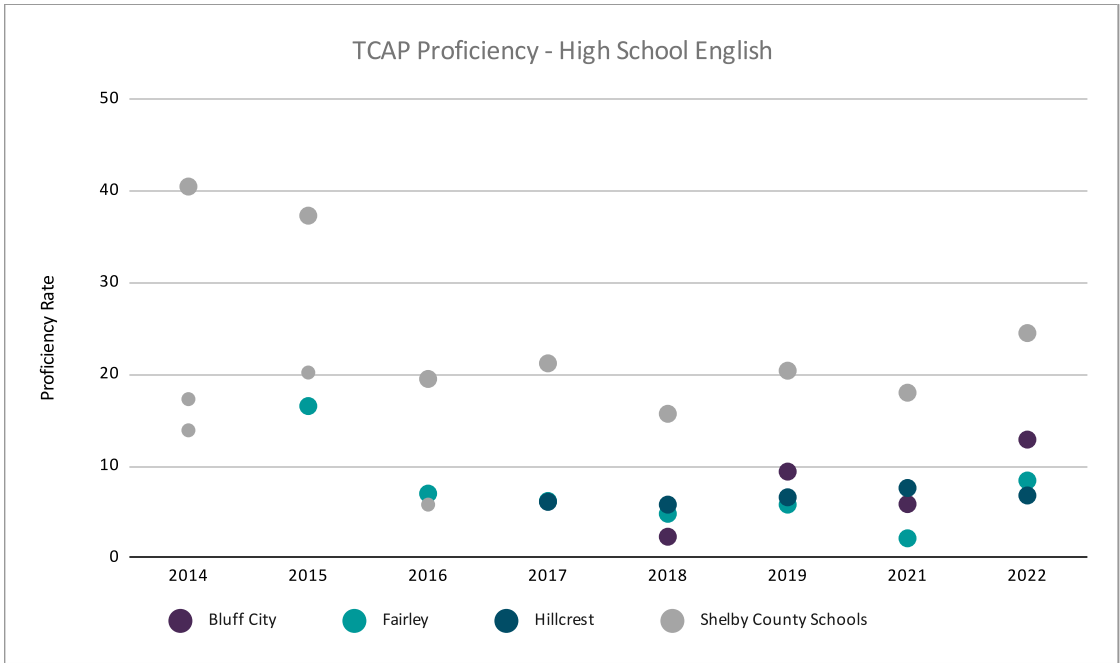
Year	Kirby Middle	Wooddale Middle	Shelby County Schools (6th - 8th)
2015	20.8	11.5	40.4
2017	6.2	<5	16.6
2018	11.0	6.6	16.6
2019	7.3	8.4	21.4
2021	0.2	3.5	7.4
2022	3.5	7.7	12.1

Between the 2015 and 2017 tests, both Kirby and Wooddale became Green Dot schools. Also during this period, Tennessee moved from the old TCAP to the new TNReady assessment, causing a statewide decrease in proficiency.

No testing was completed in 2020 due to Covid

Between the 2015 and 2017 tests, both Kirby and Wooddale became Green Dot schools. Also during this period, Tennessee moved from the old TCAP to the new TNReady assessment, causing a statewide decrease in proficiency.

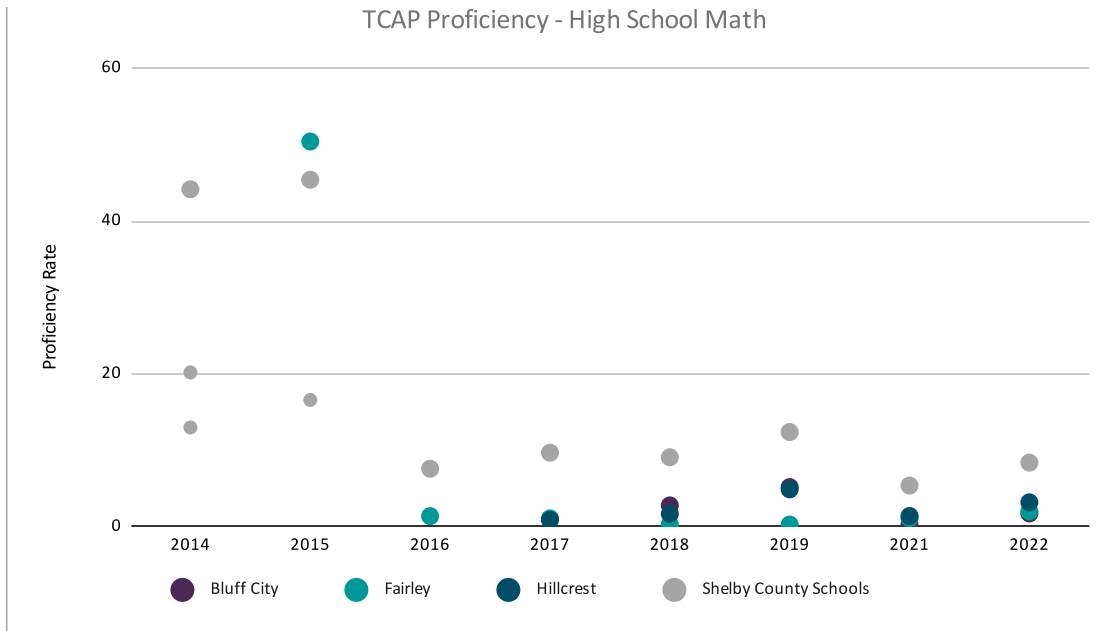
No testing was completed in 2020 due to Covid



Year	Bluff City High	Fairley High	Hillcrest High	Shelby County Schools (9th - 12th)
2014		13.9	17.3	40.5
2015		16.5	20.2	37.3
2016		7.0	5.8	19.5
2017		6.2	6.1	21.2
2018	2.3	4.8	5.8	15.7
2019	9.4	5.8	6.6	20.4
2021	5.9	2.1	7.6	18.0
2022	12.9	8.4	6.8	24.5

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TCAP 2022 - High School English



Year	Bluff City High	Fairley High	Hillcrest High	Shelby County Schools (9th - 12th)
2014		20.2	13.0	44.2
2015		50.4	16.6	45.4
2016		1.4	<5	7.6
2017		1.1	0.9	9.7
2018	2.8	0.3	1.7	9.1
2019	5.2	0.3	4.9	12.4
2021	0.3	1.1	1.4	5.4
2022	1.8	2.0	3.2	8.4

Fairley's first year as a Green Dot school was 2015.

In 2016, TN switched from the old TCAP EOC to the new TNReady EOC.

Hillcrest's first year as a Green Dot school was 2017.

Bluff City's first year in operation was 2018.

No testing was completed in 2020 due to Covid

Fairley's first year as a Green Dot school was 2015.

In 2016, TN switched from the old TCAP EOC to the new TNReady EOC.

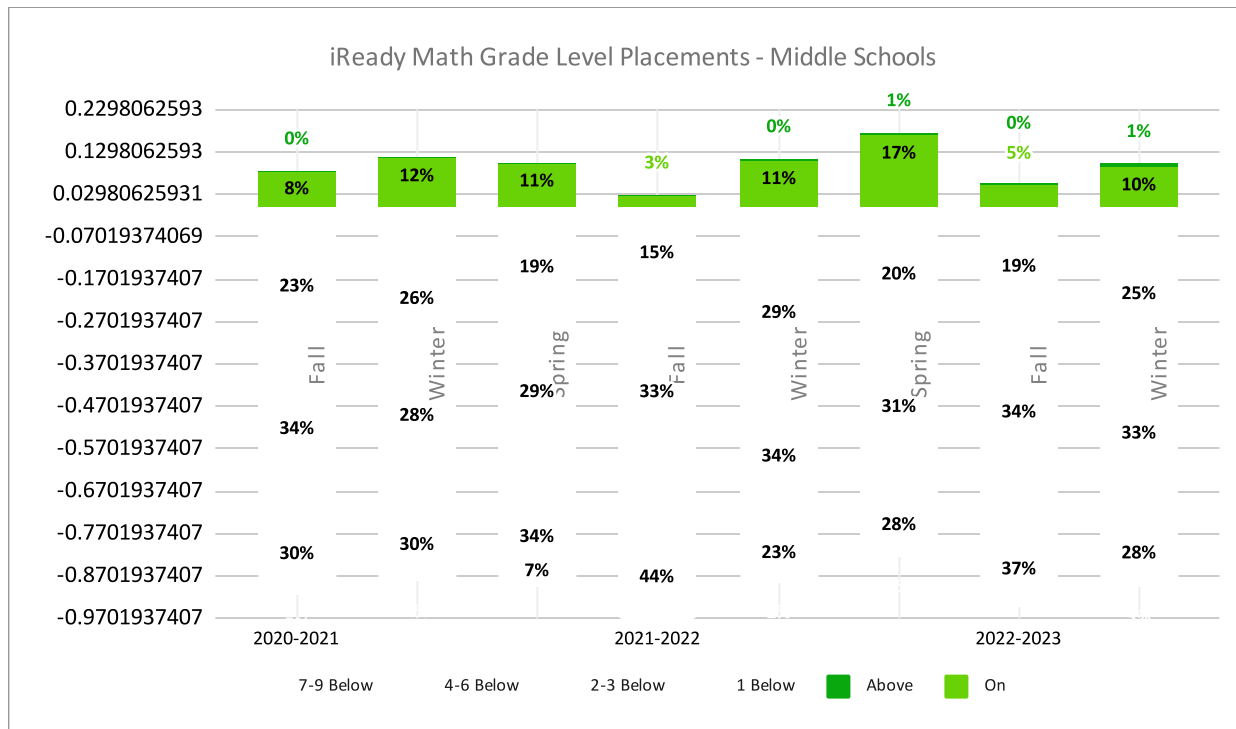
Hillcrest's first year as a Green Dot school was 2017.

Bluff City's first year in operation was 2018.

No testing was completed in 2020 due to Covid

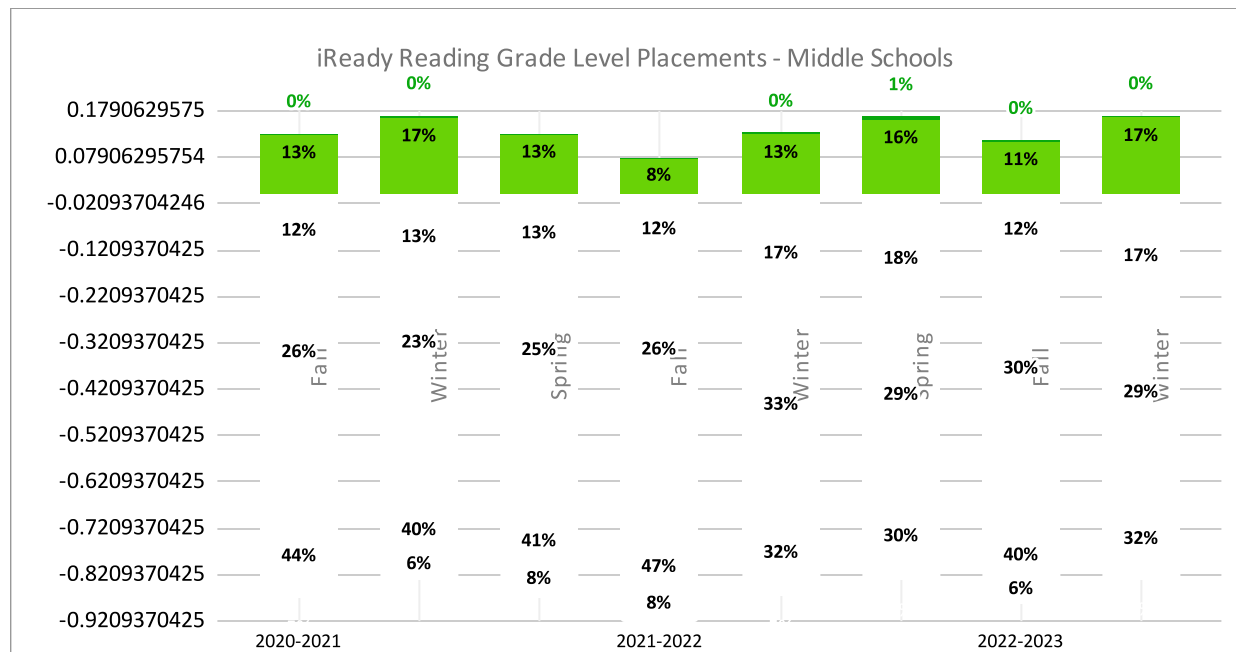
iReady Math Performance - Middle Schools

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	4.4	10%	4.5	11%	5.0	6%
	Winter	4.3	13%	4.7	12%	5.3	11%
	Spring	4.0	9%	4.1	8%	5.0	14%
2021-2022	Fall	3.4	3%	4.2	3%	4.7	4%
	Winter	4.4	12%	5.1	9%	5.8	14%
	Spring	4.2	18%	5.0	16%	5.9	20%
2022-2023	Fall	3.7	3%	4.3	6%	5.2	7%
	Winter	4.0	6%	4.8	12%	5.8	13%



iReady Reading Performance - Middle Schools

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	3.9	18%	4.1	7%	4.8	15%
	Winter	3.9	20%	4.2	10%	5.1	21%
	Spring	3.6	12%	4.0	9%	4.9	18%
2021-2022	Fall	3.4	7%	4.0	10%	4.3	7%
	Winter	3.9	10%	4.8	14%	5.2	15%
	Spring	4.0	15%	4.8	15%	5.4	21%
2022-2023	Fall	3.6	9%	4.2	11%	5.1	14%
	Winter	4.0	13%	4.6	19%	5.7	18%



7-9 Below

4-6 Below

2-3 Below

1 Below



Above

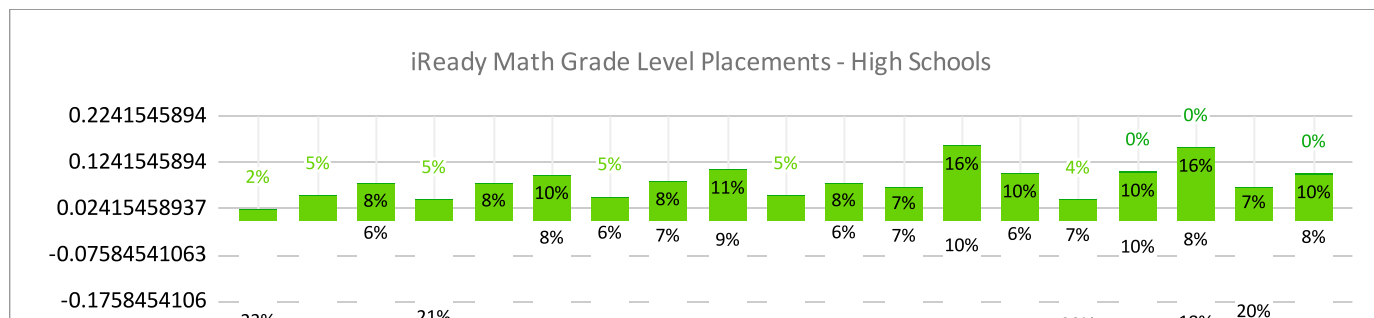


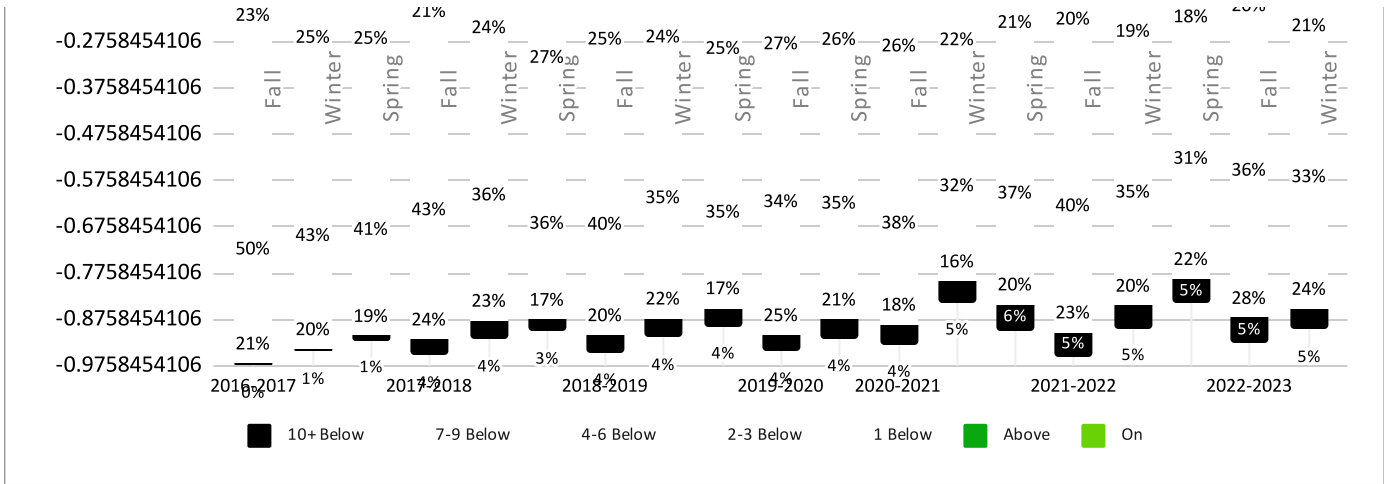
On

Note: All data in this tab includes only students who tested in both fall and spring (for 2022-2023, tested fall and winter).

iReady Math Performance - High Schools

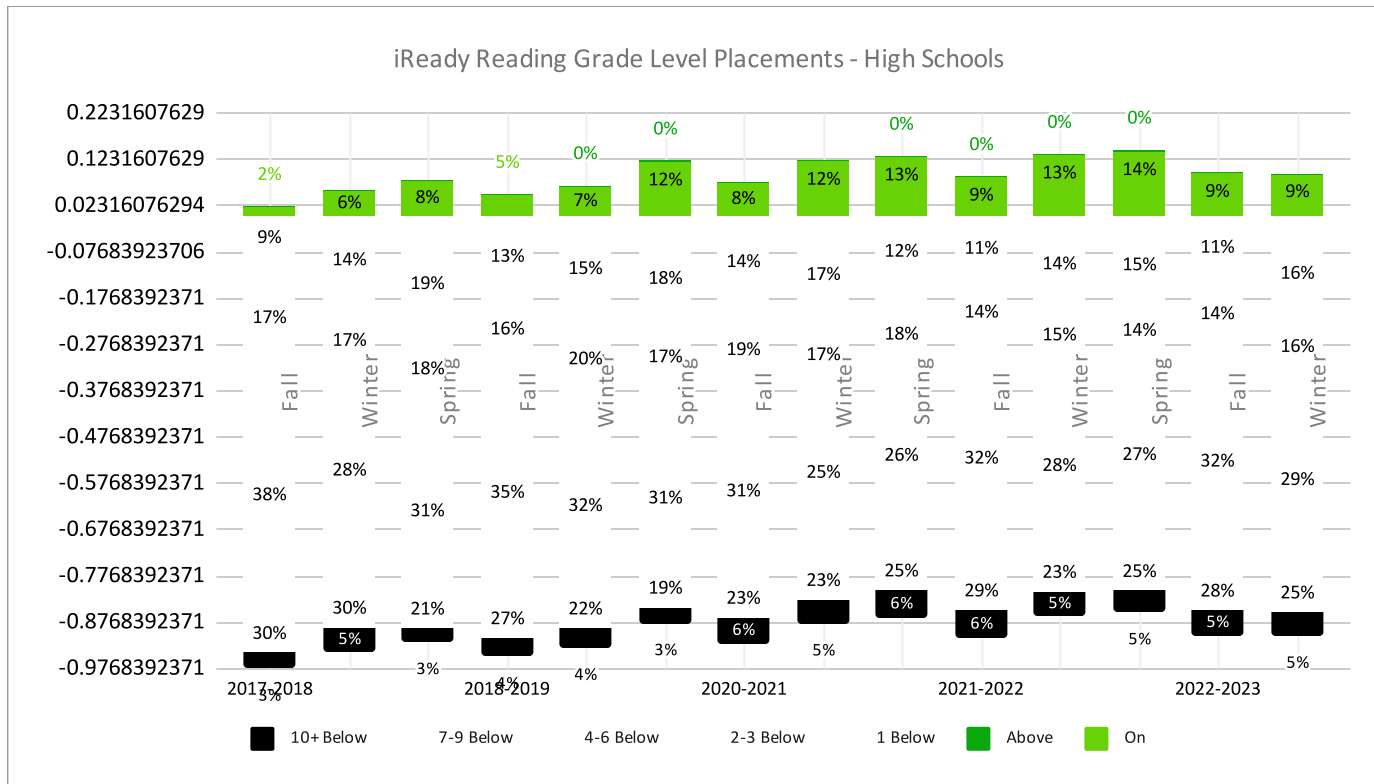
Year	Window	9th Grade		10th Grade		11th Grade		12th Grade	
		Average Grade Level Placement	Percent on Grade Level	Average Grade Level Placement	Percent on Grade Level	Average Grade Level Placement	Percent on Grade Level	Average Grade Level Placement	Percent on Grade Level
2016-2017	Fall	5.2	4%	5.8	4%	6.4	0%	7.2	0%
	Winter	5.5	9%	6.2	7%	6.2	0%	6.8	0%
	Spring	6.0	17%	6.0	4%	6.5	0%	7.3	0%
2017-2018	Fall	5.3	9%	5.8	6%	6.4	1%	6.5	0%
	Winter	5.8	16%	6.0	10%	6.6	1%	6.5	1%
	Spring	6.3	21%	6.3	10%	6.9	1%	7.4	1%
2018-2019	Fall	5.8	11%	6.0	5%	6.2	0%	6.5	1%
	Winter	6.0	14%	6.3	13%	6.3	1%	6.3	0%
	Spring	6.3	21%	6.5	13%	7.0	2%	6.8	1%
2019-2020	Fall	6.0	9%	6.1	11%	6.2	1%	6.4	0%
	Spring	6.2	18%	6.2	12%	6.2	0%	6.7	1%
2020-2021	Fall	5.8	10%	6.6	12%	6.2	1%	6.7	3%
	Winter	6.3	24%	6.8	21%	6.8	9%	7.2	3%
	Spring	5.8	15%	6.0	14%	6.2	4%	6.8	4%
2021-2022	Fall	5.5	9%	5.9	6%	6.3	2%	6.5	1%
	Winter	6.0	17%	6.4	12%	6.6	5%	7.0	7%
	Spring	6.2	26%	6.0	14%	6.7	7%	7.6	14%
2022-2023	Fall	5.2	7%	5.7	13%	5.9	2%	6.3	6%
	Winter	5.7	12%	6.1	15%	6.3	4%	6.9	8%





iReady Reading Performance - High Schools

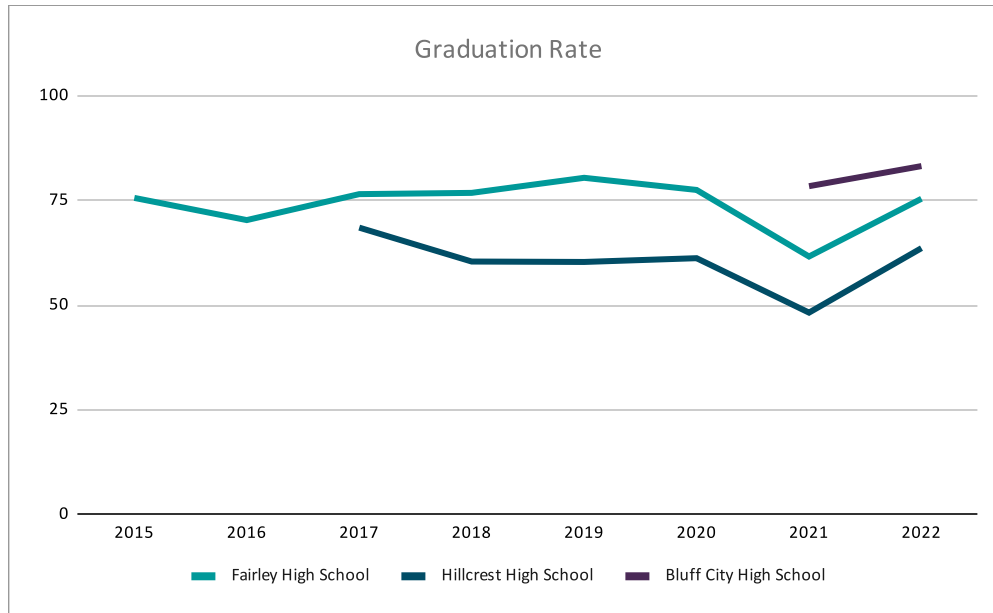
Year	Window	9th Grade		10th Grade		11th Grade		12th Grade	
		Average Grade Level Placement	Percent on Grade Level	Average Grade Level Placement	Percent on Grade Level	Average Grade Level Placement	Percent on Grade Level	Average Grade Level Placement	Percent on Grade Level
2017-2018	Fall	4.9	1%	5.2	2%	6.4	4%	6.6	2%
	Winter	5.5	8%	5.7	5%	6.3	6%	6.5	2%
	Spring	6.0	12%	6.3	6%	7.2	8%	7.4	4%
2018-2019	Fall	5.2	6%	5.8	3%	6.1	4%	7.0	7%
	Winter	5.7	8%	6.1	6%	6.8	7%	7.1	5%
	Spring	6.0	13%	6.5	11%	7.1	11%	7.7	13%
2020-2021	Fall	5.1	6%	6.0	6%	6.7	9%	7.9	11%
	Winter	5.5	8%	6.4	12%	7.2	14%	7.7	16%
	Spring	5.2	11%	6.1	11%	6.7	13%	7.9	23%
2021-2022	Fall	5.2	9%	5.6	5%	6.1	10%	7.1	11%
	Winter	5.8	14%	6.4	9%	7.0	13%	7.5	18%
	Spring	5.8	14%	6.3	11%	7.1	14%	7.6	18%
2022-2023	Fall	5.4	7%	5.8	13%	6.2	8%	6.8	12%
	Winter	5.7	9%	6.2	14%	6.6	7%	6.8	7%



Note: All data in this tab includes only students who tested in both fall and spring (for 2022-2023, tested fall and winter).

Four-Year Cohort Graduation Rate

Year	Fairley High School	Hillcrest High School	Bluff City High School
2015	75.7		
2016	70.4		
2017	76.6	68.6	
2018	76.9	60.5	
2019	80.5	60.4	
2020	77.6	61.3	
2021	61.7	48.3	78.5
2022	75.5	63.7	83.3





Bluff City High School

Annual Report

January 1, 2023



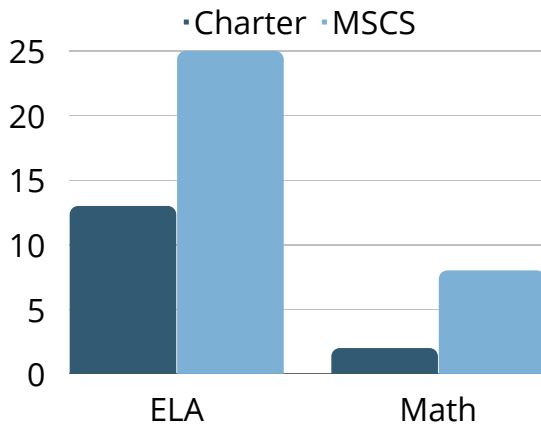
BLUFF CITY HIGH SCHOOL

MISSION

The mission of Bluff City High School is to help transform public education so that all students graduate prepared for college, leadership, and life.

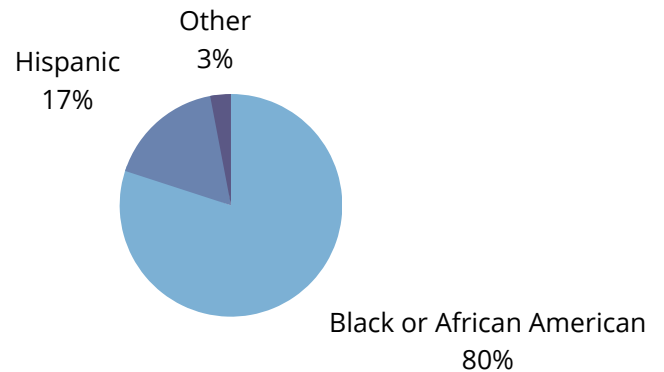
PROFICIENCY

School Performance Compared to Resident District



DEMOGRAPHICS

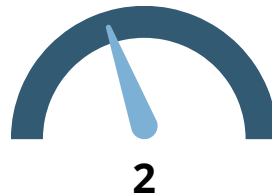
Student Information



ENROLLMENT

500 Students Enrolled

TVAAS



GRADES

9-12 Grades Served

School Performance

Measure	Rating
Academic Performance	Falls Far Below
Financial Performance	TBD
Organizational Performance	Meets Standards



Bluff City High School

General Information		
School Name	Bluff City High School	
Governing Board	Green Dot Public Schools Tennessee	
Contracted Services	N/A	
Address	4100 Ross Road, Memphis, TN 38115	
Phone	(901) 881-7375	
Website	https://tn.greendot.org/bchs/	
School Leader	Chad Everett, chad.everett@greendot.org	
Model	College Preparatory	
Operating Status	Open and operating	
Year Opened	2017	
Grades Served in 2021-22	9-12	
Enrollment in 2021-22	500 students	
Approved Waivers	View here	
Other Information		
Population	School	Memphis-Shelby County Schools
Black/Hispanic/Native American	>95%	93%
Economically Disadvantaged	50%	57%
Students with Disabilities	12%	10%
English Learners	12%	13%



A Message from Bluff City High School

Bluff City High School is an intimately sized charter school serving families in the Hickory Hill community of Memphis. Bluff City is relentlessly committed to the Belief that every student can experience academic and social-emotional success when they are provided with the necessary support and resources. Due to such, we continue to focus on providing students with rigorous instruction and behavioral support that prepares them for college, leadership, and life.

In addition to the work of classroom teachers and administrative team, we are pleased to provide students and families with support via our Student Support Specialist and Social Workers. Our Student Support Specialist focuses their time on building strong relationships with families to help identify and overcome barriers to students being present daily. Our School Social Workers support the social-emotional needs of students through individual and group counseling. They also serve as liaisons between families and community partners to ensure all students receive wrap-around support. This has led to an increase in our Average Daily Attendance and a reduction in overall discipline concerns.

We are excited to see the continued improvement from transitioning our bell schedule to a modified block schedule, increasing capacity in our ninth through eleventh grade English and math classes. This has provided Bluff City with the opportunity to add new teachers, which has led to smaller class sizes. Additionally, this gives teachers the benefit of a partner to plan with and analyze data. Teachers also meet regularly with their peers from across the Green Dot Public Schools Tennessee Network to analyze trends and co-plan.

We are excited about the opportunity this year brings and the bright future ahead.

With Pack Pride,

Chad Everett
Principal

**COLLEGE.
LEADERSHIP.
LIFE.**

I. Academic Performance
Falls Far Below

The academic performance for Bluff City High School in 2021-22 based on the Commission’s School Performance Framework is as follows:

INDICATORS AND MEASURES	SCHOOL PERFORMANCE	RATING
STUDENT ACHIEVEMENT		
Absolute performance in ELA	13% scoring on-track/mastered	Falls Far Below
Absolute performance in math	2% scoring on-track/mastered	Falls Far Below
Growth	TVAAS Level 1 Composite	Falls Far Below
Chronic Absenteeism	62% chronically absent	Falls Far Below
English Language Proficiency Assessment	44.8% meeting or exceeding growth standard	Does Not Meet
COMPARATIVE PERFORMANCE		
School comparative performance to Memphis Shelby County Schools (“MSCS”) in ELA	MSCS 25.0% in grades 9-10	Does Not Meet
School comparative performance to MSCS in math	MSCS 8% in grades 9-10	Does Not Meet

Probationary Status and Corrective Action Plan

In accordance with Commission [Policy 3.400 – Charter School Intervention](#), Bluff City High School was placed on probationary status for “Continued failure to meet performance targets (state accountability, charter contract, or performance frameworks)” in July 2022, and the status is in effect for the 2022-23 school year. This probationary status may continue in subsequent years if adequate progress toward improvement objectives is not made. Commission staff is conducting bi-monthly check-ins with the Executive Director of Green Dot and the school leadership team to monitor progress through the plan of correction.

II. Financial Performance
Does Not Meet

The financial performance for Bluff City High School in 2021-22 is as follows:

INDICATORS AND MEASURES	RATING
NEAR TERM FINANCIAL HEALTH	
Current Ratio	Meets Standard
Unrestricted Days Cash	Does Not Meet
Enrollment Variance	Falls Far Below
Debt Default	Falls Far Below
FINANCIAL SUSTAINABILITY	

INDICATORS AND MEASURES	RATING
Total Margin	Meets Standard
Debt to Asset Ratio	Meets Standard
Cash Flow	Does Not Meet
Debt Service Coverage Ratio	Meets Standard

III. **Organizational Performance**

MEETS STANDARD

The organizational performance for Bluff City High School in 2021-22 is as follows:

INDICATORS AND MEASURES	RATING
EDUCATION PROGRAM COMPLIANCE	
Charter Terms	Does Not Meet
Compliance with Education Requirements	Meets Standard
Students with Disabilities Rights	Meets Standard
English Language Learner Rights	Meets Standard
FINANCIAL MANAGEMENT AND OVERSIGHT	
Financial Reporting and Compliance Reporting	Meets Standard
Generally Accepted Accounting Principles	Meets Standard
GOVERNANCE AND REPORTING	
Governance Requirements	Meets Standard
Reporting Requirements	Does Not Meet
STUDENT AND EMPLOYEE RIGHTS AND REQUIREMENTS	
Rights of Students	Meets Standard
Attendance	Does Not Meet
Credentialing	Meets Standard
Employment Rights	Meets Standard
Background Checks	Meets Standard
SCHOOL ENVIRONMENT	
Facilities and Transportation	Meets Standard
Health and Safety	Meets Standard
Information Handling	Meets Standard
ADDITIONAL OBLIGATIONS	
All Other Obligations	Meets Standard



ASD Quarter 1 SPF Report

CMO: Green Dot

School: Fairley High

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: 5.4%	5	Approaching
School Progress: Progress on Components of R-SSR	Highest Subject TVAAS: 4 (ELA)	20	Exceeding
Student Progress: Composite TVAAS	TVAAS: 3	10	Meeting
Equity: Progress on Components of SSR	Decrease the number of students scoring Below or Approaching by 10%: 16.7%	10	Exceeding
College & Career	Graduation Rate decreased by 3.7%	0	Does Not Meet
	ACT Score: 13	3	Approaching
Academic Composite Score		48/85 = 56%	
Overall Category Rating		Approaching	

* 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 \geq 6% OR Annual Measurable Objective (AMO)	SSR of \geq 7% or exceeded AMO	Met SSR of 6% or met AMO	SSR of 5%-4% or AMO not met	SSR \leq 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	<ul style="list-style-type: none"> • 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.	\geq 11% decrease	10% decrease	7% - 9% decrease	\leq 6% decrease
		10 points	7 points	3 points	0 points
College & Career	Graduation Rate Gains Target: 10 pt gains or Y1: \geq 5th; Y2: \geq 10th; Y3: \geq 25th; Y4: \geq 40th; Y5: \geq 50th	\geq 11 points or Y1: \geq 10th; Y2: \geq 25th; Y3: \geq 40th; Y4: \geq 50th; Y5: \geq 60th	10 points or Y1: \geq 5th; Y2: \geq 10th; Y3: \geq 25th; Y4: \geq 40th; Y5: \geq 50th	5-6 points or Y1: \geq 4th; Y02: \geq 5th; Y3: \geq 10th; Y4: \geq 25th; Y5: \geq 40th	\leq 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+	\geq 16 avg. score	14-15 avg. score	12-13 avg. score	\leq 11 avg. score
		10 points	7 points	3 points	0 points



ASD Quarter 1 SPF Report

CMO: Green Dot

School: Hillcrest High

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: 6.8%	10	Meeting
School Progress: Progress on Components of R-SSR	Highest Subject TVAAS: 4 (ELA & Math)	20	Exceeding
Student Progress: Composite TVAAS	TVAAS: 5	20	Exceeding
Equity: Progress on Components of SSR	Decrease the number of students scoring Below or Approaching by 10%: 17.1%	10	Exceeding
College & Career	Graduation Rate: Decreased by 13%	0	Does Not Meet
	ACT Score: 14	7	Meeting
Academic Composite Score		67/85 = 78%	
Overall Category Rating		Meeting	

* 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 \geq 6% OR Annual Measurable Objective (AMO)	SSR of \geq 7% or exceeded AMO	Met SSR of 6% or met AMO	SSR of 5%-4% or AMO not met	SSR \leq 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	<ul style="list-style-type: none"> • 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.	\geq 11% decrease	10% decrease	7% - 9% decrease	\leq 6% decrease
		10 points	7 points	3 points	0 points
College & Career	Graduation Rate Gains Target: 10 pt gains or Y1: \geq 5th; Y2: \geq 10th; Y3: \geq 25th; Y4: \geq 40th; Y5: \geq 50th	\geq 11 points or Y1: \geq 10th; Y2: \geq 25th; Y3: \geq 40th; Y4: \geq 50th; Y5: \geq 60th	10 points or Y1: \geq 5th; Y2: \geq 10th; Y3: \geq 25th; Y4: \geq 40th; Y5: \geq 50th	5-6 points or Y1: \geq 4th; Y02: \geq 5th; Y3: \geq 10th; Y4: \geq 25th; Y5: \geq 40th	\leq 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+	\geq 16 avg. score	14-15 avg. score	12-13 avg. score	\leq 11 avg. score
		10 points	7 points	3 points	0 points



ASD Quarter 1 SPF Report

CMO: Green Dot

School: Kirby 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: 4.9%	5	Approaching
School Progress: Progress on Components of R-SSR	Highest Subject TVAAS: 5 (Math & ELA)	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%: 20	10	Exceeding
Academic Composite Score		75/85 = 88%	
Overall Category Rating		Meeting	

* 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 \geq 6% OR Annual Measurable Objective (AMO)	SSR of \geq 7% or exceeded AMO	Met SSR of 6% or met AMO	SSR of 5%-4% or AMO not met	SSR \leq 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 (3-8)	10 points (3-8)	0 points (3-8)
		20 points (HS)	10 points (HS)	5 points (HS)	0 points (HS)
Student Progress: Composite TVAAS	<ul style="list-style-type: none"> • 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 (3-8)	10 points (3-8)	0 points (3-8)
		20 points (HS)	10 points (HS)	5 points (HS)	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.	\geq 11% decrease	10% decrease	7% - 9% decrease	\leq 6% decrease
		10 points	7 points	3 points	0 points
College & Career	Graduation Rate Gains Target: 10 pt gains or Y1: \geq 5th; Y2: \geq 10th; Y3: \geq 25th; Y4: \geq 40th; Y5: \geq 50th	\geq 11 points or Y1: \geq 10th; Y2: \geq 25th; Y3: \geq 40th; Y4: \geq 50th; Y5: \geq 60th	10 points or Y1: \geq 5th; Y2: \geq 10th; Y3: \geq 25th; Y4: \geq 40th; Y5: \geq 50th	5-6 points or Y1: \geq 4th; Y02: \geq 5th; Y3: \geq 10th; Y4: \geq 25th; Y5: \geq 40th	\leq 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



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 \geq 6% OR Annual Measurable Objective (AMO)	SSR of \geq 7% or exceeded AMO	Met SSR of 6% or met AMO	SSR of 5%-4% or AMO not met	SSR \leq 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 (3-8)	10 points (3-8)	0 points (3-8)
		20 points (HS)	10 points (HS)	5 points (HS)	0 points (HS)
Student Progress: Composite TVAAS	<ul style="list-style-type: none"> • 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 (3-8)	10 points (3-8)	0 points (3-8)
		20 points (HS)	10 points (HS)	5 points (HS)	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.	\geq 11% decrease	10% decrease	7% - 9% decrease	\leq 6% decrease
		10 points	7 points	3 points	0 points
College & Career	Graduation Rate Gains Target: 10 pt gains or Y1: \geq 5th; Y2 \geq 10th; Y3: \geq 25th; Y4 \geq 40th; Y5: \geq 50th	\geq 11 points or Y1: \geq 10th; Y2: \geq 25th; Y3: \geq 40th; Y4: \geq 50th; Y5: \geq 60th	10 points or Y1: \geq 5th; Y2: \geq 10th; Y3: \geq 25th; Y4: \geq 40th; Y5: \geq 50th	5-6 points or Y1: \geq 4th; Y02: \geq 5th; Y3: \geq 10th; Y4: \geq 25th; Y5: \geq 40th	\leq 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



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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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.

.

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.

A handwritten signature in cursive script that reads "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	<u>10,387,591</u>	<u>10,187,191</u>
Total assets	<u>15,552,423</u>	<u>14,403,258</u>
Deferred Outflows of Resources	<u>1,433,307</u>	<u>1,374,345</u>
Liabilities		
Current liabilities	2,216,520	2,107,057
Long-term liabilities	<u>10,789,032</u>	<u>10,613,393</u>
Total liabilities	<u>13,005,552</u>	<u>12,720,450</u>
Deferred Inflows of Resources	<u>698,810</u>	<u>1,615,013</u>
Net Position		
Net investment in capital assets	(170,758)	(326,642)
Restricted	999,716	478,015
Unrestricted	<u>2,452,410</u>	<u>1,290,767</u>
Total net position	<u>\$ 3,281,368</u>	<u>\$ 1,442,140</u>

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	<u>27,915,945</u>	<u>25,841,714</u>
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	<u>26,076,717</u>	<u>24,845,393</u>
Change in Net Position	<u>\$ 1,839,228</u>	<u>\$ 996,321</u>

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	<u>\$ 26,076,717</u>	<u>\$ 24,845,393</u>	<u>\$ (22,207,102)</u>	<u>\$ (21,630,396)</u>

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	<u>\$ 159,858</u>	<u>\$ 28,336,501</u>	<u>\$ 26,986,346</u>	<u>\$ 1,510,013</u>

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	<u>\$ 10,387,591</u>	<u>\$ 10,187,191</u>

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.

Green Dot Public Schools Tennessee
Statement of Net Position – Regulatory Basis
June 30, 2021

	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

<u>Functions/Programs</u>	<u>Expenses</u>	<u>Program Revenues Operating Grants and Contributions</u>	<u>Net (Expenses) Revenues and Changes in Net Position</u>
			<u>Total</u>
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	<u>\$ 26,076,717</u>	<u>\$ 3,869,615</u>	<u>(22,207,102)</u>
General revenues and subventions			
Basic education program revenue			22,820,046
Miscellaneous			1,226,284
Total general revenues			<u>24,046,330</u>
Change in Net Position			1,839,228
Net Position - Beginning			<u>1,442,140</u>
Net Position - Ending			<u>\$ 3,281,368</u>

Green Dot Public Schools Tennessee
Balance Sheet – Governmental Funds – Regulatory Basis
June 30, 2021

	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	<u>3,726,533</u>	<u>11,825,890</u>	<u>15,552,423</u>
Deferred Outflows of Resources			
Deferred outflows of resources related to pensions	-	1,433,307	1,433,307
	<u>\$ 3,726,533</u>	<u>\$ 13,259,197</u>	<u>\$ 16,985,730</u>
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	<u>2,216,520</u>	<u>10,789,032</u>	<u>13,005,552</u>
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	<u>1,510,013</u>	<u>(1,510,013)</u>	<u>-</u>
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	<u>-</u>	<u>3,281,368</u>	<u>3,281,368</u>
Total liabilities and fund balances/net position	<u>\$ 3,726,533</u>	<u>\$ 13,259,197</u>	<u>\$ 16,985,730</u>

Green Dot Public Schools Tennessee

Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position – Regulatory Basis June 30, 2021

Total Fund Balance - Governmental Funds		\$ 1,510,013
<p>Amounts Reported for Governmental Activities in the Statement of net position are different because:</p>		
<p>Capital assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds.</p>		
The cost of capital assets is	\$ 11,896,317	
Accumulated depreciation is	<u>(1,508,726)</u>	
Net capital assets		10,387,591
<p>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</p>		
Net pension asset		1,433,307
<p>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</p>		
Net pension asset		(698,810)
<p>Net pension asset is not due and received in the current period, and is not reported as an asset in the funds.</p>		
		1,438,299
<p>Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the funds.</p>		
<p>Long-term liabilities at year-end consist of</p>		
Loans	(6,976,382)	
Leases	(3,581,967)	
Compensated absences (vacations)	<u>(230,683)</u>	
Total long-term liabilities		<u>(10,789,032)</u>
Total net position - governmental activities		<u>\$ 3,281,368</u>

Green Dot Public Schools Tennessee

Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds – Regulatory Basis
Year Ended June 30, 2021

	<u>General</u>	<u>Reconciliation</u>	<u>Total</u>
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
	<u>27,915,945</u>	<u>-</u>	<u>27,915,945</u>
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
	<u>26,986,346</u>	<u>(909,629)</u>	<u>26,076,717</u>
Deficiency of Revenues Over Expenditures	<u>929,599</u>	<u>909,629</u>	<u>1,839,228</u>
Other Financing Sources			
Other sources - loan proceeds	<u>420,556</u>	<u>(420,556)</u>	<u>-</u>
Net Financing Sources (Uses)	<u>420,556</u>	<u>(420,556)</u>	<u>-</u>
Net Change in Fund Balance / Net Position	1,350,155	489,073	1,839,228
Fund Balance / Net Position - Beginning	<u>159,858</u>	<u>1,282,282</u>	<u>1,442,140</u>
Fund Balance / Net Position - Ending	<u>\$ 1,510,013</u>	<u>\$ 1,771,355</u>	<u>\$ 3,281,368</u>

Green Dot Public Schools Tennessee

Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental –
Regulatory Basis
Funds to the Statement of Activities
Year Ended June 30, 2021

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	<u>(270,850)</u>

Net expense adjustment	207,049
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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	<u>427,651</u>
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Change in net position of governmental activities	<u><u>\$ 1,839,228</u></u>
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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.

	<u>General Fund</u>
Federal Government	
Categorical aid	\$ 712,666
State Government	
Principal apportionment	1,559,325
Local Government	
Other Local Sources	46,499
GDPS TN regional office	<u>1,133,816</u>
Total	<u>\$ 3,452,306</u>

Note 3 - Capital Assets

Capital asset activity for the fiscal year ended June 30, 2021, was as follows:

	<u>Balance July 1, 2020</u>	<u>Additions</u>	<u>Deductions</u>	<u>Balance June 30, 2021</u>
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	<u>3,472,095</u>	<u>(6,649)</u>	<u>-</u>	<u>3,465,446</u>
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	<u>3,421,034</u>	<u>(256,519)</u>	<u>-</u>	<u>3,164,515</u>
Governmental activities capital assets, net	<u>\$ 10,187,191</u>	<u>\$ 200,400</u>	<u>\$ -</u>	<u>\$ 10,387,591</u>

Depreciation expense was charged as a direct expense to governmental functions as follows:

Governmental Activities	
Unallocated	<u>\$ 270,850</u>

Note 4 - Accounts Payable

Accounts payable at June 30, 2021, consisted of the following:

Other accounts payable	\$ 230,446
GDPS TN regional office	<u>1,985,674</u>
Total	<u>\$ 2,216,120</u>

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	<u>\$ 5,284,602</u>	<u>\$ 551,679</u>	<u>\$ (427,651)</u>	<u>\$ 7,207,065</u>	<u>\$ 252,318</u>

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	<u>\$ 305,268</u>	<u>\$ 290,732</u>	<u>\$ 596,000</u>

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	<u>\$ 2,651,947</u>

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	<u>\$ 3,143,435</u>

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 known 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	<u>\$ 980,828</u>	<u>\$ 554,162</u>

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	<u>\$ (18,193)</u>

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	<u>\$ 112,413</u>	<u>\$ 55,753</u>

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	<u>\$ (7,062)</u>

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	<u>\$ 286,133</u>	<u>\$ 53,799</u>

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	<u>\$ 100,412</u>

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	<u>\$ 53,933</u>	<u>\$ 35,096</u>

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	<u>\$ (28,177)</u>

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			Amortized Cost NAV
		Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	
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	<u>\$ 260,227</u>	<u>\$ 127,511</u>	<u>\$ 54,648</u>	<u>\$ 26,023</u>	<u>\$ 52,045</u>

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

Green Dot Public Schools Tennessee
 Budgetary Comparison Schedule – General Fund
 Year Ended June 30, 2021

	Budgeted Amounts		Actual (GAAP Basis)	Variances - Positive (Negative)
	Original	Final		Final to Actual
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
	<u>27,010,382</u>	<u>27,326,191</u>	<u>27,915,945</u>	<u>589,754</u>
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
	<u>26,710,794</u>	<u>26,900,110</u>	<u>26,986,346</u>	<u>(86,236)</u>
Excess (Deficiency) of Revenues Over Expenditures	<u>299,588</u>	<u>426,081</u>	<u>929,599</u>	<u>503,518</u>
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	<u>\$ 459,446</u>	<u>\$ 585,939</u>	<u>\$ 1,510,013</u>	<u>\$ 924,074</u>

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	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>
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	<u>2020</u>	<u>2019</u>	<u>2018</u>		
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	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>
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	<u>2020</u>	<u>2019</u>	<u>2018</u>		
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%		

Green Dot Public Schools Tennessee
Schedule of Contributions
Year Ended June 30, 2021

Teacher Legacy Pension Plan - Achievement	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>
Contractually required contribution	\$ 444,859	\$ 423,686	\$ 530,334	\$ 436,985	\$ 414,842	\$ 207,385
Contributions in relation to the contractually required contribution	<u>444,859</u>	<u>423,686</u>	<u>530,334</u>	<u>436,985</u>	<u>414,842</u>	<u>207,385</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
GDPS TN's covered - employee payroll	<u>\$ 4,331,633</u>	<u>\$ 3,985,758</u>	<u>\$ 5,070,112</u>	<u>\$ 4,812,616</u>	<u>\$ 4,819,251</u>	<u>\$ 2,294,081</u>
Contributions as a percentage of covered - employee payroll	<u>10.27%</u>	<u>10.63%</u>	<u>10.46%</u>	<u>9.08%</u>	<u>8.61%</u>	<u>9.04%</u>
 Teacher Legacy Pension Plan - Bluff City	 <u>2021</u>	 <u>2020</u>	 <u>2019</u>	 <u>2018</u>		
Contractually required contribution	\$ 63,722	\$ 28,340	\$ 42,003	\$ 27,588		
Contributions in relation to the contractually required contribution	<u>63,722</u>	<u>28,340</u>	<u>42,003</u>	<u>27,588</u>		
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>		
GDPS TN's covered - employee payroll	<u>\$ 620,471</u>	<u>\$ 266,602</u>	<u>\$ 401,556</u>	<u>\$ 303,831</u>		
Contributions as a percentage of covered - employee payroll	<u>10.27%</u>	<u>10.63%</u>	<u>10.46%</u>	<u>9.08%</u>		

Green Dot Public Schools Tennessee
Schedule of Contributions
Year Ended June 30, 2021

Teacher Hybrid Retirement Plan - Achievement	<u>2021</u>	<u>2020</u>	<u>2019*</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>
Contractually required contribution	\$ 131,922	\$ 137,689	\$ 83,256	\$ 67,577	\$ 178,151	\$ 53,834
Contributions in relation to the contractually required contribution	<u>131,922</u>	<u>137,689</u>	<u>83,256</u>	<u>165,758</u>	<u>178,151</u>	<u>86,024</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (98,181)</u>	<u>\$ -</u>	<u>\$ (32,190)</u>
District's covered - employee payroll	<u>\$ 3,840,089</u>	<u>\$ 6,885,582</u>	<u>\$ 4,291,547</u>	<u>\$ 4,143,953</u>	<u>\$ 4,223,468</u>	<u>\$ 2,150,617</u>
Contributions as a percentage of covered - employee payroll	<u>3.44%</u>	<u>2.00%</u>	<u>1.94%</u>	<u>4.00%</u>	<u>4.22%</u>	<u>4.00%</u>
Teacher Hybrid Retirement Plan - Bluff City	<u>2021</u>	<u>2020</u>	<u>2019*</u>	<u>2018</u>		
Contractually required contribution	\$ 47,014	\$ 23,743	\$ 15,433	\$ 6,302		
Contributions in relation to the contractually required contribution	<u>47,014</u>	<u>23,743</u>	<u>15,433</u>	<u>15,457</u>		
Contribution deficiency (excess)	<u>\$ 94,028</u>	<u>\$ 47,486</u>	<u>\$ -</u>	<u>\$ (9,155)</u>		
District's covered - employee payroll	<u>\$ 1,382,225</u>	<u>\$ 1,184,871</u>	<u>\$ 795,537</u>	<u>\$ 386,423</u>		
Contributions as a percentage of covered - employee payroll	<u>3.40%</u>	<u>2.00%</u>	<u>1.94%</u>	<u>4.00%</u>		

*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

Green Dot Public Schools Tennessee
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2021

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]	<u>57,691</u>
Subtotal			<u>955,562</u>
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]	<u>354,412</u>
Subtotal			<u>1,784,703</u>
Title I, School Improvement Grant (SIG), Improving Special Education Systems	84.377	[1]	50,000
Priority School Planning Grant (PSPG)	84.377	[1]	<u>59,593</u>
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]	<u>30,982</u>
Total Special Education Cluster			<u>506,519</u>
Total U.S. Department of Education			<u>3,901,329</u>
Total Federal Financial Assistance			<u>\$ 3,901,329</u>

[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 Quaille	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

Green Dot Public Schools Tennessee

Combining Statement of Revenues, Expenditures, and Changes in Fund Balances – 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
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



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.

The image shows a handwritten signature in black ink that reads "Eide Bailly LLP". The signature is written in a cursive, flowing style.

Rancho Cucamonga, California
January 7, 2022



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.

A handwritten signature in black ink that reads "Eide Sully LLP". The signature is written in a cursive, flowing style.

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:	
<u>Name of Federal Program or Cluster</u>	<u>CFDA Number</u>
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.

A handwritten signature in black ink that reads "Eide Bailly LLP". The signature is written in a cursive, flowing style.

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	<u>34,342,716</u>	<u>27,915,945</u>
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	<u>29,037,714</u>	<u>26,076,717</u>
Change in net position	<u>\$ 5,305,002</u>	<u>\$ 1,839,228</u>

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.

Green Dot Public Schools Tennessee
Statement of Net Position
June 30, 2022

	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

Green Dot Public Schools Tennessee

Statement of Activities
Year Ended June 30, 2022

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)
	<u>\$ 29,037,714</u>	<u>\$ 8,433,713</u>	<u>(20,604,001)</u>
General revenues and subventions			
Basic education program revenue			23,275,114
Miscellaneous			2,633,889
			<u>25,909,003</u>
Change in Net Position			5,305,002
Net Position - Beginning			<u>3,281,368</u>
Net Position - Ending			<u>\$ 8,586,370</u>

Green Dot Public Schools Tennessee
Balance Sheet – Governmental Funds
June 30, 2022

	<u>General Fund</u>
Assets	
Restricted investments - TCRS Stabilization Reserve	\$ 320,338
Accounts receivable	7,224,144
Prepaid expenses	<u>219,598</u>
Total assets	<u>\$ 7,764,080</u>
Liabilities and Fund Balances	
Liabilities	
Accounts payable	<u>\$ 2,262,355</u>
Fund Balances	
Nonspendable	219,598
Restricted	320,338
Unassigned	<u>4,961,789</u>
Total fund balances	<u>5,501,725</u>
Total liabilities and fund balances	<u>\$ 7,764,080</u>

Green Dot Public Schools Tennessee
 Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position
 June 30, 2022

Total Fund Balance - Governmental Funds		\$ 5,501,725
<p>Amounts Reported for Governmental Activities in the Statement of Net Position are different because:</p> <p>Capital assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds.</p>		
The cost of capital assets is	\$ 8,464,262	
Accumulated depreciation is	<u>(1,760,052)</u>	
Net capital assets		6,704,210
<p>Right-to-use leased assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds.</p>		
The cost of right-to-use leased assets is	3,594,973	
Accumulated amortization is	<u>(194,742)</u>	
Net right-to-use leased assets		3,400,231
<p>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</p>		
Net pension asset		2,878,080
<p>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</p>		
Net pension asset		(6,105,572)
<p>Net pension asset is not due and receivable in the current period, and is not reported as an asset in the funds.</p>		
		6,895,732
<p>Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the funds.</p>		
<p>Long-term liabilities at year-end consist of</p>		
Loans	(7,006,649)	
Leases	(3,574,733)	
Compensated absences (vacations)	<u>(106,654)</u>	
Total long-term liabilities		<u>(10,688,036)</u>
Total net position - governmental activities		<u>\$ 8,586,370</u>

Green Dot Public Schools Tennessee
Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds
Year Ended June 30, 2022

	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

Green Dot Public Schools Tennessee

Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental Funds to the Statement of Activities Year Ended June 30, 2022

Total Net Change in Fund Balances - Governmental Funds		\$ 3,991,712
<p>Amounts Reported for Governmental Activities in the Statement of Activities are different because:</p> <p>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.</p> <p>This is the amount by which depreciation exceeds capital outlays in the period.</p>		
Depreciation expense	\$ (380,853)	
Capital outlays	<u>162,918</u>	
Net expense adjustment		(217,935)
<p>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.</p>		
		(65,215)
<p>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.</p>		
		124,029
<p>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.</p>		
		1,495,444
<p>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.</p>		
		(133,585)
<p>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.</p>		
Loans	103,318	
Leases	<u>7,234</u>	
Total payments		<u>110,552</u>
Change in net position of governmental activities		<u>\$ 5,305,002</u>

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	<u>2,703,846</u>
Total	<u><u>\$ 7,224,144</u></u>

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 activities 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	<u>\$ 305,268</u>	<u>\$ 290,732</u>	<u>\$ 596,000</u>

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	<u>\$ 2,571,483</u>

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 known 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)	<u>\$ (1,012,341)</u>	<u>\$ (5,688,383)</u>	<u>\$ (9,579,785)</u>

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	<u>\$ 321,271</u>	<u>\$ 747,709</u>

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:

<u>Year Ended June 30,</u>	<u>Deferred Outflow/(Inflows) of Resources</u>
2023	\$ (122,727)
2024	(122,494)
2025	(100,488)
2026	<u>(175,485)</u>
Total	<u>\$ (521,194)</u>

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)	<u>\$ (145,112)</u>	<u>\$ (815,385)</u>	<u>\$ (1,373,191)</u>

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
	<u> </u>	<u> </u>
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	<u>138,420</u>	<u>-</u>
Total	<u>\$ 366,956</u>	<u>\$ 235,812</u>

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	<u>\$ (7,276)</u>

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%
		100%
Total		

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:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
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	<u>46,790</u>	<u>-</u>
Total	<u>\$ 86,015</u>	<u>\$ 106,881</u>

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	<u>(2,537)</u>
Total	<u>\$ (67,656)</u>

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			Amortized Cost NAV
		Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	
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

Green Dot Public Schools Tennessee
Schedule of the Proportionate Share of the Net Pension Liability (Asset)
Year Ended June 30, 2022

Teacher Legacy Pension Plan - Achievement	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>
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	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>		
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	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>
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	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>		
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%		

Green Dot Public Schools Tennessee
Schedule of Contributions
Year Ended June 30, 2022

Teacher Legacy Pension Plan - Achievement	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>
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	<u>469,863</u>	<u>444,859</u>	<u>423,686</u>	<u>530,334</u>	<u>436,985</u>	<u>414,842</u>	<u>207,385</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
GDPS TN's covered - employee payroll	<u>\$ 4,561,774</u>	<u>\$ 4,331,633</u>	<u>\$ 3,985,758</u>	<u>\$ 5,070,112</u>	<u>\$ 4,812,616</u>	<u>\$ 4,819,251</u>	<u>\$ 2,294,081</u>
Contributions as a percentage of covered - employee payroll	<u>10.30%</u>	<u>10.27%</u>	<u>10.63%</u>	<u>10.46%</u>	<u>9.08%</u>	<u>8.61%</u>	<u>9.04%</u>
 Teacher Legacy Pension Plan - Bluff City	 <u>2022</u>	 <u>2021</u>	 <u>2020</u>	 <u>2019</u>	 <u>2018</u>		
Contractually required contribution	\$ 94,756	\$ 63,722	\$ 28,340	\$ 42,003	\$ 27,588		
Contributions in relation to the contractually required contribution	<u>94,756</u>	<u>63,722</u>	<u>28,340</u>	<u>42,003</u>	<u>27,588</u>		
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>		
GDPS TN's covered - employee payroll	<u>\$ 919,957</u>	<u>\$ 620,471</u>	<u>\$ 266,602</u>	<u>\$ 401,556</u>	<u>\$ 303,831</u>		
Contributions as a percentage of covered - employee payroll	<u>10.30%</u>	<u>10.27%</u>	<u>10.63%</u>	<u>10.46%</u>	<u>9.08%</u>		

Green Dot Public Schools Tennessee
Schedule of Contributions
Year Ended June 30, 2022

Teacher Hybrid Retirement Plan - Achievement	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019*</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>
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	<u>138,420</u>	<u>131,922</u>	<u>137,689</u>	<u>83,256</u>	<u>165,758</u>	<u>178,151</u>	<u>86,024</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (98,181)</u>	<u>\$ -</u>	<u>\$ (32,190)</u>
District's covered - employee payroll	<u>\$ 4,138,607</u>	<u>\$ 3,840,089</u>	<u>\$ 6,885,582</u>	<u>\$ 4,291,547</u>	<u>\$ 4,143,953</u>	<u>\$ 4,223,468</u>	<u>\$ 2,150,617</u>
Contributions as a percentage of covered - employee payroll	<u>3.34%</u>	<u>3.44%</u>	<u>2.00%</u>	<u>1.94%</u>	<u>4.00%</u>	<u>4.22%</u>	<u>4.00%</u>
Teacher Hybrid Retirement Plan - Bluff City	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019*</u>	<u>2018</u>		
Contractually required contribution	\$ 46,790	\$ 47,014	\$ 23,743	\$ 15,433	\$ 6,302		
Contributions in relation to the contractually required contribution	<u>46,790</u>	<u>47,014</u>	<u>23,743</u>	<u>15,433</u>	<u>15,457</u>		
Contribution deficiency (excess)	<u>\$ 93,580</u>	<u>\$ 94,028</u>	<u>\$ 47,486</u>	<u>\$ -</u>	<u>\$ (9,155)</u>		
District's covered - employee payroll	<u>\$ 1,314,922</u>	<u>\$ 1,382,225</u>	<u>\$ 1,184,871</u>	<u>\$ 795,537</u>	<u>\$ 386,423</u>		
Contributions as a percentage of covered - employee payroll	<u>3.56%</u>	<u>3.40%</u>	<u>2.00%</u>	<u>1.94%</u>	<u>4.00%</u>		

*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

Green Dot Public Schools Tennessee
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2022

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]	<u>37,179</u>
Subtotal			<u>4,566,673</u>
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]	<u>37,492</u>
Subtotal			<u>2,063,935</u>
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]	<u>366,466</u>
Total U.S. Department of Education			<u>7,604,256</u>

Green Dot Public Schools Tennessee
 Schedule of Expenditures of Federal Awards
 Year Ended June 30, 2022

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			<u>54,252</u>
Total Federal Financial Assistance			<u><u>\$ 7,658,508</u></u>

[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

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



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.

A handwritten signature in black ink that reads "Eide Bailly LLP". The signature is written in a cursive, flowing style.

Rancho Cucamonga, California
December 13, 2022



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.

The image shows a handwritten signature in black ink that reads "Eide Bailly LLP". The signature is written in a cursive, flowing style.

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

<u>Name of Federal Program or Cluster</u>	<u>Assistance Listing Number</u>
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 Quail	Executive Director
Daniel Penaranda	Director of Finance & Operations



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.

A handwritten signature in black ink that reads "Eide Bailly LLP". The signature is written in a cursive, flowing style.

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	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Liabilities						
General Fund						
Accounts payable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Due to other funds	-	-	-	-	-	-
Restricted Funds						
Accounts payable	-	-	-	-	-	-
Due to other funds	-	-	-	-	-	-
Total liabilities	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Fund Balances						
General Fund						
Unassigned	-	-	-	-	-	-
Restricted Funds	-	-	-	-	-	-
Total fund balances	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total liabilities and fund balances	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

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

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	<u>18,180</u>	<u>13,011</u>	<u>6,384</u>	<u>17,968</u>	<u>-</u>	<u>55,543</u>
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	<u>30,033</u>	<u>13,989</u>	<u>31,596</u>	<u>30,629</u>	<u>53,589</u>	<u>159,836</u>
Total general and restricted funds	<u>48,213</u>	<u>27,000</u>	<u>37,980</u>	<u>48,597</u>	<u>53,589</u>	<u>215,379</u>
Excess (Deficiency) of Revenues						
Over Expenditures	(8,416)	-	-	-	(36,374)	(44,790)
Fund Balance - Ending	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

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				
	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	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

The notes to the financial statements are an integral part of this statement.

Green Dot Public Schools Tennessee

Internal School Funds

Fairley High School - Statement of Revenues, Expenditures, and Changes in Fund Balances (Regulatory Basis)

Year Ended June 30, 2022

	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				
	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	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

The notes to the financial statements are an integral part of this statement.

Green Dot Public Schools Tennessee

Internal School Funds

Wooddale Middle School - Statement of Revenues, Expenditures, and Changes in Fund Balances (Regulatory Basis)

Year Ended June 30, 2022

	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				
	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	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

The notes to the financial statements are an integral part of this statement.

Green Dot Public Schools Tennessee

Internal School Funds

Hillcrest High School - Statement of Revenues, Expenditures, and Changes in Fund Balances (Regulatory Basis)

Year Ended June 30, 2022

	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				
	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	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

The notes to the financial statements are an integral part of this statement.

Green Dot Public Schools Tennessee

Internal School Funds

Kirby Middle School - Statement of Revenues, Expenditures, and Changes in Fund Balances (Regulatory Basis)

Year Ended June 30, 2022

	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				
	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	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

The notes to the financial statements are an integral part of this statement.

Green Dot Public Schools Tennessee

Internal School Funds

Bluff City High School - Statement of Revenues, Expenditures, and Changes in Fund Balances (Regulatory Basis)

Year Ended June 30, 2022

	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

Green Dot Public Schools Tennessee

Internal School Funds

Schedule of Fidelity Bond Coverage

Year Ended June 30, 2022

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

Green Dot Public Schools Tennessee
Internal School Funds
Schedule of Salary Supplements
Year Ended June 30, 2022

Salary supplements were not paid from internal school funds.



Independent Auditor's Report
June 30, 2022

Green Dot Public Schools Tennessee



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.

A handwritten signature in black ink that reads "Eide Bailly LLP". The signature is written in a cursive, flowing style.

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.

Green Dot Public Schools Tennessee
Unaudited Statement of Financial Position
GDPST Combined

	Sep 30, 2022
ASSETS	
Current Assets	
Cash and cash equivalents	4,031,975
Accounts receivable	3,457,970
Prepaid expenses and other current assets	528,807
Total Current Assets	8,018,752
Non-Current Assets	
Security deposits	14,000
Fixed assets	12,537,197
Less: accumulated depreciation	(2,048,280)
Total Non-Current Assets	10,502,916
Total Assets	\$ 18,521,669
LIABILITIES	
Current Liabilities	
Accounts payable and accruals	1,480,679
Intercompany payables	358,069
Deferred revenue	31,326
Current portion of long-term obligations	92,648
Total Current Liabilities	1,962,722
Long-Term Obligation	
Total Long-Term Obligation	10,505,738
Total Liabilities	12,468,459
NET ASSETS	
Total Net Assets	6,053,210
Total Liabilities and Net Assets	18,521,669

GDPST Current Balance Sheet

Check

-

GDPST Current Balance Sheet

RPT002 Balance Sheet - Internal by Organization

Organization Cost Center: 320 TN - Fairley
 HS
Company Green Dot Public Schools
 Tennessee
Period FY 2023 - 03 September
Ledger Actuals
Book FASB

Additional Options

Ledger Accounts and Summaries

Calculate Current Year Retain No

Calculate Translation Gain or No

Eliminations Only No

Perform Intercompany Elimin No

Perform Interworktag Elimina No

Green Dot Public Schools Tennessee
 Unaudited Statement of Financial Position

Ledger Account	09/30/2022 Current Period	06/30/2022 Prior Year End	Change	09/30/2021 Prior Year Current Period	Change from Prior Year
ASSETS					
Current assets					
Cash and cash equivalents	\$0	\$0	\$0	\$0	\$0
Restricted cash and investments	0	0	0	0	0
Accounts receivable	741,743	619,418	122,325	286,029	455,714
Intercompany receivables (current)	0	0	0	0	0
Intra-company receivable	0	0	0	0	0
Prepaid expenses and other current assets	75,000	8,331	66,669	70,113	4,887
Total current assets	816,743	627,750	188,993	356,141	460,601
Non-current assets					
Restricted cash and investments (non-current)	0	0	0	0	0
Note receivable	0	0	0	0	0
Intercompany receivables (non-current)	0	0	0	0	0
Security deposits	0	0	0	0	0
Right of use assets, net	0	0	0	0	0
Property and equipment, net	11,931	13,734	(1,802)	28,587	(16,656)
Total non-current assets	11,931	13,734	(1,802)	28,587	(16,656)
Total assets	828,674	641,483	187,191	384,728	443,946

LIABILITIES

Current liabilities

Accounts payable and accruals	25,176	61,887	36,711	56,908	31,732
Intercompany payables (current)	0	0	0	0	0
Intracompany payables (current)	1,272,961	1,075,739	(197,222)	1,262,074	(10,887)
Interest payable	0	0	0	0	0

GDPST Current Balance Sheet

Deferred revenue	0	(0)	(0)	91,601	91,601
Current portion of long-term obligations	0	0	0	0	0
Total current liabilities	1,298,136	1,137,626	(160,510)	1,410,582	112,446
Other liabilities					
Deferred revenue - proposition funding	0	0	0	0	0
Total other liabilities	0	0	0	0	0
Long-term obligation					
Intercompany payables (non-current)	0	0	0	0	0
Non-current portion of long-term obligations	31,245	32,217	973	37,814	6,570
Total long-term obligation	31,245	32,217	973	37,814	6,570
Total liabilities	1,329,381	1,169,843	(159,538)	1,448,397	119,016
NET ASSETS					
Beginning balance net assets with donor restrictions	0	0	0	0	0
Beginning balance net assets without donor restrictions	(528,360)	(651,171)	(122,811)	(651,171)	(122,811)
Current year change in net assets	27,653	122,811	95,159	(412,497)	(440,150)
Total net assets	(500,707)	(528,360)	(27,653)	(1,063,668)	(562,962)
Total liabilities and net assets	828,674	641,483	(187,191)	384,728	(443,946)
Check Balance: Total Assets	(407,886)	0	(407,886)	(5,123,497)	4,715,611
Check Balance: Total Liabilities	407,886	0	407,886	5,123,497	(4,715,611)
Check Balance: Net Asset Beginning Balance	0	0	0	0	0
Check Balance: Current year change in net assets	0	0	0	0	0
Check Balance: Total Assets = Total Liabilities & Net Assets	0	0	0	0	0

GDPST Current Balance Sheet

RPT002 Balance Sheet - Internal by Organization

Organization Cost Center: 321 TN -
Wooddale MS
Company Green Dot Public Schools
Tennessee
Period FY 2023 - 03 September
Ledger Actuals
Book FASB

Additional Options

Ledger Accounts and Summaries

Calculate Current Year Retain No

Calculate Translation Gain or No

Eliminations Only No

Perform Intercompany Elimin No

Perform Interworktag Elimina No

Green Dot Public Schools Tennessee
Unaudited Statement of Financial Position

Ledger Account	09/30/2022 Current Period	06/30/2022 Prior Year End	Change	09/30/2021 Prior Year Current Period	Change from Prior Year
ASSETS					
Current assets					
Cash and cash equivalents	\$0	\$0	\$0	\$0	\$0
Restricted cash and investments	0	0	0	0	0
Accounts receivable	1,097,974	1,475,266	(377,292)	896,449	201,525
Intercompany receivables (current)	0	0	0	0	0
Intra-company receivable	1,401,536	1,016,097	385,439	0	1,401,536
Prepaid expenses and other current assets	66,205	8,331	57,873	40,300	25,905
Total current assets	2,565,715	2,499,694	66,021	936,749	1,628,966
Non-current assets					
Restricted cash and investments (non-current)	0	0	0	0	0
Note receivable	0	0	0	0	0
Intercompany receivables (non-current)	0	0	0	0	0
Security deposits	0	0	0	0	0
Right of use assets, net	0	0	0	0	0
Property and equipment, net	82,976	97,561	(14,585)	141,316	(58,340)
Total non-current assets	82,976	97,561	(14,585)	141,316	(58,340)
Total assets	2,648,691	2,597,256	51,436	1,078,065	1,570,626

LIABILITIES

Current liabilities

Accounts payable and accruals	67,534	97,622	30,088	87,413	19,879
Intercompany payables (current)	0	0	0	0	0
Intracompany payables (current)	0	0	0	236,474	236,474
Interest payable	0	0	0	0	0

GDPST Current Balance Sheet

Deferred revenue	0	0	0	228,430	228,430
Current portion of long-term obligations	0	0	0	0	0
Total current liabilities	67,534	97,622	30,088	552,317	484,783
Other liabilities					
Deferred revenue - proposition funding	0	0	0	0	0
Total other liabilities	0	0	0	0	0
Long-term obligation					
Intercompany payables (non-current)	0	0	0	0	0
Non-current portion of long-term obligations	606,935	608,360	1,426	604,394	(2,541)
Total long-term obligation	606,935	608,360	1,426	604,394	(2,541)
Total liabilities	674,469	705,983	31,514	1,156,711	482,242
NET ASSETS					
Beginning balance net assets with donor restrictions	0	0	0	0	0
Beginning balance net assets without donor restrictions	1,891,273	439,510	(1,451,763)	439,510	(1,451,763)
Current year change in net assets	82,950	1,451,763	1,368,812	(518,156)	(601,106)
Total net assets	1,974,223	1,891,273	(82,950)	(78,646)	(2,052,869)
Total liabilities and net assets	2,648,691	2,597,256	(51,436)	1,078,065	(1,570,626)
Check Balance: Total Assets	(641,624)	0	(641,624)	(8,042,980)	7,401,356
Check Balance: Total Liabilities	641,624	0	641,624	8,042,980	(7,401,356)
Check Balance: Net Asset Beginning Balance	0	0	0	0	0
Check Balance: Current year change in net assets	0	0	0	0	0
Check Balance: Total Assets = Total Liabilities & Net Assets	0	0	0	0	0

GDPST Current Balance Sheet

RPT002 Balance Sheet - Internal by Organization

Organization Cost Center: 322 TN - Hillcrest HS
Company Green Dot Public Schools Tennessee
Period FY 2023 - 03 September
Ledger Actuals
Book FASB

Additional Options

Ledger Accounts and Summaries

Calculate Current Year Retain No

Calculate Translation Gain or No

Eliminations Only No

Perform Intercompany Elimina No

Perform Interworktag Elimina No

Green Dot Public Schools Tennessee
 Unaudited Statement of Financial Position

Ledger Account	09/30/2022 Current Period	06/30/2022 Prior Year End	Change	09/30/2021 Prior Year Current Period	Change from Prior Year
ASSETS					
Current assets					
Cash and cash equivalents	\$0	\$0	\$0	\$0	\$0
Restricted cash and investments	0	0	0	0	0
Accounts receivable	665,927	780,720	(114,793)	261,186	404,741
Intercompany receivables (current)	0	0	0	0	0
Intra-company receivable	0	0	0	0	0
Prepaid expenses and other current assets	118,521	91,199	27,322	103,142	15,379
Total current assets	784,448	871,919	(87,471)	364,328	420,120
Non-current assets					
Restricted cash and investments (non-current)	0	0	0	0	0
Note receivable	0	0	0	0	0
Intercompany receivables (non-current)	0	0	0	0	0
Security deposits	0	0	0	0	0
Right of use assets, net	0	0	0	0	0
Property and equipment, net	113,142	121,628	(8,486)	147,085	(33,943)
Total non-current assets	113,142	121,628	(8,486)	147,085	(33,943)
Total assets	897,590	993,547	(95,957)	511,414	386,177

LIABILITIES

Current liabilities

Accounts payable and accruals	39,419	64,022	24,603	78,458	39,039
Intercompany payables (current)	0	0	0	0	0
Intracompany payables (current)	887,534	794,558	(92,977)	1,105,602	218,068
Interest payable	0	0	0	0	0

GDPST Current Balance Sheet

Deferred revenue	0	0	0	104,132	104,132
Current portion of long-term obligations	0	76,317	76,317	76,317	76,317
Total current liabilities	926,953	934,897	7,943	1,364,509	437,556
Other liabilities					
Deferred revenue - proposition funding	0	0	0	0	0
Total other liabilities	0	0	0	0	0
Long-term obligation					
Intercompany payables (non-current)	0	0	0	0	0
Non-current portion of long-term obligations	262,093	258,031	(4,062)	260,462	(1,631)
Total long-term obligation	262,093	258,031	(4,062)	260,462	(1,631)
Total liabilities	1,189,046	1,192,927	3,881	1,624,971	435,925
NET ASSETS					
Beginning balance net assets with donor restrictions	0	0	0	0	0
Beginning balance net assets without donor restrictions	(199,380)	(765,010)	(565,631)	(765,010)	(565,631)
Current year change in net assets	(92,076)	565,631	657,706	(348,547)	(256,471)
Total net assets	(291,456)	(199,380)	92,076	(1,113,558)	(822,102)
Total liabilities and net assets	897,590	993,547	95,957	511,414	(386,177)
Check Balance: Total Assets	(528,918)	0	(528,918)	(5,350,551)	4,821,634
Check Balance: Total Liabilities	528,918	0	528,918	5,350,551	(4,821,634)
Check Balance: Net Asset Beginning Balance	0	0	0	0	0
Check Balance: Current year change in net assets	0	0	0	0	0
Check Balance: Total Assets = Total Liabilities & Net Assets	0	0	0	0	0

GDPST Current Balance Sheet

RPT002 Balance Sheet - Internal by Organization

Organization Cost Center: 323 TN - Kirby
MS
Company Green Dot Public Schools
Tennessee
Period FY 2023 - 03 September
Ledger Actuals
Book FASB

Additional Options

Ledger Accounts and Summaries

Calculate Current Year Retain No

Calculate Translation Gain or No

Eliminations Only No

Perform Intercompany Elimin No

Perform Interworktag Elimina No

Green Dot Public Schools Tennessee
Unaudited Statement of Financial Position

Ledger Account	09/30/2022 Current Period	06/30/2022 Prior Year End	Change	09/30/2021 Prior Year Current Period	Change from Prior Year
ASSETS					
Current assets					
Cash and cash equivalents	\$0	\$0	\$0	\$0	\$0
Restricted cash and investments	0	0	0	0	0
Accounts receivable	586,265	801,926	(215,661)	300,710	285,555
Intercompany receivables (current)	0	0	0	0	0
Intra-company receivable	1,954,242	1,687,750	266,492	455,608	1,498,633
Prepaid expenses and other current assets	55,465	87,744	(32,279)	42,564	12,901
Total current assets	2,595,972	2,577,420	18,552	798,883	1,797,089
Non-current assets					
Restricted cash and investments (non-current)	0	0	0	0	0
Note receivable	0	0	0	0	0
Intercompany receivables (non-current)	0	0	0	0	0
Security deposits	0	0	0	0	0
Right of use assets, net	0	0	0	0	0
Property and equipment, net	155,715	168,216	(12,502)	205,721	(50,007)
Total non-current assets	155,715	168,216	(12,502)	205,721	(50,007)
Total assets	2,751,687	2,745,637	6,050	1,004,604	1,747,083

LIABILITIES

Current liabilities

Accounts payable and accruals	45,438	55,127	9,689	38,847	(6,591)
Intercompany payables (current)	0	0	0	0	0
Intracompany payables (current)	0	0	0	0	0
Interest payable	0	0	0	0	0

GDPST Current Balance Sheet

Deferred revenue	24,388	0	(24,388)	111,802	87,414
Current portion of long-term obligations	0	72,683	72,683	72,683	72,683
Total current liabilities	69,826	127,810	57,985	223,332	153,507
Other liabilities					
Deferred revenue - proposition funding	0	0	0	0	0
Total other liabilities	0	0	0	0	0
Long-term obligation					
Intercompany payables (non-current)	0	0	0	0	0
Non-current portion of long-term obligations	228,184	226,299	(1,885)	241,262	13,077
Total long-term obligation	228,184	226,299	(1,885)	241,262	13,077
Total liabilities	298,010	354,109	56,099	464,594	166,584
NET ASSETS					
Beginning balance net assets with donor restrictions	0	0	0	0	0
Beginning balance net assets without donor restrictions	2,391,528	882,321	(1,509,206)	882,321	(1,509,206)
Current year change in net assets	62,149	1,509,206	1,447,057	(342,311)	(404,460)
Total net assets	2,453,677	2,391,528	(62,149)	540,010	(1,913,667)
Total liabilities and net assets	2,751,687	2,745,637	(6,050)	1,004,604	(1,747,083)
Check Balance: Total Assets	(574,272)	0	(574,272)	(7,578,940)	7,004,667
Check Balance: Total Liabilities	574,272	0	574,272	7,578,940	(7,004,667)
Check Balance: Net Asset Beginning Balance	0	0	0	0	0
Check Balance: Current year change in net assets	0	0	0	0	0
Check Balance: Total Assets = Total Liabilities & Net Assets	0	0	0	0	0

GDPST Current Balance Sheet

RPT002 Balance Sheet - Internal by Organization

Organization Cost Center: 324 TN - Bluff
City HS
Company Green Dot Public Schools
Tennessee
Period FY 2023 - 03 September
Ledger Actuals
Book FASB

Additional Options

Ledger Accounts and Summaries

Calculate Current Year Retain No

Calculate Translation Gain or No

Eliminations Only No

Perform Intercompany Elimina No

Perform Interworktag Elimina No

Green Dot Public Schools Tennessee
Unaudited Statement of Financial Position

Ledger Account	09/30/2022 Current Period	06/30/2022 Prior Year End	Change	09/30/2021 Prior Year Current Period	Change from Prior Year
ASSETS					
Current assets					
Cash and cash equivalents	\$0	\$0	\$0	\$0	\$0
Restricted cash and investments	0	0	0	0	0
Accounts receivable	366,061	842,968	(476,907)	210,961	155,100
Intercompany receivables (current)	0	0	0	0	0
Intra-company receivable	437,758	0	437,758	152,799	284,959
Prepaid expenses and other current assets	108,443	9,993	98,450	122,662	(14,219)
Total current assets	912,262	852,961	59,301	486,421	425,841
Non-current assets					
Restricted cash and investments (non-current)	0	0	0	0	0
Note receivable	0	0	0	0	0
Intercompany receivables (non-current)	0	0	0	0	0
Security deposits	14,000	14,000	0	14,000	0
Right of use assets, net	3,383,872	3,400,232	(16,359)	3,449,172	(65,299)
Property and equipment, net	6,235,437	6,293,707	(58,270)	6,472,058	(236,621)
Total non-current assets	9,633,310	9,707,939	(74,629)	9,935,230	(301,920)
Total assets	10,545,572	10,560,900	(15,328)	10,421,651	123,920

LIABILITIES

Current liabilities

Accounts payable and accruals	35,026	44,193	9,167	49,830	14,805
Intercompany payables (current)	0	0	0	0	0
Intracompany payables (current)	0	69,207	69,207	0	0
Interest payable	0	0	0	0	0

GDPST Current Balance Sheet

Deferred revenue	6,939	(0)	(6,939)	168,995	162,056
Current portion of long-term obligations	92,648	119,073	26,426	110,551	17,904
Total current liabilities	134,612	232,473	97,862	329,376	194,765
Other liabilities					
Deferred revenue - proposition funding	0	0	0	0	0
Total other liabilities	0	0	0	0	0
Long-term obligation					
Intercompany payables (non-current)	0	0	0	0	0
Non-current portion of long-term obligations	9,294,020	9,295,057	1,037	9,397,753	103,733
Total long-term obligation	9,294,020	9,295,057	1,037	9,397,753	103,733
Total liabilities	9,428,632	9,527,530	98,899	9,727,130	298,498
NET ASSETS					
Beginning balance net assets with donor restrictions	0	0	0	0	0
Beginning balance net assets without donor restrictions	1,033,370	1,032,479	(891)	1,032,479	(891)
Current year change in net assets	83,570	891	(82,680)	(337,958)	(421,528)
Total net assets	1,116,940	1,033,370	(83,570)	694,521	(422,419)
Total liabilities and net assets	10,545,572	10,560,900	15,328	10,421,651	(123,920)
Check Balance: Total Assets	(719,271)	0	(719,271)	(9,248,893)	8,529,622
Check Balance: Total Liabilities	719,271	0	719,271	9,248,893	(8,529,622)
Check Balance: Net Asset Beginning Balance	0	0	0	0	0
Check Balance: Current year change in net assets	0	0	0	0	0
Check Balance: Total Assets = Total Liabilities & Net Assets	0	0	0	0	0

GDPST Internal Financials

Green Dot Public Schools Tennessee
 Unaudited Statement of Activities and Changes in Net Assets
 For the period ending September 30, 2022
Combined

	Year-to-Date				Comments
	Actual	Budget	Var B/(W)	Var %	
REVENUE					
State Apportionment	\$5,089,895	\$4,921,837	\$168,059	3%	Increase due to recognition of prior year BEP revenue
Federal revenue	2,133,557	1,860,673	272,884	15%	Increase due to timing of ESSER utilization and IDEA revenue offset by timing of Title revenue
Other state revenue	1,600	434,765	(433,165)	(100%)	Decrease due to timing of Charter School Facilities Grant
Contributions and grants	0	0	0	0%	
Local revenue	20,664	26,489	(5,825)	(22%)	
Total Revenue	\$ 7,245,716	\$ 7,243,763	\$ 1,953	0%	
EXPENDITURES					
Salaries and benefits	4,353,798	4,122,970	(230,828)	(5%)	Increase due to timing of stipends and summer salaries
Student services	1,469,943	1,450,259	(19,683)	(1%)	Increase due to additional substitute teachers and higher student transportation expenses offset by lower professional services
Materials and supplies	355,007	269,826	(85,181)	(24%)	Increase due to timing of material and supply purchases
Other expenses	4,316	0	(4,316)	(100%)	
Occupancy	1,042,746	1,027,331	(15,415)	(1%)	Increase due to timing of building maintenance and increased security services
Depreciation amortization	122,198	130,783	8,584	7%	
Interest	92,332	91,755	(577)	(1%)	
Total Operating Costs	\$ 7,440,339	\$ 7,092,924	\$ (347,415)	(5%)	
Change in Net Assets	(\$194,623)	\$150,839	(\$345,461)	-229%	

302 TN - Programatic Costs	309 TN - Management and General Costs	320 TN - Fairley HS	321 TN - Wooddale MS	322 TN - Hillcrest HS	323 TN - Kirby MS	324 TN - Bluff City HS	SSF Elimination
Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
\$0	\$0	\$876,321	\$1,124,218	\$927,070	\$897,399	\$1,264,887	\$0
0	0	407,336	501,271	441,394	471,282	312,275	0
0	0	0	0	0	0	1,600	0
0	0	0	0	0	0	0	0
0	822,392	1,524	5,230	75	7,761	490	(816,809)
\$ -	\$ 822,392	\$ 1,285,181	\$ 1,630,718	\$ 1,368,539	\$ 1,376,442	\$ 1,579,252	\$ (816,809)
162,853	295,359	660,704	875,086	828,472	759,760	771,564	0
12,450	621,342	279,823	389,762	341,460	304,050	337,864	(816,809)
2,015	42,823	56,952	64,206	65,252	69,302	54,456	0
0	0	0	1,561	0	0	2,755	0
0	16,773	258,247	201,106	216,309	168,073	182,238	0
0	27,647	1,802	14,585	8,486	12,502	57,177	0
0	0	0	1,463	636	606	89,627	0
\$ 177,318	\$ 1,003,944	\$ 1,257,528	\$ 1,547,768	\$ 1,460,615	\$ 1,314,293	\$ 1,495,682	\$ (816,809)
(\$177,318)	(\$181,552)	\$27,653	\$82,950	(\$92,076)	\$62,149	\$83,570	\$0

SSF	816,809	789,012
	2,964,343	2,941,061
	6386000	3,444,939
Laptop Adjustment	1662.02	

GDPST Internal Financials

RPT001 Income Statement - Internal (by Organization)

Cost Center Hierarchy: GDPSTN
For the Period FY 2023 - 03 September

	Year-to-Date				Current Month (03 September 2023)				Full Year	302 TN - Programatic Costs N - Management and General		320 TN - Foley HS	321 TN - Wooddale MS	322 TN - Hillcrest HS	323 TN - Kirby MS	324 TN - Bluff City HS	999 Balancing Cost Center	
	Actual	Budget	Var B/(W)	Var %	Actual	Budget	Var B/(W)	Var %	Budget	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	
REVENUE																		
State Apportionment	\$5,089,895	\$4,921,837	\$168,059	(3%)	\$2,257,210	\$1,985,968	\$271,242	(12%)	\$22,795,780	\$0	\$0	\$876,321	\$1,124,218	\$927,070	\$897,399	\$1,264,887	\$0	
Federal revenue	2,133,557	1,860,673	272,884	(13%)	1,327,300	827,907	499,393	(38%)	8,944,137	0	0	407,336	501,271	441,394	471,282	312,275	0	
Other state revenue	1,600	434,785	(433,185)	27.073%	0	144,622	(144,622)	0%	1,739,098	0	0	0	0	0	0	1,000	0	
Contributions and grants	0	0	0	0%	0	0	0	0%	0	0	0	0	0	0	0	0	0	
Local revenue	837,473	815,500	21,972	(3%)	386,221	352,278	33,944	(9%)	3,931,955	0	822,392	1,524	5,230	75	7,761	480	0	
Rental income	0	0	0	0%	0	0	0	0%	0	0	0	0	0	0	0	0	0	
Interest income	0	0	0	0%	0	0	0	0%	0	0	0	0	0	0	0	0	0	
Net assets released from restrictions	0	0	0	0%	0	0	0	0%	0	0	0	0	0	0	0	0	0	
Total Revenue	8,042,625	8,052,775	29,791	(0%)	3,970,731	3,311,075	659,657	(17%)	37,410,930	0	822,392	1,285,181	1,630,718	1,368,539	1,376,442	1,679,252	0	
EXPENSE																		
Salaries and benefits	4,353,788	4,122,970	(230,818)	(5%)	1,600,784	1,666,368	65,585	4%	20,011,793	162,853	206,369	660,704	875,086	828,472	759,789	771,564	0	
Student services	2,286,751	2,239,271	(47,480)	(2%)	1,107,683	923,729	(184,154)	(17%)	9,798,446	12,450	621,342	279,823	389,762	341,460	304,050	337,864	0	
Materials and supplies	355,007	269,826	(85,181)	(24%)	67,399	71,084	3,686	5%	823,162	2,015	42,823	56,952	64,206	65,252	69,302	54,456	0	
Student nutrition	0	0	0	0%	0	0	0	0%	0	0	0	0	0	0	0	0	0	
Other expenses	4,316	0	(4,316)	(100%)	1,093	0	(1,093)	(100%)	0	0	0	0	0	0	0	2,755	0	
Depreciation amortization	122,198	130,763	8,564	7%	40,733	43,594	2,861	7%	523,131	0	27,847	1,502	14,585	8,486	12,522	57,177	0	
Occupancy	1,042,746	1,027,531	(15,215)	(1%)	378,246	368,196	(10,140)	(3%)	4,361,191	0	16,773	258,247	201,106	216,309	163,073	162,258	0	
Proposition construction expenses	0	0	0	0%	0	0	0	0%	0	0	0	0	0	0	0	0	0	
Interest	92,332	91,755	(577)	(1%)	30,675	30,585	(90)	(0%)	367,020	0	0	0	1,483	636	606	89,627	0	
Operating expenses	0	0	0	0%	0	0	0	0%	0	0	0	0	0	0	0	0	0	
Total Expenses	8,267,148	7,881,936	(375,212)	(5%)	3,229,812	3,163,466	(66,346)	(2%)	35,824,744	177,318	1,603,944	1,287,639	1,460,616	1,489,962	1,314,293	1,498,962	0	
Change in Net Assets	(\$194,623)	\$160,839	(\$345,461)	(178%)	\$743,920	\$207,608	\$536,311	(72%)	\$1,686,186	(\$177,318)	(\$181,652)	\$27,693	\$62,950	(\$92,076)	\$62,149	\$63,070	\$0	
Check	194,623	(150,839)	(345,461)	(178%)	(743,920)	(207,608)	536,311	(72%)	(1,686,186)	177,318	181,652	(27,693)	(62,950)	92,076	(62,149)	(63,070)	0	



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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

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4. No Arbitration Proceedings

Please let me know if you need any additional information.

Sincerely,

FISHER & PHILLIPS, LLP



J. Gregory Grisham

JGG:kc



2024-2025 PUBLIC CHARTER SCHOOL APPLICATION APPLICATION ADDENDUM- EXIT PLANNING

This addendum is created in collaboration with the Achievement School District (“ASD”) to satisfy the requirements of the Tennessee Department of Education (“department”) 2024-2025 Application for a Public Charter School template.

Pursuant to Tenn. Code Ann. 49-6-614, the ASD is required to develop a School Exit Plan (“SEP”) for all ASD schools returning to their school district following the tenth year of operation. Each SEP created is school-specific pursuant to a timeline approved by the department during a collaborative process undertaken by the ASD with school stakeholders pursuant to the School Transition Framework (“Framework”).

Submission of this addendum outlines the key requirements of the Framework and satisfies the requirements for documentation of an exit plan for an existing sponsor of a charter school in the ASD seeking authorization from its home LEA during the 2023 application period.

Please provide a brief overview of any financial considerations the transition team will need to consider during the 10th year of operation to ensure responsible oversight of the charter school exiting the ASD.

The Year 0 Budget reflects the final year of Fairley’s operation in the ASD. 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. These line items represent extra resources needed to communicate and inform all interested parties of the transition specifics. All remaining costs of transition are in existing staff and activities of the Fairley operating budget.

Costs related to facilities transition are expected in year 1 with MSCS.

Please provide a brief overview of any operational considerations the transition team will need to consider during the 10th year of operation to ensure responsible oversight of the charter school exiting the ASD. Please include details related to facilities, transportation and nutritional services.

As Green Dot desires to continue to operate Fairley High School on the Fairley 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 serve the Whitehaven community, Green Dot hopes to be able to come to a continued occupancy solution in 3 to 6 months, within year 10 of operation.

As Fairley High School currently utilizes MSCS Nutrition Services as its student meal provider, through a contract between MSCS and Green Dot, no transition is expected.




As Fairley High School currently utilizes Green Dot owned and operated buses to provide student busing, no transition is expected.


Please provide a brief overview of any programmatic considerations the transition team will need to consider to address the continuity of learning for students during the exit of the charter school from the ASD.

Major programmatic considerations are not expected in the transition to MSCS. The focus will remain on delivering consistent academic structures and supports throughout year 10. In year one with MSCS, Fairley High School is committed to meeting all programmatic expectations.

By signing this addendum, the ASD and charter school applicant agree to collaborate with Memphis Shelby County Schools and other identified stakeholders to complete the School Transition Framework during the 2023-2024 school year and prior to the school exiting the ASD. The charter school applicant will work toward all transition goals and observe all timelines and milestones set by the transition team pursuant to the SEP and Framework. The department will be responsible for ensuring milestones within each SEP are met and is committed to aligning its supports to this end.


 Andrew McGee Deputy Superintendent, ASD 1/31/23

 ASD Representative, Name and Title Date


 Jocquell Rodgers Jocquell M. Rodgers 01/31/2023 04:19 UTC

 Charter School Applicant, Name and Title Date

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1. Jocquell Rodgers (jocquell.rodgers@greendot.org)

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